

**HOWARD UNIVERSITY
SCHOOL OF SOCIAL WORK**

**Social Welfare Policy & Services I
SWPS 213 01
CRN 17019**

Spring 2016
Mondays 6:10 – 9:00 p.m.
Room 118
Office Hours: Mondays 4 – 6 p.m.,
Thursdays 11 – 1 p.m.
or by appointment

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“Justice is itself the great standing policy of civil society; and any eminent departure from it, under any circumstances, lies under the suspicion of being no policy at all.”

- Edmund Burke

“We argue that the social construction of target populations... The theory contends that social constructions influence the policy agenda and the selection of policy tools, as well as the rationales that legitimate policy choices... The theory is important because it helps explain why some groups are advantaged more than others independently of traditional notions of political power and how policy designs reinforce or alter such advantages.”

- Anne Schneider and Helen Ingram

COURSE OVERVIEW

Social Welfare Policy and Services I emphasizes the connection between social policy and social work practice. The course examines historical and contemporary social policy issues; along with the philosophical trends supporting social policies. The values and assumptions that form the foundation of existing social welfare programs and institutions will be analyzed and the social, economic, political, and cultural contexts in which they have developed will be explored. The course examines the development of social policy and programs with respect to the enduring nature of poverty, racism, and sexism. An emphasis is placed on diversity within the social policy arena, with an emphasis on the use of the Black perspective (see below). Social Welfare Policy and Services I emphasizes the use of the strengths perspective to examine social policy for the purposes of social and justice. Values clarification, social work ethics, and resolving ethical dilemmas related to social policy will also be explored.

Social policy impacts every facet of our lives. It is in the social welfare policy arena that issues are addressed and decisions are made relevant to resource allocation. Therefore, all social work practitioners must be equipped with the knowledge and skills necessary to understand and engage the policy process. The course is designed to help students do the following:

- Understand history and contemporary social welfare policy,
- Investigate the major systems of provision for social services,
- Examine their relevance to and impact on oppressed populations,
- Critically analyze the functions and outputs of the policy arena, and
- Determine strategies to rectify injustice and inequity within social policy structures, processes and outcomes.

Course Objectives

1. Examine the history of social work, particularly as it connects with social policy
2. Examine social work values, ethics, and ethical dilemmas related to social policy
3. Investigate the history and current patterns of social welfare policies
4. Assess contributions of African American social welfare pioneers
5. Assess the impact of social policy on levels of government, including local, state and national issues
6. Evaluate historical and contemporary policies and the philosophical and ideological factors impacting the development of social policy
7. Investigate opportunities and strategies that address oppression and discrimination through human rights and social and economic justice
8. Evaluate the impact of social policies, programs and services on diverse populations

Expected Educational Outcomes

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

1. Demonstrate a critical understanding of social policy, the history of social work, and their relationships to one another
2. Demonstrate the ability to identify personal values, social work ethics, and the analysis of ethical dilemmas related to social policy
3. Describe and critically analyze the history and current patterns of social welfare policies
4. Demonstrate knowledge and assessment of the contributions of African American social welfare pioneers and institutions
5. Demonstrate a critical analysis of the impact of social policy on levels of government, including local, state, and national issues
6. Demonstrate the ability to describe and critically assess current policies and philosophical and ideological trends
7. Analyze the results of policy based research
8. Describe and critically assess opportunities to address oppression and discrimination through human rights and social and economic justice in the policy arena

9. Analyze the impact of social policies, programs and services on diverse populations, such as people of color, women, and low-income persons

Core Competencies, Practice Behaviors, Educational Outcomes, & Methods of Assessment

Students who achieve the educational outcomes listed in the above paragraphs will master core competencies identified by the Council on Social Work Education (CSWE) as critical to social work practice. CSWE is the major accrediting body for social work educational programs in the United States. The Howard University School of Social Work’s educational program is designed around learning experiences that promote the integration of knowledge, skills, and values that facilitate the mastery of competencies identified by CSWE as critical to professional social work practice.

Core Competency	Related Practice Behavior	Educational Outcome	Method of Assessment
2.1.1 Professional Identity	Knowledge of self as advocate/change agent	1, 4	In-class discussions and exercises; mini-exams; class presentation
2.1.2 Ethical Practice	Identify personal & social work values, and use ethical reasoning strategies to arrive at principled decisions	2, 8	In-class discussions and exercises; final policy paper
2.1.3 Critical Thinking	Distinguish, appraise, & integrate multiple knowledge sources, including research-based knowledge & practice wisdom	3	In-class discussions and exercises; final policy paper
2.1.4 Diversity in Practice	Recognition of cultural structures & values that may oppress, marginalize, alienate, or create/ enhance privilege & power	4, 9	In-class discussions and exercises; mini-exams; social work pioneer paper; leading class discussion; final policy paper
2.1.5 Social Justice & Human Rights	Advocate for human rights, & social & economic justice, with knowledge of forms/ mechanisms of oppression & discrimination	8, 9	In-class discussions & exercises; mini-exams; final policy paper
2.1.6 Research	Use research evidence to inform practice	7	In-class discussions and exercises; final policy paper (Part 2)
2.1.7 Human Behavior	Utilize conceptual frameworks to understand the interplay of human behavior & advocacy	8, 9	In-class discussions & exercises;
2.1.8 Policy Practice	Analyze, formulate, & advocate for policies that advance social well-being	3, 6	In-class discussions & exercises; mini-examinations; leading class discussion; final policy paper

2.1.9 Practice Context	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	5, 6	In-class discussions & exercises; final policy paper
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Competencies are performance outcomes that represent the integration of knowledge, skills, and values you learn in the educational program. When you complete the educational program, social work professionals will assess your level of competence by observing your practice behaviors. For these reasons, this course focuses on educational outcomes that are associated with critical competencies and practice behaviors.

CSWE Education Policies

- 2.1.1 Identify as a professional social worker and conduct oneself accordingly.
- 2.1.2 Apply social work ethical principles to guide professional practice.
- 2.1.3 Apply critical thinking to inform and communicate professional judgments.
- 2.1.4 Engage diversity and differences in practice.
- 2.1.5 Advance human rights and social and economic justice.
- 2.1.6 Engage in research-informed practice and practice-informed research.
- 2.1.7 Apply knowledge of human behavior and the social environment.
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- 2.1.9 Respond to context that shape practice.
- 2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, and groups, organizations and communities.

Your performance on major assignments among other measures will be used to indicate your level of competence in these core areas. The table on the next page shows core competencies, practice behaviors, educational outcomes, and the methods of assessment (described in detail later in the syllabus and via Blackboard).

The Black Perspective

The Black Perspective is an expression of the guiding philosophy of the School of Social Work and students are expected to have a working knowledge of the Black Perspective. A summary of the six principles of the Black Perspective follows:

The Black Perspective is an affirmation of the strengths, diversity, and contributions of African Americans and people of African ancestry. The Black Perspective is a distinctive but not monolithic stance that celebrates the richness, productivity and vigor of the lives of African Americans and people of African ancestry. Because the Black Perspective is an affirmation of strength, it insists on utilizing a strengths-based and empowerment approach to respond to and eliminate oppression in all forms as experienced by diverse groups of people. As a positive and vivifying stance, the Black Perspective is not exclusionary but instead promotes social justice and respect for diverse cultures within the United States and the global community.

Mission of the School of Social Work

<http://www.howard.edu/schoolsocialwork/about/default.htm>

COURSE REQUIREMENTS

Academic Code of Conduct

Howard University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty. To better assure the realization of this goal any student enrolled for study at the University may be disciplined for the academic infractions. **(Howard University Student H Book, 2015-2016, p 13-15).** The entire Howard Student Handbook can be accessed at: <http://www.howard.edu/students/hbook/H-Book.pdf>

University approved software is used to detect academic infractions, thus, students should be diligent in the proper documentation of all class materials.

Special Student Services

Howard University is committed to providing access and reasonable accommodations to persons with documented disabilities in accordance with the American with Disabilities Act (ADA) of 1990, section 504 of the Rehabilitation Act of 1973, and in accordance with other pertinent federal, state and local disability and antidiscrimination law. The university, through its disability services, in the office of student services will coordinate support services to assist students with disabilities to maximize their educational potential through their awareness of available services. Students, who need accommodations relative to their disabilities, and assistance in their academic program of study, must officially notify the office of special student services at the time of initial enrollment or at any time during their enrollment at Howard University. It is strongly encouraged that students with disabilities contact the OSS at the beginning of the academic year to ensure that appropriate services can be established. The office of student services will inform the student of all policies, procedures, requirements and documentation needed to secure accommodations in accordance with ADA regulations. **(Howard University Student H Book, 2015-16, p. 42.)** Additional information is available at 202-238-2420 or the following website: <http://www.howard.edu/specialstudentservices/DisabledStudents.htm>

Within the School of Social Work, all students requesting special accommodations should inform and provide appropriate documentation to the course instructor within a reasonable time. Although students can request accommodations at any time, it is advisable to request them as early in the semester as possible. **Students may also consult with their assigned academic advisor or the Office of the Associate Dean at (202-806-7325).**

Statement on Interpersonal Violence

Howard University takes sexual assault, dating violence, domestic violence, stalking and sexual harassment seriously. If a student reveals that he or she needs assistance with any of these issues,

all Responsible Employees, which includes faculty, are required to share this information with the University Title IX Office (202.806.2550) or a student can be referred for confidential services to the Interpersonal Violence Prevention Program (IVPP) (202.238.2382) or University Counseling Services (202.806.6870). For more information about these services, please go to www.CampusSafetyFirst.Howard.Edu

Classroom Learning Environment

Within the Howard University School of Social Work (HUSSW), a positive learning environment in the classroom is critical to student success. Thus, all students are required to conduct themselves in a manner that respects the individual and collective members of the class. Specifically, students are to report to classes on time. Late arrivals are distracting to the class and negatively impact the learning environment. Additionally, the use of technology unrelated to the specific lectures or classroom assignments is not allowed. Audio and video recording is not permitted in the classroom unless related to a documented accommodation. The professor must approve other uses of electronic devices (including audio and video recording) and where appropriate other students in the class.

The Use of Cellular Telephones and Laptops are Prohibited During Class. If you have an emergency and need to have your cell phone turned on, please use a quiet ring and sit in a seat nearest an exit from the classroom. If you receive a telephone call, please leave the classroom to converse. (You are still responsible for any material covered while you are not in the classroom).

Due to the nearly 3-hour length of the class sessions, we will take a break approximately halfway through each class. Please take this time to do whatever you need to attend to on the phone during this time, and be ready for class again when the break is over.

Out of respect for your fellow classmates as well as myself, please refrain from eating in class. There will be an adequate break time in which one can eat a snack. If there is a problem with this, please contact me.

Writing Matters

Writing is an essential tool for thinking and communicating in virtually every profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, and consistent with the rules of Standard English. If your writing does not meet these standards, I may deduct points or ask you to revise.

For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website

<http://www.cetla.howard.edu/wac/students.aspx>

The University provides resources for students who wish to seek assistance with their writing.

For Graduate and Professional Students Only: Go to <http://www.coas.howard.edu/writingcenter> to make an appointment to meet with Ms. Joyce Camper on Mondays or Wednesdays (11:30am – 3:30pm) or at another mutually convenient time.

ONLINE TUTORING (Blackboard)

For All Writing Matters Students: Enroll in the online Writing Center and submit papers anytime. To enroll, go to <http://www.cetla.howard.edu/wac/students.aspx>.

If you have questions about the Writing Center, please contact the director, Mr. Wade Harrell, at wharrell@howard.edu or 202-806-4100.

Additional Notes on Writing

I encourage you to be thoughtful of your writing. For written materials, especially, consider:

- Is your paper organized?
- Does your writing flow, or is your writing difficult to follow?
- Do you use appropriate language in your paper? (The APA Manual is helpful with this.)
- Does your writing clearly articulate your ideas? Is it representative of the thoughts you have on the subject you are writing about?

Howard University has a Writing Center that can be helpful with your writing. Their website is: <http://www.coas.howard.edu/writingcenter/>

Attendance

I have the expectation that you will attend every class session. It is important to remember that full participation and understanding of class material is very difficult if one is not present in class, or if one habitually arrives late. Arriving late to class is disruptive to your classmates as well as myself. I do also understand, though, that real life can sometimes complicate this. If you need to miss a class, please notify me by email ahead of time. You are still responsible for the material covered during class. I encourage you to review class notes from the two colleagues you identified at the beginning of this syllabus, as well as read and take notes on the class material independently if you miss a class.

If you miss more than 2 classes, we will schedule an appointment to meet together and discuss the absences. Missing more than 2 classes will mean a grade reduction unless there is a legitimate, documented reason for the attendance lapse.

Perfect attendance will result in a one percentage point increase (1%) to your final grade. Attendance is taken via a weekly sign-in sheet, so please be sure to sign it every week that you come to class.

It is out of respect for both yourself, your classmates, and me to come to class on time and fully prepared.

Management and Completion of Assignments

Standards of presentation will be strictly enforced to foster the development of good academic and professional habits. All papers and written work are to be completed on a computer. Papers must be academically sound and presented professionally.

To reinforce professional development, papers will be judged on clarity of writing, clear organization of ideas, ability to incorporate class readings and lectures, demonstration of additional research, and analysis of content. All assignments should be written using the most current version of the APA Manual (see “Writing Matters” section below), unless otherwise specified. All assignments are due via Blackboard at the date/time stated on the course calendar. Late assignments will not be accepted. Final grade determinations are in accordance with the Student Manual. Incomplete grades are given only in extenuating circumstances (see H Book).

Cancelling Class

Again, recognizing that things out of our control happen, please follow the postings from the university about when classes are cancelled, particularly as winter arrives. If I absolutely have to cancel class on my part, you will receive an email notice to your Howard email inbox as soon as I possibly can.

You are encouraged to sign up for AlertHU. If there is an emergency on or near campus, you can sign up to receive an email, text message, and/or voicemail notification. You can sign up for this at <http://www.howard.edu/bisonconnect/>

Course Format

To achieve the objectives of this course, a variety of methods will be used: lectures, discussions, in-class activities, group projects, guest lectures, videos, PowerPoint presentations, written assignments, a final exam, etc. If you have a question, feel free to ask a classmate or myself. Email is the best way to reach me, or feel free to talk before or after class. If you email me, I will do my best to respond within 24 hours. I am also available to meet in my office.

Students are expected to come to class prepared, which means having read the materials for the day, taken notes, and coming prepared with questions on the content as well as questions related to critical thinking. As the person leading this class, I appreciate in-class participation and encourage you to absorb and “wrestle” with the material. By “wrestle,” I mean to review what you learned, question why we care about it, and think about why you had to learn this material/what implications there are because of this knowledge (i.e., don’t just take it at face value). When entering the social work profession, you will need to have critical thinking and analytical skills to take in the world around you and address issues head-on, and this begins in the social work classroom. Thus, it is imperative that you complete the prep-work needed for each class session in order to take full advantage of this class. I expect work to be done *outside* the classroom so that we can engage with the material *inside* the classroom. Of course we will cover the content for you to learn and ask questions, but if all the class time is spent only covering content, we won’t have the time to delve into discussion and larger meaning of the material (and this will also make for a dull class!).

As time allows, I encourage us to have a dialogue of learning in this class. You are expected to contribute your insights as you read and reflect on the course material. My goal is for the culture of the class to be a congenial forum for discussion. I will do my best to facilitate a meaningful, and respectful discussion, and expect that your contributions will be along the same lines. Please, for my sake and yours, whatever you do, do not be a passive sponge in the class! It will do us no good for you to stare at me for three hours without your input... and it would make

for a very boring class!

Examples of critical thinking questions to consider as you read the course material:

- What do I now know about XX? How would I describe XX?
- What is the main idea of XX?
- How does this tie in to the material we've covered before?
- Why is XX important?
- Do I agree with XX? What evidence am I using to form this viewpoint?
- What would result if...?
- What additional questions do I have now?

Mutual Respect: At times, this course addresses controversial issues from multiple perspectives and consideration of these issues may evoke strong personal feelings, depending on our individual experience, histories, identities and worldviews. Therefore, in all of our interactions, it is important that we strive to have mutual respect for one another at all times. Similarly, as professional social workers we need to understand the use of self-disclosure.

Blackboard

This course utilizes Blackboard for assignments, lecture notes, PowerPoint slides, web links to online readings, and other course resources. Please take time to familiarize yourself with the class Blackboard site and its contents. The Blackboard site can be accessed at: <https://blackboard.howard.edu/> To log into Blackboard, you will use your Bison WebID and password.

REQUIRED TEXTS

Blau, J. & Abramovitz, M. (2014). *The dynamics of social welfare policy* (4th Ed). New York: Oxford University Press.

Students are also required to purchase the publication manual of the American Psychological Association (APA), since **all** writing assignments for this course must be completed using APA style:

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

I will provide additional required readings through Blackboard or otherwise provide them (i.e., hand them out during class, email, etc.). The class schedule below includes the required readings. You are expected to finish the weekly reading assignments before the class for which they are assigned, as it will facilitate your classroom participation. Each student is advised to develop and maintain an ongoing reading schedule so that readings are completed prior to class discussion.

Supplementary Texts

Bent-Goodley, T.B. (Ed.). (2003). *African American social workers and social policy*. New York: The Haworth Press.

Carlton-LaNey, I.B. (Ed.). (2001). *African American leadership: An empowerment tradition in social welfare history*. Washington, DC: NASW Press.

Grading Scale

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F < 60%

Evaluation of Student Performance

Student performance will be graded upon the following:

<i>Assignment</i>	<i>%</i>	<i>Date Due</i>
1. Mini-Examinations (4 at 10% each)	40%	2/1, 2/22 3/21, 4/11
2. Lead Class Discussion/Group Exercises	10%	To be determined
3. Social Welfare Black Pioneer Paper/Presentation	10%	2/8
4. Policy Paper – Part 1	20%	2/29
5. Policy Paper – Part 2	20%	4/25 * Please note the earlier error that said 4/18; the correct due date is 4/25/16 – Dr. Kolivoski
TOTAL	100%	

1. Mini-Examinations (4 Exams @ 10% each [40% total], CSWE 2.1.1, 2.1.5, 2.1.8)

The mini-examinations are based on the assigned readings for each class, and predominantly from the required chapters in the required textbook. The objective of each examination will be to assess the extent to which you have completed the required readings and grasped the content covered in those readings and during class lectures, discussions, and exercises. Therefore, it will be important for you to take notes not only when you complete the readings outside of class but especially when you are in class. The syllabus lists the dates for each mini-examination.

2. Class Discussion Lead/Group Exercises (Pairs/Small Group; 10%) CSWE 2.1.8

Each discussion week, students will work in pairs or small groups to lead class discussion. When it is your pair/group's turn, you will be expected to lead class for roughly half the class time. This involves thoroughly reading the class material well ahead of time and discussing it with your pair/group. You are responsible for providing a summary of the content and main points of the assigned readings. The tasks involved in this assignment also include developing a list of discussion questions or crafting a relevant class exercise that are relevant to that week's topic and readings. You are encouraged to be creative and/or use classroom resources (e.g., PowerPoint, video, etc.). Also, include one external reference/news article/other written resource not on the assigned class reading that is relevant to the topic, summarize it and explain why your pair/group chose to include it.

We will consider the following for each policy issue:

- Values, ethics, and ethical dilemmas related to the policy issue
- Social and economic justice considerations
- How these policy issues are integrated across fields of practice
- The role of the Black Perspective
- How evidence-based policy converges with these issues

I am more than happy to help your pair/group prepare for class on your assigned day, and will provide supplemental knowledge, answer student questions, etc., during the class period, but your pair/group should also be able to demonstrate having read the materials thoroughly and put some thought into the efforts of the day.

Class Discussion Lead Grading Rubric

	Poor (1 point)	Fair (2 points)	Good (3 points)	Very Good (4 points)	Excellent (5 points)
Provided summary of all class materials for assigned day	No summary	Minimal compliance	Mostly complies	Full summary	Full summary that goes above and beyond
Provided a list of discussion questions or class assignment relevant to the readings and utilized it in class	No discussion questions	1-2 questions provided or non-insightful questions	3-5 questions or little thought into questions	5+ discussion questions and minimally insightful	5+ discussion questions and careful thought or insightful
Presented one supplemental written material not from the course list	No supplemental material	Article from unreliable source	Minimally adequate article	Relevant article	Relevant article and rationale why chosen
Ability to engage the class (e.g., through thoughtful discussion of key ideas)	No attempt to engage class	Minimal attempt to engage class	Adequate attempt to engage class	Substantial engagement of class	Exceptional engagement of class

Filled the expected amount of class time	Less than 15 minutes	15 minutes to 30 minutes	31-45 minutes	46 minutes to 1 hour	1 hour plus
TOTAL SCORE (Out of 20 points)					

3. Social Welfare Black Pioneer Paper (10%, CSWE 2.1.1, 2.1.4)

Paper

The development of social welfare policy and services can sometimes be traced back to the unique contributions of an individual, and especially African American social workers. This assignment requires you to review a list of Black social welfare pioneers and to select one pioneer about whom you wish to learn more. If you wish, you may also select someone who does not appear on the list, after consulting with me. Your selection of an individual should be guided by the requirement that there is documented evidence that he/she has made significant contributions to the development of social welfare policies or social welfare services. Acceptable sources include books, peer-reviewed journal articles or other organizational/institutional websites. Wikipedia and any other personal websites are not acceptable sources. Write a 5 page paper on a selected pioneer. Describe his or her significant achievements and include how they relate to two Black Perspective principles. Be sure to follow the general writing guidelines below.

Social Welfare Black Pioneer Paper

	Poor (1 point)	Fair (2 points)	Good (3 points)	Very Good (4 points)	Excellent (5 points)
Writing Style (e.g., Logical Flow, Clear Writing)	No writing	Minimal writing style (e.g. lists)	Adequate writing/Basic information	Above expectation writing	Exemplary writing style
Description of Pioneer's Significant Achievements	No achievements presented	Overview of achievements only presented	Minimal description of significant achievements	Adequate description of significant achievements	Exceptional description of significant achievements
Inclusion of Two Black Perspective Principles	No principles	1 principle, no discussion	1 principle, discussion	2 principles, minimal discussion	2 principles, ample discussion
APA Format/Minimum Page Length/Number of Journal Articles	Does not comply with APA or not long at all or no journal articles	Minimal APA or not long enough or 1 journal article cited	Adequate APA format or minimum length or minimum journal articles	Acceptable APA format or ½ page longer than min. or 1 extra journal article	Exemplary APA format or 1 page longer or 2+ extra journal articles
TOTAL (Out of					

20 points)	
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4. Policy Paper (Part 1; 20%) CSWE 2.1.3, 2.1.6, 2.1.7, 2.1.10

Part 1 of the Policy Paper should define a problem or issue within the social policy and social work interface in which you have a particular interest, keeping in mind that Part 2 of the paper will entail developing a programmatic or policy intervention to address the problem.

For these papers, students should envision that they work for an organization/agency that provides social welfare services. While the main function of the organization/agency is the provision of direct services, from time to time the organization/agency has participated in policy advocacy efforts.

As a social worker in this organization/agency, you have come across a policy issue that you feel the organization/agency needs to address at the local, state, or federal level. This can be an issue that requires change at the legislative, executive, or judicial level (or a combination). Your job in these papers, then, is to convince me (the director of your organization/agency) that we should pursue this particular policy issue; to identify the stakeholders who have an interest in this particular policy issue; to define the problem in a way that solicits the participation of key stakeholders; to provide an analysis that alerts these stakeholders, as well as other actors, to the key issues; and to develop a set of recommendations for policy and practice change based on this analysis.

Make sure you are specific enough in focus to be able to adequately discuss the problem in a brief paper. You are encouraged to consult with me on the selection of your problem/issue topic.

The first paper is description and the second paper is focused on proposed action. One goal of this paper is to convince me that this is an issue that our organization/agency should pursue. For Part 1, the paper will include: (1) an introduction (e.g., concise statement of the problem); (2) an overview of the problem (e.g., Who is affected by the problem? Why is this issue important for the agency to address? How does it fit in or is affected by the agency mission? Who defines the issue as a problem (and who does not)? How did the situation get to be where it is today/What is the history of the problem? How is it related to social work and social work values?); (3) critical analysis and discussion of the issue including your ideas, view points, thoughts, and position(s) on the issue with two black perspective principles and, (4) a closing summary. What you want to do here is to get me interested in the issue and to convince me that this is an effort in which our agency should be involved (like the vast majority of organizations and agencies, we have limited resources). I am particularly interested in your *opinions and critical thoughts* supported by research-based documentation. The paper should include a minimum of five journal articles or research-based articles as references.

The paper should be a minimum of 8 double-spaced typewritten pages in APA publication style. In all course papers, any title page and references are not included in the final page count.

As with all assignments, I am happy to hear about and discuss your ideas for your class work or to give input on an outline, etc. Please come to me well in advance of any deadline so that you

have enough time to incorporate any feedback I may provide you.

Policy Paper Grading Rubric – Part 1

	Poor (1 point)	Fair (2 points)	Good (3 points)	Very Good (4 points)	Excellent (5 points)
Introduction of Issue	No intro	Minimal intro	Adequate intro	Thoughtful intro	Excellent intro (e.g., ties in to topic)
Overview of Problem	No overview	Minimal overview	Adequate overview	Acceptable overview (e.g., statistics of who is affected)	Exemplary overview (e.g., not just facts, but impact)
Describe Relevance to Social Work/Social Work Values	No description	Vague mention of social work	Relevance to social work or values	Relevance to social work and specific values	Relevance to social work and specific values with detail
Critical Analysis/Opinion Supported by Evidence/Multiple Perspectives	No opinion or analysis presented	Opinion or analysis evident	Both opinion and analysis, minimal evidence	Opinion and analysis have ample evidence	Exceptional thought into opinion and analysis, plenty of evidence
Writing Style (e.g., Logical Flow, Clear Writing)	No writing	Minimal writing style (e.g. lists)	Adequate writing/Basic information	Above expectation writing	Exemplary writing style
Inclusion of Two Black Perspective Principles	No principles	1 principle, no discussion	1 principle, discussion	2 principles, minimal discussion	2 principles, ample discussion
Closing Summary/Conclusion	No summary or conclusion	Summary or conclusion only	Minimal summary and conclusion	Summary and conclusion with some detail	Thoughtful summary and conclusion with details
APA Format/Minimum Page Length and Number of Journal Articles	Does not comply with APA or not long at all or no	Minimal APA or not long enough or 1 journal	Adequate APA format or minimum length or minimum	Acceptable APA format or ½ page longer than min.	Exemplary APA format or 1 page longer or 2+ extra

	journal articles	article cited	journal articles	or 1 extra journal article	journal articles
TOTAL (Out of 40 points)					

5. Policy Paper (Part 2; 20%) CSWE 2.1.3, 2.1.6, 2.1.7, 2.1.8, 2.1.10

You will build on your problem/issue description in Part 1 through Part 2. For this assignment, you will develop a proposed practice or policy intervention that can build toward addressing the problem/issue. You have developed a coalition of stakeholders who have organized to promote change related to the issue you have previously identified. They have assigned you to develop a set of recommendations detailing the specific changes that the group is proposing. Each recommendation that you propose should be grounded in the relevant data/literature. As you develop your intervention, be creative, but also be practical (i.e. do not propose something that is so cost prohibitive that it is not feasible). Your intervention should be described in sufficient detail so that it is clear how your intervention will address the key components of the problem/issue. Where relevant, you should also discuss the funding implications of the proposed change.

A suggested format for the paper is as follows:

1. A summary from Part 1: description of the problem/issue, its significance, and any relevant literature review
2. Any current or past programs or policies that have attempted to address this problem/issue. Or, how has social work systems typically viewed this problem/issue?
3. A detailed description of your program/policy idea that will begin to address this problem
 - a. What are the key characteristics of the program/policy intervention? Describe these in sufficient detail so that the intervention can be clearly understood. Who will carry out the program/policy? What are the first steps that need to be taken?
 - b. How will you get others (in addition to those already on board) to buy in to your idea? Who do you anticipate will be your opposition? How will you work with them to build their support?
 - c. How does this program/policy build on current knowledge of the problem and past attempts to solve it? What is different/innovative about it (i.e., that it has not been done this way before)?
 - d. How does this program/policy promote social justice and other social work values? How does it fit with current thinking, trends, or policies in social work?
 - e. How will effectiveness of the intervention be determined? Provide a brief description on outcomes, research design, and time frame for evaluation.

Again, the focus of this paper is loosely defined, so that will be informative and enriching for you.

The paper should include a minimum of five journal articles or research-based articles as references.

The paper should be a minimum of 8 double-spaced, typewritten pages in APA publication style. In all course papers, any title page and references are not included in the final page count.

Policy Paper Grading Rubric – Part 2

	Poor (1 point)	Fair (2 points)	Good (3 points)	Very Good (4 points)	Excellent (5 points)
Summary of Part 1	No summary	Minimal summary	Adequate summary	Thoughtful summary	Excellent summary (e.g., logical flow to Pt. 2)
Past Programs/Policies	No mention of past programs or policies	Mentions past programs or policies	Description of programs or policies with no connection to SW	Mentions past programs and policies in SW	Mentions past programs and policies in SW (social work)
Key Characteristics (including mentioning stakeholders and opposition) (3a, b) (see above)	No key characteristics ; No stakeholder or opposition analysis	Minimal questions addressed; Minimal consideration or analysis	Acceptable questions answered; Adequate analysis of 1	Questions answered with sufficient detail; Analysis of stakeholders and opposition/ no detail	Questions answered with substantial details; Analysis of stakeholders and opposition with details
Writing Style (e.g., Logical Flow, Clear Writing)	No writing	Minimal writing style (e.g. lists)	Adequate writing/Basic information	Above expectation writing	Exemplary writing style
Innovation (3c)	No mention of innovation	No mention of past work	Adequate mention of innovation	Innovation provided with context	Innovation provided with context and history
Social Work Values (3d)	No description	Vague mention of social work	Relevance to social work or values	Relevance to social work and specific values	Relevance to social work and specific values with detail
Evaluation (3e)	No evaluation	Minimal evaluation	Adequate evaluation	Evaluation with	Evaluation with some

			(e.g., broad overview)	minimal details	details
APA Format/Minimum Page Length and Number of Journal Articles	Does not comply with APA or not long at all or no journal articles	Minimal APA or not long enough or 1 journal article cited	Adequate APA format or minimum length or minimum journal articles	Acceptable APA format or ½ page longer than min. or 1 extra journal article	Exemplary APA format or 1 page longer or 2+ extra journal articles
TOTAL (Out of 40 points)					

Please note that ALL (no exceptions) assignments for this course are to be written according to APA style. Please see the section above on “Writing Matters” for further clarification and assistance.

All written materials turned in to the instructor (e.g., special topics papers) need to be double-spaced, typewritten in Times New Roman, 12-point font with 1-inch margins. Please consult with the APA manual for adhering to additional style and format considerations.

CLASS OUTLINE

All guest speakers are tentative. All assignments and readings must be completed prior by their due date. The terms of this syllabus are subject to change; if such changes are made, they will be provided in writing.

Week 1 – January 11

Introduction

- Course introduction
- Professor and student introductions
- What is social policy? Overview of major social policy issues
- Examine the linkage between social policy and the social work profession
- Syllabus review, answer questions

January 18 – Martin Luther King, Jr.’s Birthday Observed – NO CLASS

Week 2 – January 25

Intersections, Definitions, Functions and Strengths

- Examine intersection of social problems, policy, and change
- Comprehend definitions and functions of social welfare policy
- Discuss the strengths based perspective to social policy
- Discuss contributions of African American social welfare pioneers

Readings

- Chapters 1 and 2

- Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work, 46*, 297-308.
- Hill, K. (2008). A strengths-based framework for social policy: Barriers and possibilities. *Journal of Policy Practice, 7*, 106-121. doi:10.1080/15588740801937920
- Schneider, A. & Ingram, H. (1993). Social construction of target populations: Implications for politics and policy. *The American Political Science Review, 87*, 334-347.

Week 3 – February 1

The Policy Model; Frameworks for Policy Analysis

- Discuss methods of analyzing social policy

Readings

- Chapter 3
- Kolivoski, K. M., Weaver, A., & Constance-Huggins, M. A. (2014). Critical race theory: Opportunities for application in social work practice and policy. *Families in Society: The Journal of Contemporary Social Services, 95*, 269-276. doi:10.1606/10443894.2014.95.36
- Linhorst, D. M. (2002). Federalism and social justice: Implications for social work. *Social Work, 47*, 201-208.
- Paquin, G. (1998). The federal budget process: Necessary knowledge for social policy education and practice. *Journal of Social Work Education, 34*, 401-414.

****** Mini-Examination 1 in Class ******

Week 4 – February 8

Politics of Social Welfare Policy

- Explore human rights and social and economic justice frameworks for social policy

Readings

- Chapter 4
- Bent-Goodley, T. (2008). Social and economic justice. In K. M. Sowers & C. N. Dulmus & B. W. White (Eds., Vol. I), *The comprehensive handbook of social work and social welfare* (pp. 419-440). New York: John Wiley & Sons.
- Olson, J. (2007). Social work's professional and social justice projects: Discourses in conflict. *Journal of Progressive Human Services, 18*, 45-69.
- Steen, J. & Mathiesen, S. (2005). Human rights education: Is social work behind the curve? *Journal of Teaching in Social Work, 25*, 143-156.

****** Social Welfare Black Pioneer Paper Due and In-Class Presentation ******

February 15 – Presidents Day Observed – NO CLASS

Week 5 – February 22

Ideology and Social Movements

- Examine the history of social welfare policy
- Examine the philosophical trends towards social policy

- Analyze the diverse experiences of racial and ethnic groups in social policy

Readings

- Chapter 5
- Abramovitz, A. (1998). Social work and social reform: An arena of struggle. *Social Work, 43*, 512-526. doi:10.1093/sw/43.6.512
- Dyson, M. (2005). The politics of disaster. *Social Policy, 36*, 20-23.
- Schiele, J. H. (1997). An Afrocentric perspective on social welfare philosophy and policy. *Journal of Sociology and Social Welfare, 24*, 21-39.

**** Mini Examination 2 in Class ****

Week 6 – February 29

Social Movements (Continued)

Readings

- Chapter 6
- Bent-Goodley, T. B. (2001). Ida B. Wells-Barnett: An uncompromising style. In I. Carlton-LaNey (Ed.), *African American leadership: An empowerment tradition in social welfare history* (pp. 87-98). Washington, DC: NASW Press.
- Carlton-LaNey, I. (1999). African American social work pioneers' response to need. *Social Work, 44*, 311-322.

**** Policy Paper 1 Due ****

Week 7 – March 7

History of Social Welfare Policy

- Explore the major historical movements in US social welfare history
- Examine the role of African American social work/social welfare pioneers in social welfare history

Readings

- Chapter 7
- Barrow, H. F. (2007). Forrest Blanchard Washington and his advocacy for African Americans in the New Deal. *Social Work, 52*, 201-208.
- Crewe, S. E. (2006). Harriet Tubman: Peacemaker and stateswoman. *Affilia, 21*, 228-233.
- Daguerra, A. (2008). The second phase of US welfare reform, 2000–2006: Blaming the poor again?. *Social Policy & Administration, 42*, 362-378. doi:10.1111/j.1467-9515.2008.00609.x

March 14 – Spring Recess – NO CLASS

Week 8 – March 21

Applying Policy Analysis: Select Social Policy Issues – Family and Child Welfare

- Explore the history of family and child welfare
- Examine current child welfare legislation, disproportionality and its impact on child welfare practices
- Examine the impact of sexual orientation on family structure, rights, and child welfare
- Examine connections between existing policies and mental health, educational outcomes, juvenile justice and health

Readings

- Adelman, M., Segal, E. A., & Kilty, K. M. (2006). Transforming LGBTQ inequalities in the twenty-first century. *Journal of Poverty*, 10, 1-5.
- Kolivoski, K. M., Shook, J. J., Goodkind, S., & Kim, K. H. (2014). Developmental trajectories and predictors of juvenile detention, placement, and jail among youth with out-of-home child welfare placement. *Journal of the Society for Social Work and Research*, 5, 137-160. doi:10.1086/676520
- Sarri, R. C. & Finn, J. L. (1992). Child welfare policy and practice: Rethinking the history of our certainties. *Children and Youth Services Review*, 14, 219-236.
- Shook, J. J. (2005). Contesting childhood in the U.S. justice system: The transfer of juveniles to adult criminal court. *Childhood*, 12, 461-478. doi: 10.1177/0907568205058604
- Smith, C. J. & Devore, W. (2004). African American children in the child welfare and kinship system: From exclusion to over-inclusion. *Children and Youth Services Review*, 26, 427-446.

**** Mini Examination 3 in Class ****

Week 9 – March 28

Jobs, Job Training, and Housing

- Examine federal job programs and employment training programs
- Explore the role of race in jobs, job training, and housing programs
- Discuss an overview of housing policies and programs

Readings

- Chapters 9 and 10
- Conley, D. (1999). Wealth matters. *Being black, living in the red: Race, wealth, and social policy in America* (pp.1-24). Los Angeles, CA: University of California Press.
- Oliveri, R. C. (Forthcoming, 2015). Setting the stage for Ferguson: Housing discrimination and segregation in St. Louis. *Missouri Law Review*. Retrieved online: <http://ssrn.com/abstract=1633675>
- <https://www.stlouis-mo.gov/government/departments/planning/cultural-resources/preservation-plan/Part-I-African-American-Experience.cfm>

Recommended:

- Franklin, D. L., & James, A. D. (1997). Slavery: A reexamination of its impact. *Ensuring inequality: The structural transformation of the African American family* (pp.3-26). New York: Oxford University Press.

- Martin, E. J. (2007). Liberalism, postmodernism, and welfare policy. *New Political Science*, 29, 333-347. doi:10.1080/07393140701510178

Week 10 – April 4

Poverty and Income Support Programs

- Discuss definitions of poverty and composition of the poor
- Examine the measurement of poverty
- Assess vulnerable populations, particularly women, immigrants, & racial/ethnic community
- Examine opportunities for social justice and wealth redistribution
- Discuss the Marriage Initiative and its impact on poverty
- Examine the impact of race, class and gender related to welfare

Readings

- Chapter 8
- Roberts, D. E. (1999). Poverty, race, and new directions in child welfare policy. *Washington University Journal of Law & Policy*, 1, 63-77.
- Glennerster, H. (2002). United States poverty studies and poverty measurement: The past twenty-five years. *Social Service Review*, 76, 83-108.
- Rank, M.R. & Hirschl, T.A. (1999). The likelihood of poverty across the American adult life span. *Social Work*, 44, 201-216.

Week 11 – April 11

Health & Mental Health Policies

- Discuss the Healthy People 2010 initiative and mental health and health disparities among people of color and women
- Examine Medicaid and Medicare programs
- Examine trends in HIV/AIDS policy
- Examine connections between HIV and poverty, child welfare, criminal justice, gender-based violence, and older women
- Examine HIV/AIDS policy from a national and international perspective

Readings

- Chapter 11
- Bent-Goodley, T.B. (2007). Health disparities and violence against women: Why and how cultural and societal influences matter. *Trauma, Violence and Abuse*, 8, 90-104.
- Fullilove, R. E., & Fullilove, M. (2005). HIV/AIDS in the African American Community: The legacy of urban abandonment. *Harvard Journal Of African American Public Policy*, 11, 33-41.
- Nelson, F., & Mann, T. (2011). Opportunities in public policy to support infant and early childhood mental health. *American Psychologist*, 66, 129-139. doi:10.1037/a0021314 [The conclusion focuses on the role of psychologists; as you read, please focus on the presentation of policies and a possible policy agenda as it relates to mental health.]

****** Mini Examination 4 in Class ******

Week 12 – April 18

Food and Hunger

Readings

- Chapter 12
- Nestle, M. & Guttmacher, S. (1992). Hunger in the United States: rationale, methods, and policy implications of state hunger surveys. *Journal of Nutrition Education*, 24, non-consecutive pages. Available at: <http://www.foodpolitics.com/wp-content/uploads/Hunger-in-the-United-States-Rationale-Methods-and-Policy-Implications-of-State-Hunger-Surveys.pdf>
- Williams, K. (2013, July 21). Food stamps helped me serve my country, don't cut them now. *The Guardian*. Retrieved from <http://www.theguardian.com/commentisfree/2013/jul/21/food-stamps-helped-me-serve?view=mobile>

Week 13 – April 25 – Last Class; Final Policy Paper 2 Due