Social Welfare Policy (SW 340)
Spring 2017
Lewis Clark State College
Darci M. Graves, LMSW

Phone: 208-792-2476
Office: Expedition Hall 17
Office Hours: Monday and Tuesday 10:45 – 11:45 or by appointment
E-mail: dmgraves@lcsc.edu

Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the inclusion of non-traditional aged, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects, in the community in which they live, by conducting program evaluations and needs assessments through our research sequence which culminates in a public symposium.

Course Description
This course explores the development, formulation, implementation and effects of social policy on institutions and society. Social policy formation, decision-making, analysis, and their intentional and unintentional effects on society are examined through the utilization of both historic and scientific public policy critical thinking analysis. Issues of identifying, evaluating, and reporting those effects are
presented and discussed. A preview of present and future trends will be introduced and critically analyzed. Prerequisites: None: His/SW320 Highly Recommended

**Introduction and Overview**
The profession of **social work** and **political science** has always operated within the context of social policy, whether this policy stems from agency rules and guidelines, the decisions of boards, licensing regulations, governmental regulations and laws or court rulings. Students should have a grasp of how to analyze and evaluate the policies that will affect their work, the lives of their clients and the larger community. This course will focus on understanding of how policies have developed, whom they affect and how they affect those people, especially the disenfranchised, out-groups and those people needing empowerment.

**Purpose of the Course in the Curriculum**
This is the third course in the curriculum of social work which has as its focus, social welfare and the context through which social workers provide services. SW 140/240, Social Welfare and Social Services and SW 320, The History of Social Welfare are predecessor courses leading to this course. The previous courses have focused on types of social welfare services and how the policies have emerged from an historical perspective. This course is provides the opportunity for the student to explore current policies and evaluate how those policies impact individuals and groups in the community.

As a result of the focus on competency based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed. Below are three of the ten Core Competencies and six Practice Behaviors that are addressed in this course. While these practice behaviors are not measured in this course, the knowledge, skills, and values required to perform them are introduced and/or reinforced.

**EPAS Competencies and Practice Behaviors (Expected Learning Outcomes)**
**Met in Course**
The Council on Social Work Educations sets educational standards for all accredited social work programs. The 2008 Educational and Policy Accreditation Standard (EPAS) establishes 10 Core Competencies and 41 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency based education.

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<tr>
<th>Competency and Practice Behavior</th>
<th>Measurement</th>
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<tr>
<td>2.1.4 Engage diversity and difference in practice</td>
<td>A. Mid-term, Final, Advocacy Days Presentation and Policy</td>
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<td>A. Recognize the extent to which a culture’s</td>
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structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

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<th>2.1.5 Advance human rights and social and economic justice</th>
<th>Paper/Presentation.</th>
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<td>A. To understand the forms and mechanisms of oppression and discrimination.</td>
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<td>B. Advocate for human rights and social and economic justice</td>
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| A. Mid-term, Final, Advocacy Days Presentation and Policy Paper/Presentation |
| B. Advocacy Days Presentation and Policy Paper/Presentation |

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<th>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</th>
<th>Paper/Presentation.</th>
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<td>A. Analyze, formulate, and advocate for policies that advance social well-being</td>
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<td>B. Collaborate with colleagues and clients for effective policy action.</td>
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| A. Advocacy Days Presentation, Policy Paper/Presentation |
| B. Advocacy Days Presentation, Policy Paper/Presentation |

I. TEXTS:


**Teaching Methods/Class Climate:**

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the Schedule and students are expected to come to class prepared to discuss the assignments. An absence is not an excuse for not coming to class prepared to be actively involved.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students
are also evaluated on their personal and professional behavior or conduct in class as described in the BSW Handbook. Please refer to the Handbook for further clarification. The Handbook is available at www.lcsc.edu/socialwork/

Shared Client and Agency Information:

In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

Academic Honesty and Plagiarism:

Part of the mission of Lewis-Clark State is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- **Cheating**: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- **Fabrication**: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- **Plagiarism**: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- **Facilitating academic dishonesty**: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. [http://www.lcsc.edu/diversity/](http://www.lcsc.edu/diversity/)

Social and Economic Justice:

The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the Code of Ethics, social workers should strive to:
Eliminate personal and institutional discrimination,
Ensure access to needed resources and opportunities for all persons,
Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
Respect cultural diversity in society,
Advocate changes that improve social conditions and promote social justice,
Encourage participation in the democratic process, and
Encourage people to develop their own voice.

Disability Statement:
Students with a documented disability will be eligible for reasonable accommodations. Please contact me in the first week of class in order to make arrangements for the semester.

Professional Writing Standards:
All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (6th Ed.). Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone. All work must be completed in 12 font, preferably Times New Romans style or a similarly readable style.

Note: The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

Challenging a Grade:
Students who wish to challenge a grade must do so in writing within one week of receiving a grade. I will consider your request and determine whether or not to review your grade. If I choose to review your grade I will review your assignment in full and may adjust your grade up or down.

Re-write Policy:
At this time I do not accept revised papers. At times, depending upon circumstance and entirely at my discretion, I may offer the option to revise papers to students who received less than an A on the initial paper.
Late Papers:
Late papers will not be accepted unless arrangements have been made with the Professor at least 48 hours in advance of the deadline. Requests for extensions should be submitted in writing via e-mail. Submitting a request for an extension does not guarantee an extension. I will review each request on a case by case basis. Requests for extensions should only be made in extenuating circumstances.

Cell Phone Policy:
The use of Cell Phones will not be tolerated during classroom hours. Students who choose to utilize their phones for Facebook, texting, or any other activity will be asked to leave the classroom. I do understand there may be circumstances for family or work which may at times require you to keep your cell phone on or to be available. If this is the case, please let me know before class beg
Assignments:

Advocacy Days Presentation:

Working in small groups, students will construct a presentation for the Advocacy Days competition. Students will give these presentations during an in-class competition. A faculty panel will vote on the two best presentations and these presentations will be invited to present at the Advocacy Days competition in Boise, ID. All students are invited, and encouraged, to attend Advocacy Days regardless of whether or not they are going to compete. More details will be provided in-class. (100 points)

Mid-Term:
All students will complete a mid-term assignment in the form of a 8-10 page paper. Further instructions will be provided in-class. (100 points)

Final:
All students will complete a final exam in the form of an 8-10 page essay. Further instructions will be provided in-class. (100 points)

“Policy Analysis” Project:

Groups of 5 people will produce a policy paper and then make a presentation on this project.

Papers should be no longer than 30 pages. Format should follow the APA Publication Manual (6th ed.). Headings for each section are required. Papers not submitted with Headings will be returned to the student group without a grade for revision. You may include sub-headings if it makes your paper easier to follow.

The policy analysis papers should include five sections as described below
1. Delineation and overview of the Policy. 2. Historical background, 3. Description of the problem necessitating the policy. 4. Your analysis of the policy, and 5. Your strategies and tactics to influence the policy. Details on these 5 sections Aare as follows:

1. Delineation and Overview of the Policy Analysis
   Specifically identify the policy/bill/legislation you are addressing so that it may be accessed by anyone. What is the intent of this bill/legislation? That is, what does it say will be done?

2. Historical Background
   What is the history of the problems that led to the creation of the policy? How important have these problems been historically? How was the problems handled previously? How have the issues or problems been researched or evaluated previously? When did the policy originate? How has the original policy changed over time? Have this issue or similar issues been discussed and debated in legislative bodies? What has been the fate of similar policies in the past? Does the National Association of Social Workers or another national organization have a policy statement on this issue? Include a critical review of the NASW position in your discussion.
3. Description of the problem that necessitates the policy

How widespread is the problem addressed by the policy you are analyzing? How many people are affected? Who is affected and how? (Include analysis of differential effects based on race, socio-economic class, gender, religious, or regional differences.) What are the subsequent effects caused by the problem? How does the policy you are analyzing help address the problem?

4. Your Analysis of the Policy

This section should go beyond description and engage in systematic, critical analysis in light of both values and ethical preferences and practical/technical concerns.
What social values relate to the bill or proposed policy? Are the goals just and democratic? Do the goals contribute to greater social equality? Do the goals positively affect the redistribution of income, resources, rights, entitlements, opportunities and status? What theory or theories of human behavior or decision making are explicit or implicit in the policy/bill/legislation? That is, does it relate to any behavioral or cognitive theories or to any decision making theories that explain why the policy/bill/legislation is stated the way it is? Are the efforts to deal with the problem in accord with research findings noted in 2. above? Who are the major stakeholders of this legislation? Is the policy intended to foster real social change or merely to placate a potentially adversarial group?

How is the target population viewed in the context of the policy? How would the issue be defined or manifested differently if society looked at individual and family strengths, rather than focusing on deficits or deviance from social norms? Does the policy seem to ignore, impede, or strengthen the social functions of families? Do the goals contribute to a better quality of life for the target population? Will the goals adversely affect the quality of life of the target group? Does the policy contribute to positive social relations between the target population and the overall society?

Is the policy politically feasible? Economically feasible? Administratively feasible?

On what scientific theory and knowledge is the policy based? What resources or opportunities does the policy provide—e.g., power, cash, economic opportunity, in-kind services, status redistribution, goods and services, etc.? Who will be covered by the policy and how, e.g., universal versus selective entitlement, means-testing, etc.? How is/will the policy be implemented, including means for implementation? What are the expected short- and long-term goals and outcomes of the policy? Under what auspices is or will the policy be administered—e.g., public/private-not-for-profit/private-for-profit, local/state/federal government? How will the policy be funded in the short- and long-term? What agencies or organizations will be responsible for overseeing, evaluating and coordinating the policy? What formal and informal criteria will be used to determine the effectiveness of the policy and its appropriateness? How long is the policy projected to exist—is it a “sunset law”? What recommendation for a new or amended position would you propose for consideration by national organizations?
NOTE: Throughout your discussion you may wish to use tables, graphs, and other visual aids to help display statistical dimensions of the policy issue you are analyzing. This will help you develop your ability to display statistical data in a useful form for lawmakers and others in the policy education process. Be sure to explain the implications or meaning of such visual aids in the text of your paper. (Consult APA Manual for proper style for Tables & Figures.)

The report must be in APA style format (6th edition), double spaced, twelve font Times New Romans, 1 inch margins. A minimum of ten article reviews, government reports, documents, public policy briefs, and book citations are required. At a minimum, one book is required for the project. Newspapers, internet sites such as Wikipedia, and non “peer” reviewed reference material will not be accepted for assignments and will be returned to the student group without a grade. Additionally, extensive quotes are not allowed for this assignment. You can quote, periodically, to keep the spirit of the original work, but use them sparingly. The maximum quotations allowed are equivalent to 3 paragraphs. Therefore, all work should be paraphrased and cited appropriately.

5. Your strategies and tactics to influence the policy.

Relying heavily on the text books, what would you specifically do and say to try to influence decision makers in order to affect this policy?

1. Policy Group Presentation Project: Due at the time of presentation

All students in your group will be required to have some part in the presentation. The group will present their report and findings to the class at the end of the semester following the outline of their group policy analysis paper. Presentations are expected to last one full class period. However, this is an oral presentation so any reading of material should be minimal.

The group is free to decide what modalities of presentation they wish use, for example, PowerPoint, poster presentation, handouts, lecture, etc.

Policy Paper (100 points)

Policy Presentation (100 points)

Internet References:

http://www.lycos.com/
A major search site ? from soup to nuts
Many advocacy organizations are developing web pages to provide information and position papers to stakeholders. Some examples are:

http://www.sc.edu/swan/
SWAN on the World Wide Web out of South Carolina ? a great way to get started on locating social welfare policy sites
World Wide Web Resource for Social Workers (WWWRSW) site This site is relevant for social work policy faculty and students, because it currently contains approximately 2500 links to resources of potential utility for social workers, of which nearly 500 were to government related sites.

Institute for Research on Poverty, a national, university-based center for research into the causes and consequences of poverty and social inequality in the U.S

National Organization of Women links to many resources that support gender issues

W3RSW ? major organizer of access to relevant data for social workers. Very extensive and comprehensive

U.S. House of Representatives - summaries of floor and committee action for last 3 legislative days, schedule for the week, directory of e-mail address, links to member and congressional member organizational pages

CIS Congressional Compass - Home Page - annotated links to Web sites about the American political process ? congressional sites, political parties, news and other organizations. University sites

THOMAS ? U.S. Congress on the Internet ?includes a number of databases of congressional bills via the Library of Congress, general information about the legislative process and links to her congressional sites as well as executive, judicial, and state/local

U.S. Senate ? links to committee and member homepages, a directory of e-mail addresses, daily calendar of business, and general information about the Senate and the Legislative process.

Welcome to the White House ?lets you search documents, listen to speeches, view photos and send a message to the President
http://www.ehnr.state.nc.us/EHNREHNR/files/usa.htm
Provides you with a map of US which links to each state's governmental homepage with a click on the state

http://www.cas.psu.edu/
Government and Political Places. Based in PA but access to other states and governments

http://www.DHHS.GOV/
U.S. Department of Health and Human Services

http://www.acf.dhhs.gov/
Takes you directly to the Administration for Children and Families

http://samhsa.gov/
U.S. Department of education Links to all offices from special education to vocational

http://leweb.loc.gov/homepage/lehp.html
Library of Congress Home Page

http://www.cdc.gov/
Centers for Disease Control and Prevention Home Page

http://www.census.gov/
U.S. Census Bureau Home Page

The Dept. of the Treasury. IRS

http://www.epn.org/
The Electronic Policy Network
Timely information and ideas about national policy and politics includes access to member organizations such as Center for Law and Social Policy

http://rand.org/publications
Rand Corporation site - takes you to their publications, many of which have social welfare policy topics

http://tmn.com/cdf
Children's Defense Fund links to many child and family advocacy sites
http://igc.apc.org/handsnet

Information sharing, cross-sector collaboration and advocacy among individuals and organizations on a broad range of issues
http://www.bc.edu/bc.org/avp/gssw/state.htm
National Committee for education students to Influence State Policy and Legislation

http://www.mentalhealth.org/tacenter
Center for Mental Health Services TA Centers

http://www.vote?smart.org
Project Vote Smart -Links to candidate, campaign and issue information sites, ratings by advocacy groups, and campaign financial reports

http://www.statepolicy.org
Social Work National committee for Educating Students to Influence State Policy and Legislation

http://marauder.millersv.edu/~politics/
Millersville University - Center for Politics and Public Affairs

http://www.millersv.edu/~opinion/index.html
Millersville University Center for Opinion Research

http://www.state.pa.us/PA_Exec/Public_Welfare/overview.html
Pennsylvania Dept. of Public Welfare
http://howard.hbg.psu.edu/psdc/psdchome1.1.html
Pennsylvania State Data Center

http://www.yahoo.com/social services/social work
Major search site - from nuts to soup - but extensions narrow it down

(http://www.childrensdefense.org)
The Children's Defense Fund

Greenpeace (http://www.greenpeace.org)

Other Government organizations such as:
The Census Bureau (http://www.census.gov)
The General Accounting Office (http://www.gao.gov)
Policy organizations, such as:
The Brookings Institute (http://www.brook.edu)
The Urban Institute (http://www.urban.org) provides substantial amounts of data and analysis on-line.
Sites that combine materials from many organizations such as:
The Electronic Policy Network (http://www.epn.org)
Handsnet [http://www.handsnet.org]. The Library of Congress provides the Thomas site ([http://thomas.loc.gov]), which provides on-line copies of all proposed bills.