COURSE DESCRIPTION
The course introduces students to the underlying values, assumptions and philosophical perspectives as well as the social, economic and political factors that have influenced the development of this country’s social welfare system, including its goals, policies and programs. Content from this course is intended to help students: 1) learn the history, mission, and philosophy of the social work profession and the evolution of social welfare policy; 2) develop a beginning understanding of major social policies that have been created specifically to address the needs of individuals, families, groups, and communities—particularly those that live in poverty; 3) be able to apply to practice the policies and services rendered by local, state, regional, national, and international agencies using comprehensive frameworks with special attention to human rights and social justice; 4) understand that improving wellbeing is the goal of effective policy change; and 5) recognize policy implications for social work practice.

PLACE OF COURSE IN THE CURRICULUM
This is the first course in the required two course Social Policy sequence in the foundation area. This first course in the policy sequence introduces students to the ways in which society in the United States, in particular, has responded to social issues during different eras including the current social welfare system.

RELATIONSHIP OF COURSE TO HUMAN RIGHTS, SOCIAL JUSTICE AND WELL BEINGS
Throughout the course special attention is given to the ways in which interests are represented or excluded in the policy process and the implications for human rights and social justice.

COURSE COMPETENCY OUTCOMES

<table>
<thead>
<tr>
<th>CSWE Competencies</th>
<th>Practice Behavior (PB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and</td>
<td>PB 1 Identify as a professional social worker and conduct oneself accordingly. Social</td>
</tr>
<tr>
<td>conduct oneself accordingly</td>
<td>workers serve as representatives of the profession, its mission, and its core values.</td>
</tr>
<tr>
<td></td>
<td>They know the profession’s history. Social workers advocate for client access to the</td>
</tr>
<tr>
<td></td>
<td>services of social work.</td>
</tr>
<tr>
<td>2.1.3 Apply critical thinking to inform and communicate</td>
<td>PB 1 Distinguish, appraise, and integrate multiple sources of knowledge, including</td>
</tr>
<tr>
<td>professional judgments</td>
<td>research-based knowledge, and practice wisdom</td>
</tr>
<tr>
<td>2.1.5 Advance human rights and social and economic</td>
<td>PB 1 Social workers understand the forms and mechanisms of oppression and discrimination.</td>
</tr>
<tr>
<td>justice</td>
<td></td>
</tr>
<tr>
<td>2.1.8 Engage in policy practice to advance social and</td>
<td>PB 1 Analyze, formulate, and advocate for policies that advance social well-being.</td>
</tr>
</tbody>
</table>
economic well being and to deliver effective services.


## COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>CSWE Competencies &amp; PB</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 PB 1</td>
<td>Appreciate the role that social workers and social work profession have played in American social welfare history and the implementation of social policy. Identify the major policy concepts that underlie the historical development of the social welfare system.</td>
</tr>
<tr>
<td>2.1.3 PB 1</td>
<td>Begin to analyze the impact of many of the political, global, economic, and social forces that lead to inequities and injustices in society’s social welfare provisions and impact human rights.</td>
</tr>
<tr>
<td>2.1.5 PB1</td>
<td>Demonstrate understanding of various forms of poverty and social injustices and how policy responses have affected poverty and injustice.</td>
</tr>
<tr>
<td>2.1.8 PB 1</td>
<td>Be able to identify and analyze a social problem and identify the policies associated with it for a specific population or area. Keep abreast of the changes occurring in the United States regarding social welfare policy and services and understand how the changes reflect policy concepts, values, and historical development here and in other countries.</td>
</tr>
</tbody>
</table>

## READINGS

**Required Text**

**Suggested Texts**

(It is recommended that faculty select a general text from this list and may want to supplement historical readings with one of the recommended texts below)


**History Texts**


**Other Required Reading**

*The New York Times, The Wall Street Journal,* or other newspaper. You must read at least one newspaper regularly (articles on social welfare policy, programs, legislation and social demographics.)

**Supplemental Readings – SEE APPENDIX A**

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Practice Behavior</th>
<th>Contribution to final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam *</td>
<td>EPAS 2.1.1 PB 1</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>EPAS 2.1.3 PB 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPAS 2.1.5 PB 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPAS 2.1.8 PB 1</td>
<td></td>
</tr>
</tbody>
</table>

Other assignment (Suggestions in Appendix C) To be determined by Instructor

Guided Instruction

*Common assignment is one assignment for all sections of the course. Individual instructor will develop additional assignment(s).

See Appendix B for common assignment and/or grading rubric.

**Guided Instruction**

To successfully complete this course, students are expected to participate in 15 sessions of one hour and fifty minute class and 10 hours of guided instruction time. Below are a few suggested Guided instruction assignments and in parentheses are the suggested time to be credited for each.

- Benefits fair (5 hours)
- How does a universal approach to social welfare on a selected policy (health, income maintenance, housing) differ from the U.S. approach? How do people fare differently in those two systems. Provide a rationale for your argument. (500 words – 3 hours)
● Choose one of the Fireside Chats listed in the link below. Draw parallels between the Great Depression Era and today. Contrast the response of government during the Great Depression and the current administration. (2 hours) http://www.presidency.ucsb.edu/medialist.php?presid=32

● Explore the Website: http://www.healthcare.gov. Review information on the new Healthcare Law (look under the Yellow Tab - Understand the Law). Choose someone from your immediate family or friends and give a brief description (gender, age, employment, etc.). Based on your review of the Healthcare Law, what positive/negative impacts would it have on this individual? (2 .5 hours)

● Visit the Tenement Museum on the LES. Compare the lives of immigrants then with those of immigrants today. Be sure to include similarities and differences (3-5 hours depending on number of tours taken)

● Selected films on social policy- list will be provided (2 hours)

● Visit a public benefits office. Identify a policy that is being implemented at the office. Discuss how persons might feel about applying for assistance and why. Identify obstacles to assistance and discuss what might be done to overcome these obstacles (3 hours)

● Attend learned lunch related to social policy (1 hour)
● Other activity agreed upon with the individual instructor

Grading Guide
The criteria for grading the common assignments for this course are included in Appendix B

Tk20
You are required to use the TK20 system to submit your common assignment paper. If the common assignment is an exam, no action needs to be taken in the TK20 system. Your instructor will also provide a competency rating for your common assignment.
### Module 1

**Social Work and Social Policy**

**Description of Module**
Connecting social work practice and social policy
Social Work Values and Policy Practice

**Competencies to be mastered in this Module**
EPAS 2.1.1 PB 1: Articulate the values that shape the social welfare institution, with special emphasis on those values that inform and result in policies intended to meet the needs of vulnerable populations.

**Readings**
Chapin, Chapter 1

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### Module 2

**Historical Context**

**Description of Module**
The Historical Context: Basic Concepts and Early Influences. How has our historical legacy regarding social welfare shaped our current policies?
Social Work and Human Rights
Implications of our history on social justice and human rights in the U.S. today
Review of key economic and political concepts. How do economic and politics effect social policy?

Basic Concepts and Early Influences
- Religious Traditions, Economic and Political Influences
- English Poor Law
- Colonial Era
- From Independence to Civil War
- Post Civil War
- Progressive Era
  - Social Work and Human Rights

Evolution of U.S. Social Welfare System
- The Great Depression and the New Deal
- WW II
- Evolution of the Modern Welfare State
  - The awakening of civil rights
  - War on Poverty & Great Society
- The 1970s and continuation of civil rights
- New Federalism and beyond

**Competencies to be mastered in this Module**
EPAS 2.1.1 PB 1: Appreciate the role that social workers and social work profession have played in American social welfare history and the implementation of social policy.
EPAS 2.1.3 PB 1: Identify the major policy concepts that underlie the historical development of the social welfare system.

**Readings**
Chapin, Chapters 2, 3, 4, and 7
### Module 3

**FRAMEWORK FOR ANALYZING SOCIAL POLICIES**

<table>
<thead>
<tr>
<th>Description of Module</th>
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</thead>
<tbody>
<tr>
<td>· Define the problem</td>
<td></td>
</tr>
<tr>
<td>· Gather evidence</td>
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<tr>
<td>· Identify causes</td>
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<tr>
<td>· Evaluate a policy</td>
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<tr>
<td>· Develop alternative solutions</td>
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<tr>
<td>· Select best solution</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competencies to be mastered in this Module</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EPAS 2.1.3 Apply critical thinking to inform and communicate professional judgments.</td>
<td></td>
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<tr>
<td>EPAS 2.1.5 Advance human rights and social and economic justice.</td>
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</tbody>
</table>

**Readings**

Cummins, Ch 9 Social Problem and Policy Analysis: An Ethic of Care Approach  
or  
Chambers, Ch. 3, A Style of Policy Analysis for the Practical Public Policy Analysis,  
Ch. 4, The Analysis of Policy Goals and Objectives in Social Programs and Policies,  
Ch. 5, Analysis of Types of Benefits and Services, Ch. 6, Who Gets What, How Much, and Under What Conditions  

or  
Dobelstein, Ch. 4 A Framework for Policy Analysis and Development

### Module 4

**Income Based Policies and Programs**

<table>
<thead>
<tr>
<th>Description of Module</th>
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<tbody>
<tr>
<td>Defining Poverty and understanding who is poor</td>
<td></td>
</tr>
</tbody>
</table>
| · Changing definitions of poverty – social exclusion, human rights, multidimensional  
Social Insurance (OASDI, UE benefits, Workers comp, Veteran’s Benefits)  
Social Assistance (TANF, SSI, EITC)  
Tax Expenditures (EITC, tax deductions and exemptions) |   |

<table>
<thead>
<tr>
<th>Competencies to be mastered in this</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EPAS 2.1.5 Advance human and rights and social and economic justice.</td>
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</tbody>
</table>
### Module 5

**Policies and Programs for Children and Families**

| Description of Module | Child Welfare/Protection  
| Juvenile Justice |
| Competencies to be mastered in this Module | EPAS 2.1.5 Advance human rights and social and economic justice.  
| EPAS 2.1.8 Engage in policy practice to advance social and economic well being and to deliver effective services. |
| Readings | Chapin, Chapter 9 |

### Module 6

**Health and Mental Health Policies and Programs**

| Description of Module | History and Current Health Care Policy (including Medicaid, Medicare, 2010 Health Care Reform, SCHIP)  
| Mental Health Policies and Programs |
| Competencies to be mastered in this Module | EPAS 2.1.5 Advance human and rights and social and economic justice.  
| EPAS 2.1.8 Engage in policy practice to advance social and economic well being and to deliver effective services. |
| Readings | Chapin, Chapter 10  

### Module 7

**Programs and Policies for Older Adults**

| Description of Module | Changing demographics and evolving policies  
| Public and private pensions, SSI, Mental Health, Long-term care |
| Competencies to be mastered in this Module | EPAS 2.1.5 Advance human and rights and social and economic justice.  
| EPAS 2.1.8 Engage in policy practice to advance social and economic well being and to deliver effective services. |
## Readings

Chapin, Chapter 11

*Companion readings:*


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## Module 8

<table>
<thead>
<tr>
<th><strong>Wrap up</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Description of Module</strong></td>
</tr>
<tr>
<td>Focus on Our Future: Policy Challenges</td>
</tr>
<tr>
<td>What are some of the challenges social workers will face in the future?</td>
</tr>
</tbody>
</table>

| **Competencies to be mastered in this Module** |
| EPAS 2.1.8 Engage in policy practice to advance social and economic well being and to deliver effective services. |

| **Readings** |
| Chapin, Chapter 12 |
APPENDIX A: SUPPLEMENTAL READINGS

Module 2 Historical Context

Historical Text (Suggested books listed above)


Module 3 Income Based Policies and Programs


Suggested Activities
● NPR stories on outdated poverty threshold—Stories from 2006 and 2009 about the need to reform federal poverty measures
● Poverty USA—Interactive website, poverty tour video, and quiz
● Living Wage Calculator—Students determine a living wage in their communities
● Both sides of the privatization debate—Compare arguments for and against Social Security privatization, students may debate the pros and cons

Module 4 Policies and Programs for Children and Families


**Suggested Activities**
National Urban Indian Family Coalition video on ICWA
[www.youtube.com/watch?v=xd5rIbTe6JE](http://www.youtube.com/watch?v=xd5rIbTe6JE)

Youth Violence Myths and Realities — Contrast media portrayals of youth violence with statistical reality.

Interracial Adoption: One Couple’s Story — First-person story of a white couple adopting multiracially.
[http://www1.salon.com/aug97/mothers/adoption970804.html](http://www1.salon.com/aug97/mothers/adoption970804.html)

**Module 5  Health and Mental Health Policies and Programs**


**Suggested Activities**
Religion & Ethics Newsweekly on Homeless Mentally Ill—Personal stories of those experiencing mental illness and homelessness
[http://www.pbs.org/wnet/religionandethics/week1152/profile.html](http://www.pbs.org/wnet/religionandethics/week1152/profile.html)

Mental Health America—Students use the site to navigate resources

Time to Change — Discussion of an anti-stigma program related to those with mental illness. [http://www.time-to-change.org.uk/](http://www.time-to-change.org.uk/)
Module 6  Programs and Policies for Older Adults


APPENDIX B. COMMON ASSIGNMENT & GRADING RUBRIC

Common Assignment

All students are required to take an in-class, closed book final exam (common assignment) that is worth 40% of the final grade for the course.

Grading Rubric

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Not Competent</th>
<th>Developing Competency</th>
<th>Competent</th>
<th>Advanced Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 PB 1</td>
<td>Scores &lt;70 on the exam.</td>
<td>Scores 70-79% on the exam.</td>
<td>Scores 80-89% on the exam.</td>
<td>Scores ≥90% on the exam.</td>
</tr>
<tr>
<td>Social workers advocate for client access to the services of social work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.3 PB 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td></td>
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</tr>
<tr>
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<tr>
<td>Social workers understand the forms and mechanisms of oppression and discrimination</td>
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<tr>
<td>2.1.8 PB 1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Analyze, formulate and advocate for policies that advance social well-being</td>
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</tbody>
</table>
APPENDIX C:  SUGGESTED OTHER ASSIGNMENTS (to be determined by instructor):

A.  *Interactive Cases Assignment* (see Chapin book for examples)
In small groups or individually, students are to complete the assessment, intervention, and evaluation components of interactive cases and/or exercises. Students can focus on the policy options and ramifications of cases. Instructors may chose to assign a presentation, as well, in order to develop students’ practice skills related to policy presentation.

B.  *Historical Perspective Paper on Social Issue*
Using a policy related to practicum or an area of student interest, students write a paper in which they trace the historical development of that policy. The paper should define the policy; how values and self-interest shaped the definition and documentation; the social, economic, political and other factors contributing to the evolution of the policy; and current challenges.

C.  *Midterm Examination/Quizzes*

D.  *Paper on Social Work Pioneer*

E.  *Group presentation of a Contemporary Social Issue*
Students present a contemporary social issue, tracing its historical antecedents and alternative definitions of the issue to stimulate class discussion and critical thinking about the way social issue are currently framed.