

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW 384 P1	Instructor's name:	Yolanda C. Padilla, Ph.D., LMSW-AP Assistant Professor
Unique Number:	55680	Office Number:	SWB 3.130K
Semester:	Fall 1994	Office Phone:	471-6266 ypadilla@mail.utexas.edu
Meeting Time/Place:	Thurs. 9-12 am SWB 2.118	Office Hours:	Thursdays 1:45-4:45pm

SOCIAL WELFARE POLICY II

I. Course Description

This course focuses on the process of public and private policy development, including identification, selection, implementation, and evaluation. The course will include modules on process, problems, and programs specific to the concentration areas in the M. S. S. W. program. By the end of the semester students should be able to apply their knowledge of the social policy process to selected policy issues related to their area of concentration. The current areas of concentration are: administration and planning, children and family services (including subconcentration in developmental disabilities), and mental health and chemical dependency.

II. Course Objectives

By the end of the semester, each student should be able to:

1. describe the policy-making process at state and federal levels;
2. understand and utilize alternative definitional frameworks for analyzing the development of social welfare policy;
3. understand and utilize frameworks for evaluating and analyzing the effects of social welfare policy;
4. discuss contemporary issues in the development and analysis of social welfare policy;
5. summarize some issues in health, mental health, substance abuse, disability, child welfare, and/or income maintenance policy;
6. relate 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. discuss 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. describe the roles of social workers in the policy-making process;
9. understand how social policy can be used to promote social and economic justice.

III. Teaching Methods

The following teaching methods will be used:

1. in-class collaborative learning groups (including lectures)
2. presentations by and discussions with several policy experts;
3. observations of the policy-making process;
4. library research;
5. interviews with community members and policy-makers;
6. analytic report writing.

IV. Course Readings

Gilbert, N., Specht, H., & Terrell, P. (1993). Dimensions of social welfare policy (3rd. ed.). Englewood Cliffs, NJ: Prentice Hall. [Required]

Texts on Reserve at the Learning Resource Center (SWB 1.214A)

DiNitto, D. M. (1991). Social welfare: Politics and public policy (3rd ed.). Englewood Cliffs, NJ: Prentice Hall. [Highly recommended]

This book provides an overview of major government programs in income maintenance, nutrition, health, and social services, including an account of how social welfare policies have developed in each of these areas.

McInnis-Dittrich, K. (1994). Integrating social welfare policy & social work practice. Pacific Grove, CA: Brooks/Cole. [Highly recommended]

Reports on Reserve at the Learning Resource Center (SWB 1.214A)

Iscoe, L. K. (1993). Action for Texas children: Trends and influences in child and family policy (Child Studies Project Report). Austin: University of Texas at Austin, Institute of Human Development and Family Studies.

Kids county data book: State profiles of child well-being. (1994). Baltimore, MD: Annie E. Casey Foundation.

The progress of nations. (1993). New York: United Nations Children's Fund (UNICEF).

V. Course Requirements

A. Legislative Analysis Project

The major assignment for this course is a legislative analysis report. This project involves selecting a bill on a social policy issue that was introduced during the last session of the Texas state legislature (or is likely to be addressed in the next session). Suggested topics will be discussed in class and you may also meet with the instructor about other topics. Topics may include child welfare, health care, public assistance, mental health, substance abuse, disability, or another topic of interest to you.

Each student should identify legislators, organizations, committees, and individuals that have worked on or are currently working on this particular policy issue. If groups are currently working on this issue, students may wish to observe them or join them in their efforts. Students should investigate the history of the issue, become familiar with the bill and with any current proposals to modify the bill, seek the opinions of those with various viewpoints on the bill, and determine the opinions of various groups and individuals on this bill and the basis for their viewpoints.

Outline for the report

Your report on the bill should follow the following outline:

Part I

1. An introduction to the bill (include the exact identifying information, such as the bill number and who is submitting it, etc.).
2. The history of the bill, including a review of previous and current legislation related to the bill.
3. Identification of groups and individuals concerned about the bill and their stances on it. (You are encouraged to interview concerned persons, including elected officials or their assistants, members of citizens' groups, human service providers, etc., and to attend meetings of organizations, agencies, etc. where these issues are being discussed. Document these efforts in your paper.)

Part II

4. A **thorough** analysis of the issue from your perspective as an individual preparing for a career in social work. **This is the heart of the paper.** You should use the models of policy development and analysis discussed in class and in your readings to develop this section. You may wish to consider the responses of other states or countries to the issue in this section. In addition to the opinions of others, include a thorough consideration of the theoretical and empirical literature on the subject. Be sure to consider the impact of the issue on various population groups and the ability of the policy to achieve social or economic justice.
5. A description of any current proposals (including drafts of bills) designed to modify the bill you have chosen.
6. A conclusion about what the future of this issue might be. If the bill passed during the last session, provide an assessment of its implementation and effects to date. If it did not pass, discuss what efforts are being taken to reintroduce it in the next session in its original form or in a modified form or what other avenues are being pursued (such as judicial action).

You might approach this paper as if you are a policy analyst working in a social welfare agency (governmental or private) or a national or state organization concerned about social welfare policy (such as the National Association of Social Workers or Common Cause). You could also approach the paper as if you are a staff member of a legislative committee and you have been assigned to prepare a report to familiarize committee members with the issue. (In addition to referring to appropriate class readings, you may want to conduct a short interview with a committee member or a policy analyst to get ideas about what type of information they are expected to prepare given their specific roles in their organizations.)

Timetable for the report sections

1. By **September 22**, submit a typed, one to two page proposal with the topic of your paper and your plans for addressing the issue making reference to the topics listed in the above outline.
2. The report will be submitted in two parts. Part I will cover points 1, 2, and 3 on the report outline. It should be **no more** than 8 double-spaced pages. It will be worth **30 percent** of the final grade. Part I is due on **October 13**. Comments will be returned to you. If you are not satisfied with your grade on part one, you may revise and resubmit it along with part two.
3. Part II will cover points 4, 5, and 6 on the outline. It is worth **65 percent** of the grade. Part II is due on the last class day, **December 8**. Whether or not you rewrite part one, submit the original version of it with part two. **Part II will not be graded unless Part I is submitted with it.** Part II should not exceed 15 double spaced pages.

Grading Criteria

Your paper will be graded according to the following criteria:

1. **Completeness and thoroughness:** How fully has the issue been addressed? Has the issue been sufficiently researched using library resources, interviews, 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?
2. **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 the issue? Has the student suggested points that have not been addressed by others?
3. **Organization and clarity:** Is the paper well written and organized in a logical manner? Are there appropriate transitions between sentences, paragraphs, and sections? Is the sentence structure, syntax, and grammar of appropriate quality? Have subtitles been used to improve organization? [The use of subheadings, underlining, and section dividers provide the reader with a road map and are required for this paper.] Has the student addressed issues in a way that can be understood by someone unfamiliar with the issue as well as by someone knowledgeable about the issue? Has the paper been **carefully** proofread?

Referencing: Are there a sufficient number of references? Has referencing been done appropriately and according to the style of the American Psychological Association? Are the references well integrated in the text? 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?

As appropriate, you will be asked to draw on your continuing policy analysis for relevant class discussions throughout the semester.

B. Take Home Worksheets

Classroom tasks will include collaborative learning groups, in which students will analyze a short assigned policy relevant issue. In preparation for this task, students will be asked to briefly answer a few questions based on the readings for that day or to list the main points in the readings. The worksheet will serve as an aid to conducting the group discussion. Each student should bring two copies of the worksheet--one to turn in at the beginning of class and one to use in the group. The worksheet should be **no longer than one page** and does not need to be type-written, but must be legible. Each worksheet will be graded based on how well it reflects the reading of the assigned chapter(s). A total of five worksheets will be graded. Each worksheet can receive a maximum of 1 point for a total of **5 points** toward your final class group.

C. Course Grading

All grades will be determined in the following manner:

Grading scale	Final Grade
90-100 = A	Part I of project 30%
80-89 = B	Part II of project 65%
70-79 = C	<u>Take-home Worksheets 5 %</u>
60-69 = D	
50 and below = F	Total = 100%

VI. Class Policies

1. Students are expected to attend all classes, to do the assigned readings, and to participate in group and class discussions.
2. Assignments are expected to be submitted on schedule, barring serious, unforeseen emergencies. If this happens, please notify the instructor as soon as is reasonably possible. Assignments are due at the beginning of class (9:00) on the due date. Assignments submitted after that time are considered late. Late assignments may be submitted, but a 5 point penalty per day will be subtracted from the grade. This 5 point penalty applies to weekends as well as weekdays. **It also applies to submission of your proposal; 5 points per day will be subtracted from your grade for part one of the report for each day the proposal is late.**
3. The *Publication Manual of the American Psychological Association* is the style manual to be used by all students. A handout on APA style will be distributed in class (and is available at the SWB Student Services Office). Appropriate referencing is required on all written assignments. Use quotation marks for short, direct quotes or indentations for longer, direct quotes with page numbers and appropriate citations to the author's work. Be sure to cite secondary references as such. Following University policy, plagiarism may result in an F in the course and reporting to the Dean of the School of Social Work and the Dean of Students (refer to the *University Bulletin* regarding scholastic dishonesty).

VII. Course Schedule

Date	Topics	Readings
Week 1 SEPT. 1	Introduction to course Introductions of instructor and students Social welfare as an institution <i>The effects of the neglect of social welfare policy on certain sub-groups (including people of color, women, and gays and lesbians): the concentration of social problems</i>	Gilbert, Specht, & Terrell, <u>Chp. 1</u> , "The Field of Social Welfare Policy," p. 1-16 <u>Chp. 3</u> , "Basis of Social Allocations" McInnis-Dittrich, <u>Chp. 1</u> , "The Social Work Practitioner and Social Welfare Policy" [DiNitto, <u>Chp. 1</u> , "Politics, Rationalism, and Social Welfare," p. 1-10]
Week 2 SEPT. 8	Guest Presentation: <u>Fran Danis</u> , Delegate, National Association of Social Workers The policy development process: influencing social policy through legislative action	Gilbert, Specht, & Terrell, <u>Chp. 1</u> , "The Field of Social Welfare Policy," p. 22-28 McInnis-Dittrich, <u>Chp. 5</u> , "Developing Social Welfare Policy: A Political Process" <u>Chp. 8</u> , "The Practitioner's Role in Influencing Public Policy Change"
Week 3 SEPT. 15	Concentration Focus: Administration and Planning Social work and social welfare: overview of the internal and external environment of the social service agency	Gilbert, Specht, & Terrell, <u>Chp. 5</u> , "The Structure of the Delivery System" McInnis-Dittrich, <u>Chp. 2</u> , "Implementing Social Welfare Policy: The Internal Environment of the social Service Agency" <u>Chp. 3</u> , "The External Environment of the Social Service Agencies"

<p>Week 3 Continued</p>		<p><u>McInnis-Dittrich</u>, <u>Chp. 9</u>, "The Practitioner's Role in Changing Agency- Level Policy"</p> <p>[<u>DiNitto</u>, <u>Chp. 12</u>, "Implementing and Evaluating Social Welfare Policy: What Happens After a Law is Passed," p. 266- 272]</p>
<p>Week 4 SEPT. 22</p>	<p>A framework for policy analysis <i>Defining the problem, selecting evaluation criteria, identifying alternatives</i></p> <p>PROPOSAL DUE</p>	<p><u>Gilbert, Specht, & Terrell</u>, <u>Chp. 1</u>, "The Field of Social Welfare Policy," p. 17-22 <u>Chp. 2</u>, "A Framework for Social Welfare Policy Analysis"</p> <p><u>McInnis-Dittrich</u>, <u>Chp. 7</u>, "Policy Evaluation, Research and Analysis"</p> <p>[<u>DiNitto</u>, <u>Chp. 12</u>, "Implementing and Evaluating Social Welfare Policy: What Happens After a Law is Passed," p. 274- 286]</p>
<p>Week 5 SEPT. 29</p>	<p>Guest Presentation: <u>Christine Devall</u>, Program Specialist, Mental Health Association in Texas</p> <p>Concentration Focus: Mental Health and Chemical Dependency</p>	<p><u>DiNitto</u>, <u>Chp. 7</u>, "Providing Social Services: Helping Mentally Ill Individuals, Children, and the Elderly"</p>
<p>Week 6 OCT. 6</p>	<p>Social welfare and social welfare policy from a global perspective: How does the U.S. rank in the world?</p>	<p><u>The Progress of Nations</u> <u>Kids Count Data Book</u></p>
<p>Week 7 OCT. 13</p>	<p>Guest Presentation: <u>Liz Ownby</u>, Policy Analyst, The Disability Policy Consortium</p> <p>Sub-Concentration Focus: Developmental Disabilities (Child and Family)</p> <p>PART I OF REPORT DUE</p>	<p><u>DiNitto</u>, <u>Chp. 5</u>, "Helping the 'Deserving Poor': Aged, Blind, and Disabled"</p>

Week 8 OCT. 20	<p>Defining the problem: the first step in policy analysis <i>The case of poverty in the U.S.</i></p> <p>(<u>Video</u>: "Poverty in the U.S.: Testimony presented at a Joint Economic Committee Hearing")</p>	<p><u>DiNitto</u>, <u>Chp. 3</u>, "Defining Poverty: Where to Begin" <u>Chp. 4</u>, "Preventing Poverty: The Social Insurance Programs"</p>
Week 9 OCT. 27	<p>Concentration Focus: Child and Family Services Policy Implementation <i>The Emphasis on programs supporting the family: a reflection of social work values</i></p> <p>(<u>Video</u>: "The Family Support Movement")</p>	<p><u>Gilbert, Specht, & Terrell</u>, <u>Chp. 4</u>, "The Nature of Social Provisions"</p> <p><u>McInnis-Dittrich</u>, <u>Chp. 4</u>, "The Current Social Welfare System: A Patchwork of Programs"</p> <p><u>Action for Texas Children</u></p>
Week 10 NOV. 3	<p>Guest Presentation: <u>Albert Hawkins</u>, Deputy Director, Legislative Budget Board in Texas (tentative)</p> <p>Financing social welfare programs</p>	<p><u>Gilbert, Specht, & Terrell</u>, <u>Chp. 6</u>, "Mode of Finance: Sources of Funds" <u>Chp. 7</u>, "Mode of Finance: systems of Transfer"</p>
Week 11 NOV. 10	<p>Who plans? Choices in the process of policy formulation <i>One model for the inclusion of exploited groups in policy decision-making: implications for minority communities</i></p> <p>(<u>Video</u>: "Interview with Community Organizer, Ernie Cortez")</p>	<p><u>Gilbert, Specht, & Terrell</u>, <u>Chp. 8</u>, "Who Plans? Choices in the Process of Policy Formulation"</p> <p><u>McInnis-Dittrich</u>, <u>Chp. 6</u>, "The Policy-Making Process: The Problem-Solving Approach"</p> <p>[<u>DiNitto</u>, <u>Chp. 11</u>, "Challenging Social Welfare: Racism and Sexism"]</p>
Week 12 NOV. 17	<p>Guest Presentation: <u>Ellen Skinner</u>, Director of Self-Support Services Department, Texas Department of Human Services</p> <p>An agenda for welfare reform</p>	<p><u>DiNitto</u>, <u>Chp. 6</u>, "Assisting Poor Families: Aid to Families with Dependent Children"</p>
Week 13 NOV. 24	No Class: Thanksgiving Holiday	

Week 14 DEC. 1	Discussion on student policy analysis projects	
Week 15 DEC. 8	<p>Guest Presentation: <u>Leslie Lanham</u>, Legislative Associate, National Association of Social Workers-Texas Chapter</p> <p>Can social workers influence social welfare policy? <i>Achieving social and economic justice: the core of social work values and ethics</i></p> <p>PART II OF REPORT DUE</p>	<p><u>McInnis-Dittrich</u>, <u>Appendix A</u>, "Code of Ethics, National Association of Social Workers"</p>

Note: Assigned readings in the course schedule enclosed in [] are supplemental.

Bibliography

Required Readings

DiNitto, D. M. (1991). Social welfare: Politics and public policy (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Gilbert, N., Specht, H., & Terrell, P. (1993). Dimensions of social welfare policy (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

McInnis-Dittrich, K. (1994). Integrating social welfare policy & social work practice. Pacific Grove, CA: Brooks/Cole.

Policy Reports

Baum, M. (1993). 73rd Legislative Session. A report prepared by the Texas Board of Directors of the National Association of Social Workers. Austin, Texas.

Guide to Legislative Information. (1990). Austin: Texas Legislative Council.

Iscoe, L. K. (1993). Action for Texas children: Trends and influences in child and family policy (Child Studies Project Report). Austin: University of Texas at Austin, Institute of Human Development and Family Studies.

Kids county data book: State profiles of child well-being. (1994). Baltimore, MD: Annie E. Casey Foundation.

Social Work Speaks: NASW Policy Statements. (1991). Silver Springs, MD: National Association of Social Workers.

The progress of nations. (1993). New York: United Nations Children's Fund (UNICEF).

Supplemental Readings

Colby, I. C. (Ed.). (1989). Social welfare policy: Perspectives, patterns, and insights. Chicago: The Dorsey Press.

Haskins, R. (1991). Congress writes a law: Research and welfare reform. Journal of Policy Analysis and Management, 10(4), 616-632.

Heffernan, W.J. (1992). Social welfare policy: A research and action strategy. New York: Longman.

Iatridis, D. (1994). Social Policy: Institutional context of social development and human services. Pacific Grove, CA: Brooks/Cole Publishing

Newell, C. (1983). Essentials of Texas Politics. St. Paul, MN: West Publishing.

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

Sandefur G. & Tienda M. (Eds.). (1988). Divided opportunities: Minorities, poverty, and social policy. New York: Plenum Press.

**List of Reserve Readings and Locations
SW384P1 Social Welfare Policy II
Fall 1994**

Instructors: Dr. Yolanda Padilla and Dr. Diana DiNitto

Location Required Readings

- LRC/PCL** DiNitto, D. M. (1991). Social welfare: Politics and public policy (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- LRC/PCL** Gilbert, N., Specht, H., & Terrell, P. (1993). Dimensions of social welfare policy (3rd. ed.). Englewood Cliffs, NJ: Prentice Hall.
- LRC/PCL** McInnis-Dittrich, K. (1994). Integrating social welfare policy & social work practice. Pacific Grove, CA: Brooks/Cole.

Policy Reports

- LRC/PCL** Baum, M. (1993). 73rd Legislative Session. A report prepared by the Texas Board of Directors of the National Association of Social Workers. Austin, Texas.
- LRC** Guide to Legislative Information. (1990). Austin: Texas Legislative Council.
- LRC/PCL** Iscoe, L. K. (1993). Action for Texas children: Trends and influences in child and family policy (Child Studies Project Report). Austin: University of Texas at Austin, Institute of Human Development and Family Studies.
- LRC/PCL** Kids county data book: State profiles of child well-being. (1994). Baltimore, MD: Annie E. Casey Foundation.
- LRC/PCL** Social work speaks: NASW policy statements. (1991). Silver Springs, MD: National Association of Social Workers.
- LRC/PCL** The progress of nations. (1993). New York: United Nations Children's Fund (UNICEF).

Supplemental Readings

- LRC** Heffernan, W.J. (1992). Social welfare policy: A research and action strategy. New York: Longman.
- LRC** Newell, C. (1983). Essentials of Texas Politics. St. Paul, MN: West Publishing.
- LRC** **Computer disk** listing all the bills introduced in the 73rd Session,