

**The University of Texas At Austin
School of Social Work**

**General Social Welfare Policy Analysis
Social Problems & Social Welfare Policy Analysis
(MSSW Policy II)**

Course Number:	SW 392	Instructor:	Noël Bridget Busch
Unique Number:	62610	Office Number:	3.130D
Semester:	Fall 2002	Contact Information:	471-3198 nbusch@mail.utexas.edu
Meeting Time/Place:	Mondays 11:30 – 2:30 SW 2.118	Office Hours:	Mondays 10:30 - 11:30 & by appointment

I. Standardized Course Description

This course focuses on the process of public and private development, including identification, selection, implementation, and evaluation. The course will include modules on process, problems, and programs specific to the concentration areas in the MSSW program. By the end of the semester students should be able to apply their knowledge of the social policy analysis process to selected policy issues related to administration and planning.

II. Standardized Course Objectives

Upon completion of this course the students will be able to:

1. Critically evaluate the process of social welfare policy development at state and federal levels;
2. Research and utilize alternative frameworks for analyzing the development of social welfare policy;
3. Utilize frameworks for evaluating and analyzing the effects of social welfare policy;
4. Analyze contemporary issues in the development (and analysis) of social welfare policy;
5. Critically evaluate selected issues in health, mental health, substance abuse, disability, child welfare, income maintenance, gender or race policy;
6. Apply the underlying causes of social problems to the design of social welfare policy with a special emphasis on the causes and consequences of poverty;
7. Assess how the structure of current social welfare policies affects men, women, members of various ethnic groups, people of various ages, and other population groups;
8. Develop a plan for influencing social welfare policy as part of each social worker's commitment to promote social and economic justice.

III. Teaching Methods

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through a variety of teaching strategies. For example, case studies, discussions, videos, small group work, field trips, new

articles, examinations, readings, and lectures will be considered. Videos will be used as tools for addressing key concepts in the course. The goal is to stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with and through the class.

Students will be responsible for material presented through all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them. However, the instructor may not review all assigned readings in class.

IV. Required Textbooks

Conley, D. (1999). Being Black, Living in the Red: Race, Wealth, and Social Policy in America. Berkeley, CA: University of California Press.

Dash, L. (1997). Rosa Lee: A Mother and Her Family in Urban America. New York, NY: Plume.

Kozol, J. (1995). Amazing Grace. New York, NY: Perennial Press.

Other required readings will be distributed or put on reserve at the LRC during the semester.

V. Course Requirements

The final course grade will be determined based on scores of five (5) criteria that are designed to measure how well each student meets the course objectives. The additional information for completing each assignment is included later in the syllabus.

1. Participation, preparedness, and contribution to other's learning	10
2. Comparison Paper of Kozol & Dash books	25
3. Program Development Paper	25
4. Group paper	20
5. Group presentation	<u>20</u>
	100

VI. Grading Scale

A = 90 – 100 points

B = 80 – 89.9 points

C = 70 – 79.9 points

F = < 70

VII. The University of Texas and School of Social Work Policies

Students with Disabilities or Special Learning Considerations

Please let me know if you have a learning and/or another disability and if you require special accommodations. I am interested in this class being a productive learning experience for everybody.

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

Safety

As part of professional social work education, student may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

Confidentiality

Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class as it relates to our learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.

VIII. Additional Course Policies

1. Students are expected to attend **ALL** class meetings, to read **ALL** the assigned readings, and to participate in class discussions.
2. There are no "excused" absences. Students missing more than two (2) class sessions will receive a 10% reduction in their overall course grade. Students missing three (3) or more class sessions may receive an "F" for the course. The instructor may use her discretion. As soon as you know that you will not be attending class, please let me know.
3. Assignments are to be submitted according to the schedule. All late assignments will receive a **five (5) point penalty per day** (weekend days will be included). All assignments are due at the beginning of the class period—assignments turned in after the beginning of class will be considered late.
4. The Publication Manual of the American Psychological Association (APA) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
5. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a "0" for the paper or an "F" for the course.
6. All papers are to be word-processed or typewritten, double-spaced, 10 – 12 point font, and "normal" margins.
7. University policies governing scholastic dishonesty, as presented in the General Information Bulletin and the brochure prepared by Student for Academic Integrity apply in this course. Scholastic dishonesty may result in a report to the Undergraduate Program Director, the Dean of the School of Social Work, and/or

the Dean of Students. Students may receive an “F” for the course and other sanctions in accordance with University policies.

XIII. Explanation of Assignments

1. Participation, preparedness, and contribution to other’s learning

Students will be evaluated throughout the semester on their individual contributions to class discussion through preparedness (prior reading and thinking on the topics) and readiness and willingness to discuss topics in class. The expectation is that in all assignments the professor and students will perform at her/his/their highest levels and at a level commensurate with quality graduate study, teaching, and scholarship. In addition, this course provides students the opportunity of on-going discussions, deliberations, negotiations, and learning from others that is involved in policy analysis and practice.

We will start every class period with a current policy check-in. Students should clip newspaper and/or magazine articles or summarize news coverage of topics relevant our topic and/or readings for the day and social policy.

In addition, throughout the semester several in-class discussions are scheduled. Students are expected to participate in a thoughtful conversation regarding the course readings. Specifically, the Kozol and Dash texts address social problems faced by oppressed groups such as low socio-economic, people of color, people living in urban areas, etc. The Conley text focuses on the intersection of race and class with a critical eye to progressive and reformed policy development. All discussions will focus on appropriate and responsive policy development.

2. Comparison Paper of the Kozol & Dash Books

Students will write a 6 - 7 page comparison/reaction paper using the Dash and Kozol books. The paper should be social problem and social policy focused. Therefore students should address the following three areas:

- a. Identify several shared social problems of these two books. Explain the criteria used to define these as social problems. What are the values laden in the definition of social problems?
- b. Using an ecological framework, offer *explanations* about why and how come these problems exist. Be thorough. Particular emphasis should be placed on issues of discrimination, oppression, marginalization of diverse groups such as people of color, low socio-economic status or class,
- c. Discuss the concept of “worthy and “unworthy.” Who is worthy or unworthy? What criteria have you identified to determine worthiness?

For all written work be sure to use introductory sentences with each paragraph and introductory and closing paragraphs in your paper. The underlined phrases above should be identified as your paper’s subheadings. Grammar, spelling, organization, critical thinking, etc. all count. For more grading information see the Criteria for Grading Written Work later in this syllabus.

3. Policy, Program, and Provision Development

Students will write a 6 – 7 page paper on “how to” solve one of the problems identified in your comparison paper. The paper should include:

- a. Identify the problem and provide a rationale for putting this problem on the public’s agenda.
- b. What program or provisions would you develop in order to reduce or ameliorate one of the problem you identified above? You should identify a program, provision, or service that does not already exist. Therefore it should be new and creative, but also reasonably achievable. Name your program, identify program goals and objectives, and clients served.
- c. Identify unintended consequences that might occur and why? What will you do about them?
- d. How will you evaluate the effectiveness of the program? How do you know it works?
- e. What funding source will you use to support the program? You don’t need to create a budget, rather state what funding source you will use to support the program.
- f. What strategies will you use to “sell” your idea to the legislature, administrator, public, etc.. Discuss realistically about your ability to sell this idea (most social problems don’t sell easily).

For all written work be sure to use introductory sentences with each paragraph and introductory and closing paragraphs in your paper. The underlined phrases above should be identified as your paper’s subheadings. Grammar, spelling, organization, critical thinking, etc. all count. For more grading information see the Criteria for Grading Written Work later in this syllabus.

4. Group Paper

Group members will be required to work collaboratively on an issue that is locally relevant to a Texas community. Preparation of a 15 – 20 page paper is required. The following outline should be used as a guide, but may be modified.

1. Model Analysis. Organize and present this section using one of the models studied in class. The analysis of the social problem should be based on the model’s concepts. Students should choose one of the following models or any model discussed in class; Burch, Chambers, Dobelstein, Jasson, Chamber, Gilbert and Terrell or DiNitto or self-identified model (with instructor approval). You may need to do additional reading and evaluation of the models. Students should justify why they choose the model. (This means give a rationale for your choice by discussing criteria that the model included that you considered important.)
2. Conclusions and Recommendations. What are your recommendations regarding the legislative policy or proposed policy now that you have analyzed using one of the models? Would you suggest modifications? If so, what are they? How would you improve?

Your paper should be organized in a logical sequence and subheadings should clearly delineate sub-topics. For all written work be sure to use introductory sentences with each paragraph and introductory and closing paragraphs in your paper. The underlined phrases above should be identified as your paper’s subheadings. Grammar, spelling,

organization, critical thinking, etc. all count. For more grading information see the Criteria for Grading Written Work later in this syllabus.

Some models that neglect important issues for your analysis. If this is the case, modify the model to include additional information. At minimum the following areas should be discussed:

1. Nature and scope of the issue. Define the issue(s); number of people affected or institutions affected; economic and social consequences of the issue. How widespread is the problem? Who specifically is affected and how? What are the known or suspected causes of the issues/problem? Are other localities, communities, states, countries facing a similar issue? What are they doing about it?
2. Historical background on the problem. What are the historical antecedents of the problem/issue and what policies were developed previously? How important has the problem/issue been addressed by policy? How has the problem been previously handled? What is the legislative, judicial, administrative, and/or broader social economic, political, etc., history of the issue in Texas. What recent events led to this policy agenda item?
3. Description of policy. What policies have been being proposed and who is proposing them? Students should identify a policy and program related to the social problem identified. One policy or provision should come from the legislative agenda considered by the 77th Texas Legislature. A program or agency policy should also be identified and discussed. (Look for organizations that may serve the indented population.) How is the policy intended to work? On what knowledge of scientific grounding, if any, does the policy rest? What resources and/or opportunities is the policy expected to provide (economic opportunity, cash, in-kind services, redistribution of goods and services, empowerment, status, prevention services, education, etc.). How will implement the policy? What are the short and long-term indented consequences? What funding is needed? Under what administrative will the policy be developed and implemented? What provisions are made for overseeing, evaluating, and coordinating policy outcomes? What criteria are being used in determining the effectiveness of the policy outcomes? How long is the policy expected to exist (is there a specific requirement for review and continuation)?
4. Involvement of social workers in dealing with the issue. Is social work, as a profession, directly or indirectly (locally, nationally, internationally) involved?
5. Stakeholders. Who are the major stakeholders involved in this issue—how are they involved? What do they say should happen to address the issue? Identify proponents and opponents, if appropriate.

In order to complete this assignment groups should collect information through literature review, Internet searches, agency visits, in-person or telephone interviews, etc. where appropriate.

Papers are worth 20 of the assignment.

5. Presentation on Social Issue

Groups will present on their social issues in a 30-minute presentation. (Use your time wisely—you need to cover all the relevant outline points—practice not being too brief or

lengthy.) After 30 minutes groups will be asked to wrap-up and take 15 minutes of questions. **Every group member is required to present relevant material during the presentation.**

Each group should prepare handouts, visuals, or use technology. Be creative by using a clip of a relevant video (should not exceed 5 - 6 minutes), a case study, an agenda, charts, graphs, interviews with stakeholders or when appropriate, a member of the intended population, etc. **Presentations will be scheduled during the last three class periods of the semester.**

During the in-class presentation, groups should also prepare and distribute

1. a bibliography of academic resources on the topic.
2. a list of community resources.
3. other relevant handouts.

The group presentation is worth 20 points.

Students will evaluate each other and this grade will be calculated into the overall score. Group members' grades might vary based on this feedback and an evaluation by the instructor. It is important that all equally contribute to this project's completion. If someone is not contributing to the group's work, I need to know earlier rather than later. Groups will be limited to 5 or 6 students.

See criteria for grading written work and group presentations.

IX. Criteria for Evaluation of Written Work

1. Completeness and thoroughness

How fully has the issue been addressed? When appropriate, has the issue been sufficiently researched using library resources, interview, and other means in order to gain differing perspectives and full knowledge of the issue? Has the theoretical and empirical literature on the subject been incorporated in the paper? Does the paper leave the reader with the impression that major questions have been considered, or are important issues left unaddressed? Has the paper been carefully proofread?

2. Organization and clarity

Is the paper well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Are the sentence structure, syntax, and grammar of appropriate quality? Have headings and subheading been used to improve organization? Has the student addressed issues in a way that can be understood by someone unfamiliar with the issues as well as by someone knowledgeable about the issues?

3. Referencing

Are there a sufficient number of appropriate references? Has referencing been done appropriately and according to the style of the American Psychological Association? Are the references well integrated in the text? Were the references obtained from various sources (scholarly, Internet, interviews, etc.)? Are short direct quotations noted in quotation marks; are longer direct quotations indented, and are page numbers indicated for all direct quotations? Are indirect quotes paraphrased sufficiently? Were interviews of those who are involved with the creation or setting of policy and those impacted by the policy included in the analytical discussion of the policy?

4. Originality and Creativity

Have different viewpoints been compared and contrasted in a way that shows that the writer has a thorough understanding of the issues? Has the writer used his or her analytical skills in a way that suggests more than a restatement of what others have said about this issue? Has the student suggested points that have not been addressed by others?

IX. Course Calendar

Day & Date	Chapter & Lecture Topics	Readings	Assignments
Monday, Sept 2			Labor Day—No Class
Monday, Sept 9	Introduction Agenda Setting		
Monday, Sept 16	Ecological Perspective Definitions of Policy Discrimination & Oppression of Vulnerable Groups	Dash first half Conley, Chapter 1	
Monday, Sept 23	History Perspective Values Perspective	Dash, second half	TBA Out of Class Group Work
Monday, Sept 30	Policy Analysis	Conley, Chapter 2	Discussion of Dash
Monday, Oct 7	Continued	Kozol text	Group Work Discussion of Kozol
Monday, Oct 14	Models Discrimination and Oppression of Vulnerable Groups	Conley, Chapter 3	Comparison Paper Due Group Work
Monday, Oct 21	Models		
Monday, Oct 28	African Americans	Conley, Chapter 4	Group Work
Monday, Nov 4	Models	Conley, Chapter 5	Program Development Paper Due
Monday, Nov 11		Conley, Chapter 6	
Monday, Nov 18	Hispanic Communities		
Monday, Nov 25			Group Presentations
Monday, Dec 2			Group Presentations All Group Papers Due

Participation, Preparedness, and Contribution to Other's Learning
SSW 392 Social Policy
Summer 2001

Student Name _____
Grade Assigned _____

Criteria:

Students will be evaluated throughout the semester on their individual contributions to class discussion through preparedness (prior reading and thinking on the topics) and readiness and willingness to discuss topics in class. The expectation is that in all assignments the professor and students will perform at her/his/their highest levels and at a level commensurate with quality graduate study, teaching, and scholarship. In addition, this course provides students the opportunity of on-going discussions, deliberations, negotiations, and learning from others that is involved in policy analysis and practice.

We will start every class with a current policy check-in. Students should clip newspaper or magazine articles or summarize news coverage of topics relevant our topic and/or readings for the day and social policy.

Comments:

Criteria for Evaluation of Written Work

I. Completeness and thoroughness (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not enough)	
			Issue fully addressed
			Sufficiently researched*
			Theoretical & empirical literature incorporated*
			Major questions have been addressed
			Carefully proofread

2. Organization and Clarity (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not Enough)	
			Well written & organized
			Appropriate transitions
			Sentence structure, syntax, and grammar
			Headings and subheadings
			Understandable to unfamiliar reader
			Understandable to familiar reader

3. Referencing (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not Enough)	
			Sufficient Number of References *
			APA style utilized
			References well integrated
			References from various sources *
			Correct use of quotations
			Indirect quotes paraphrased sufficiently
			Interviews included in analysis *

4. Originality and Creativity (some criteria not applicable to this assignment)

Consistent throughout paper (Yes)	Consistent throughout most of paper (Mostly)	Not consistent throughout the paper-- needs work (Not Enough)	
			Different viewpoints compared and contrasted
			Use of own analytical skills not just restatement
			Suggested points not been addressed by others

Assignment Outline Points Covered

_____ yes _____ no _____ points need more depth, explanation, or discussion

Criteria for Evaluating Group Presentations
By Instructor

	Poor, needs major attention	Adequate, need some attention	Good, meets expectations	Excellent exceeds expectations
Broad understanding of issue				
Recapitulation important points without reading summary points				
Thoughtfulness of analyzing the issue				
Useful of handouts & materials				
Creativity of presentation				
Use of appropriate literature and other information				
Handouts to class				
Follow syllabus instructions				
Overall presentation skills				

**Criteria for Evaluating Group Project
Student Evaluation of Self and Peers**

Group Member Being Evaluated: _____

___ check here if self-evaluation

Check the category that best reflects your evaluation.

Category	Poor, needs some major work	Adequate, needs some attention	Good, meet expectations	Excellent, exceeded expectations
Readiness for group meetings				
Willingness to work as a team				
Offered a creative approach to project				
Offered leadership				
Thorough understanding of the content				
Contributed to other's learning				
Contributed to overall completion of project tasks				

Overall grade (maximum of 10 points) _____

Comments:

An average score (consisting of all peer evaluations) will be calculated and used as a factor in calculating the overall group project grade for student. This score will be weighted at 25% of the overall project grade.

I. Recommended Readings

- Anders, G.(1996). *Health against wealth*. New York: Houghton Mifflin.
- DiNitto, D.(1985). *Social welfare: Politics and public policy*, 4th ed. Needham Heights,MA: Allyn and Bacon.
- Dunn, W. N.(1994). *Public policy analysis: An introduction*. Englewood Cliffs: Prentice Hall.
- Dye, T. R.(1978). *Understanding public policy*. (3rd ed.). New York: Prentice-Hall.
- Feldman, J. L., and Fitzpartick, R. J.(Eds.)(1992). *Managed Mental Health Care*. Washington, DC: American Psychiatric Association Press.
- Gil, D.G.(1990). *Unraveling social policy: Theory, analysis and political action towards social equity*, 4th ed. Rochester, VT: Schenkman Press.
- Ginsberg, L. (1999). *Understanding Social Problems, Policies, and Programs* (3rd ed.) Columbia, SC: University of South Carolina Press.
- Haynes, K., and Mickelson, J. (1996). *Affecting change: Social workers in the political arena*, 3rd ed. New York: Longman.
- Johnson, H., & Broader, D.S.(1996). *The system: The American way of politics at the breaking point*. Boston: Little, Brown Co.
- Joint Commission in Mental Illness and Health.(1961). *Action for mental health*. New York. John Wiley and Sons.
- Kongstvedt, P. J.(1995). *Essentials of managed health care*. Gaithersburg: Aspen Publishers.
- Levin, B. L., and Petrila, J.(1996). *Mental health services: A public health perspective*. New York: Oxford University Press.
- Manderscheid, R., and Sonnenschein, M.A.(1999). *Mental Health, United States, 1998*. Rockville: Center for Mental Health Services.
- Mauer, B., Jarvis, D., Mockler, R., and Trabin, T.(1995). *How to respond to managed behavioral health care*. Tiburon, CA: Centralink Publications.
- Meenaghan, T. M., and Kilty, K.M.(1993). *Policy analysis and research technology: Political and ethnical considerations*. Chicago: Lyceum Books.
- McCandless, P. (1996). *Moonlight, Magnolias, Madness: Insanity in South Carolina from the colonial period to the progressive era*. Chapel Hill: University of North Carolina Press.
- Mieczkowski, T. (Ed.). (1992). *Drugs, crime, and social policy*. Boston: Allyn and

Bacon.

Office of National Drug Control Policy.(1997). *The national drug control strategy: 1997*.Washington, DC. Executive Office of the President.

Patton, C.V., and Sawicki, D.S.(1993). *Basic methods of policy analysis and planning*,2nd. ed. Englewood Cliffs, NJ: Prentice Hall.

Rocheftort, D.A.(1993). *From poorhouses to homelessness: Policy analysis and mentalhealth care*. Westport, CT. Auburn House.

Rognehaugh, R.(1998). *The managed health care dictionary*. Gaithersburg: Aspen Publications.

Rothman, D. J.(1971). *The discovery of the asylum: Social order and disorder in the new republic*. Boston: Little, Brown and Co.

Schames, G., and Lightburn, A.(eds. 1998). *Humane managed care?* Washington, DC:NASW Press.

Scott, D.M.(1997). *Social policy and the image of the damaged black psyche 1880-1996*.Chapel Hill: University of North Carolina Press.

Weiss, L. D.(1997). *Private Medicine and Public Health: Profit, politics and prejudice in the American health care enterprise*. Boulder: Westview Press.

XV. Online Policy Sites

Department of Health and Human Services: hhs.gov

Administration for children and families: acf.gov

Administration on aging: aoa.gov

Agency for health care research and quality: ahrq.gov

Centers for disease control: cdc.gov

Food and drug administration: fda.gov

Health care financing administration: hcfa.gov

Health resources and services administration: hrsa.gov

Indian health services: ihs.gov

Executive Office of the President: whitehouse.gov

Office of National Drug Control Policy: (1) whitehousedrugpolicy.gov/

(2) whitehousedrugpolicy.gov/policy/papers

Legislation (Current bills): <http://thomas.loc.gov/>

Legislation (previous laws): <http://thomas.loc.gov/home/bdquery.html>

Legislation(copies of historical laws): <http://lcweb2.loc.gov/const/mdbquery.html>

National Alliance for the Mentally Ill: nami.org

National Institutes of Health: nih.gov

National Institute of Drug Abuse: nida.nih.gov/NIDAhome1.html

National Institute on Alcohol Abuse and Alcoholism: niaaa.nih.gov/

National Institute of Mental Health: nimh.nih.gov/home.cfm

Rand Drug Abuse Policy Research Center: rand.org/centers/dprc

Robert Wood Johnson Substance Abuse Policy Research Center:

phs.bgsu.edu/sshp/rwj/rwj.htm

Substance Abuse and Mental Health Services Administration: samhsa.gov

Center for Mental Health Services: mentalhealth.gov

Center for Substance Abuse Prevention: samhsa.gov/csap

Center for Substance Abuse Treatment: samhsa.gov/csat

Knowledge Exchange Network: ken@mentalhealth.org

Office of Managed Care: mentalhealth.org/cmhs/managedcare

National Association of State Mental Health Program Directors: nashpd.org

National Association of State Substance Abuse and Alcohol Program Directors:

Texas Department of Mental Health and Mental Retardation: tmhmr.state.tx.us

Texas Commission on Alcohol and Drug Abuse: tcada.state.tx.us

Texas Health and Human Services Commission: hhsc.state.tx.us

Texas Department of Health: tdh.state.tx.us