

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW 323K	Instructor's name:	Yolanda C. Padilla, Ph.D., LMSW-AP Assistant Professor
Unique Number:	54705	Office Number:	SSW 3.130K
Semester:	Spring 1995	Office Phone:	471-6266 ypadilla@mail.utexas.edu
Meeting Time/Place:	Tues-Thurs. 9:30-11:00 am SSW 2.112	Office Hours:	Tuesdays 1:45-3:45pm or by appointment

SOCIAL WELFARE PROGRAMS, POLICIES, AND ISSUES

Note: SW323K contains a substantial writing component.

I. Course Description

This course is the second course in the Social Policy curriculum area required for undergraduate social work majors. Prerequisites include Government 310L and 312L (or their equivalents), an introductory Economics course, and SW310 (the first in the Social Policy sequence). The course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. The course focuses on the historical, political, economic, and other social conditions which influence policy development in the United States. Specific policy areas which are discussed are those in which social workers play major roles: income maintenance (with a focus on social insurance and public assistance), health, mental health, child welfare, and aging. Policy issues and programs are addressed as they affect majority groups as well as special populations (e.g., people of color, people with disabilities, women, and gay and lesbian persons) with a particular emphasis on social justice. Students will learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy.

II. Course Objectives

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

1. provide several definitions of social policy;
2. discuss the history of the development of policy;
3. define key concepts in social welfare policy (e.g., universal, residual, public assistance, social insurance, cash, in-kind, etc.);
4. apply frameworks for analyzing the development of social welfare policy;
5. apply frameworks for evaluating the effects of social welfare policy;
6. discuss contemporary issues in the development of social welfare policy (e.g., centralized and decentralized policy-making, types of transfers, alternatives for

- addressing social welfare concerns, etc.);
7. discuss issues related to policy areas of income maintenance, health, mental health, child welfare, and aging;
 8. analyze the impact of social welfare policy in terms of social justice (i.e., differential effects on majority groups and special populations including people of color, people with disabilities, women, and gay and lesbian people);
 9. discuss the roles of social workers in the social policy process and the effects of social policies on social work practice.

III. **Teaching Methods**

This class will use a variety of active learning techniques, including group and individualized assignments, experiential learning, information gathering, critical reading, and writing. The following teaching methods will be used:

1. in-class collaborative learning groups (including lectures)
2. observations of the policy-making process;
3. independent library research;
4. analytic writing.

IV. **Course Readings**

Required Readings

Trattner, W. (1994). From poor law to welfare state: A history of social welfare in America (5th. ed.). Englewood Cliffs, NJ: Prentice Hall.

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

Policy Reports (On Reserve: LRC SSW 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 count 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. Cooperative Learning Group (CLG) Assignments

The main teaching method used in this class will be based on collaborative learning techniques, in which students critically analyze case examples based on the assigned readings. Collaborative learning group (CLG) exercises are systematic discussions involving small group discussions and the preparation of take-home worksheets, in-class analytical individual worksheets, and in-class group

worksheets. The collaborative learning technique is not based on memorization of information, but on critical analysis, application, and interpretation of concepts. Therefore, CLGs help develop students' higher order learning objectives (application, analysis, synthesis, and evaluation).

Take-home worksheets: In preparation for this task, students will be asked to briefly answer a few questions based on the concepts in the assigned readings for that day or to list the main points in the readings. The take-home worksheets will serve as an aid for conducting small group discussion. **Each student should bring two copies of the take-home worksheet--one to turn in at the beginning of class and one to use in the group.** The take-home worksheets should be **two to three pages** in length and do not need to be type-written, but must be legible. Take-home worksheets will be graded based on how well they reflect the reading of the assigned reading(s).

Individual analytical worksheets: Individual analytical worksheets will be the students' notes based on their critical analysis of an assigned case examples. The students' analysis will draw on the concepts in the assigned readings (from the notes in their take-home worksheets). On some occasions these worksheets will be assigned and prepared in advance of the class period, and should be prepared in formal essay form. For some CLG exercises, essays will be written after the group discussions.

In-class group analytical worksheets: In-class group worksheets will be the groups' notes based on their discussion of the assigned case/reading. Each group will assign a leader and a scribe. Scribes are to synthesize and integrate the ideas from each of the group members and prepare in-class group worksheets. Each student's contribution is based on their individual analytical worksheets. The scribe presents the group's analysis back to the class as a whole. The instructor will serve as a facilitator by helping organize the information presented by all groups in the class-wide discussion.

In order to receive credit for the cooperative learning group assignments, students must submit all required worksheets and participate in the in-class group work.

B. Policy Research Paper

Students will write a 10-15 page paper in which they will research and critically analyze a social welfare policy issue of interest.

Because the information gathered by the students will serve as the basis for several cooperative group exercises, students will select a policy issue of relevance to social welfare from several categories assigned by the instructor. For the final paper the following should be submitted: a newspaper file, a summaries of relevant meetings attended, the paper.

The main objective of this assignment is for students to learn in detail about social welfare programs, policies, and issues in a specific area of interest, such as income maintenance, child welfare, health, and mental health. The paper will cover the following: (1) a description of current major policies and programs, (2) major developments and important controversies in policies and programs as discussed in the media, and (3) an evaluation current major policies and programs. More detailed instructions will be provided on the paper.

Special attention should be given to women, people of color, gays and lesbian persons, and/or other groups who may be especially impacted by the issues in the area of research you select.

Newspaper/news magazine article file

In order to become informed about the issues and the latest developments on their selected policy issue, students will maintain a file of current articles from major newspaper/news magazines (some of these include The New York Times, Newsweek, etc.; the Austin-American Statesman is also acceptable).

The purpose of this assignment is to help the students connect social welfare programs, policies, and issues in a specific area as discussed in the literature with actual social conditions.

Students should collect one article per week (for a minimum of 10 articles in the semester) and keep a folder with a copy of the articles.

Periodically, I will announce specific dates when articles will be used in the collaborative learning groups. All students should bring an article for that day.

Attendance at committee meetings related to relevant legislation

The Texas Legislature will be in session in Spring 1995. Students will be expected to attend at least three hearings or meetings related to legislation relevant to their research topic. Alternatively attendance at relevant meetings related to the topic (conferences, etc.) can be substituted if legislation related to the topic of interest is not being introduced in this session. Attendance at the Texas Social Work Legislative Day even can count as one of the three required meetings.

Students will be required to provide a 1-2 page summary of the meeting. Also include the following information for each meeting: date, time, and location of the meeting, and name of the sponsoring organization (if appropriate).

Your summaries will serve as a basis of discussion for at least one CLG immediately following SPRING BREAK. Therefore, be sure to have attended at least two meeting by then (or attend one before Spring Break and one immediately following the Break).

C. Essay Exams

All exams will be in essay format and will follow the same principles of the collaborative group teaching method by focusing on the application and analysis of the information learned in the course.

D. Course Grading

Grading scale

90-100 = A
80-89 = B
70-79 = C
60-69 = D
50 and below = F

Final Grade

Part I of paper	25%	
Part II of paper	25%	
CLGWorksheets		
/Essays	20%	
<u>Essay Exams</u>	<u>30%</u>	<u>Total = 100%</u>

VI. Class Expectations and Policies

1. **Attend class regularly.**
Because this class is based on collaborative learning techniques, attendance and class participation are strictly required.
2. **Turn assignments in on the due dates.**
Late assignments (sections of the paper) will have five points per calendar day deducted from the final grade unless prior approval has been obtained from the instructor and/or a catastrophic event has occurred.

In order to receive full credit on collaborative learning group assignments students must participate in all levels of the assignment: take-home, individual, and group work. Students who submit take-home analytical essays and do not participate in the class part of the analysis (or who participate, but do not turn in take-home worksheets) will not receive credit for that week. Students will be allowed three no-credit CLG assignments. Therefore, no make-ups will be given for CLG assignments.

3. **Be present for the examinations/submit take-home exams on time.**
Exceptions are made only if special circumstances make this impossible and prior arrangements have been made with me.
4. **Follow the rules of scholastic honesty.**
Assignments or examinations which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. Plagiarism and cheating during examinations constitute scholastic dishonesty and will result in recommendation for dismissal from the University according to University guidelines.
5. **Request and use feedback.**
I will work with you throughout the semester and provide you with initial feedback and suggestions for revisions on assignments. Please arrange to meet with me prior to the time the particular assignments are due.
6. **Offer feedback.**
Student feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. If you have difficulties with the course content, assignments, my expectations of you, or your expectations of the course, talk to me as soon as possible during the semester.
7. **Participate in class discussions and other in-class activities.**
This is one way that students can learn from each other. Differences in values, opinions, and ideas will be respected.
8. **Present written and oral presentations professionally.**
Grades will be lowered if assignments are not clearly stated and have not been proofread and contain numerous grammatical, spelling, or punctuation errors.
9. **Use APA Style for referencing.**
The *Publication Manual of the American Psychological Association* is the style manual to be used by all students. A handout on APA style are available at the SSW Student Services Office (SSW 3.104A). A copy of the full manual is available at the LRC (SSW 1.214A). 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.

VII. Course Schedule

Important: This syllabus is subject to change depending on student progress. Changes will be announced in advance. In-class videos and other instructional materials will be used occasionally throughout the semester. Students should be prepared to discuss the readings by Tuesday of each week. Due dates for paper sections and exam dates will be provided within the first two week of the semester.

Date	Topics	Readings
Week 1		
JAN. 17	Introduction to course Introductions of instructor and students Social welfare policy: a response to social problems with the goal of social and economic justice	
* JAN 19	<i>Strategies for collaborative learning: Improving skills in critical reading and application of concepts (Bloom's taxonomy) Training Session by the Learning Skills Center</i>	
Part I. The Historical, Political, Economic, And Other Social Conditions Which Influence Social Welfare Policy Development In The United States		
Week 2		
JAN. 24/ 26	The foundations of social welfare: values and practices	Trattner, <u>Chp. 1</u> , "The Background" <u>Chp. 2</u> , "Colonial America" <u>Chp. 3</u> , "The Era of the American Revolution"
Week 3		
JAN. 31/ FEB. 2	Transferring public assistance from the family and home to public institutions	Trattner, <u>Chp. 4</u> , "The Trend Toward Indoor Relief" <u>Chp. 5</u> , "The Civil War and After--Scientific Charity"
Week 4		
FEB. 7/9	The early forces behind the growing concern with child welfare, public health, and mental health	Trattner, <u>Chp. 6</u> , "Child Welfare" <u>Chp. 7</u> , "The Public Health Movement" <u>Chp. 9</u> , "The Mental Health Movement"

Week 5		
FEB. 14/ 16	A response to urban problems: the move toward social reform and public welfare intervention	<u>Trattner</u> , <u>Chp. 8</u> , "The Settlement House Movement" <u>Chp. 10</u> , "Renaissance of Public Welfare"
Week 6		
FEB. 21/ 23	The emergence of the profession of social work: caseworkers and social reformers	<u>Trattner</u> , <u>Chp. 11</u> , "The Quest for Professionalization" <u>Chp. 12</u> , "Social Work and Social Welfare in the 1920s" <u>Chp. 13</u> , "Depression and a New Deal"
*FEB. 21	<i>Texas Social Work Legislative Day (Place and time to be announced)</i>	
Week 7		
FEB. 28/ MAR. 3	The concentration of poverty and social problems: the effects of the neglect of social welfare policy on populations at-risk (including people of color, women, and gay and lesbian persons and other diverse groups)	<u>Trattner</u> , <u>Chp. 14</u> , "From World War to Great Society" <u>Chp. 15</u> , "A Transitional Era"
Week 8		
MAR 7/9	The current agenda for welfare reform	<u>Trattner</u> , <u>Chp. 16</u> , "War on the Welfare State" <u>Chp. 17</u> , "Toward A New Domestic Order?"
Week 9		
MAR. 14/ 16	SPRING BREAK (NO CLASS THIS WEEK)	

Part II. Social Welfare Policy and the Profession of Social Work

Week 10		
MAR. 21/ 23	Current social welfare programs, policies, and issues in specific fields of practice <i>(Based on Student Projects)</i>	<i>Readings based on student literature reviews</i>
Week 11		
MAR. 28/ 30	The role of social work in developing social welfare policy	<u>McInnis-Dittrich</u> , <u>Chp. 1</u> , "The Social Work Practitioner and Social Welfare Policy" <u>Chp. 5</u> , "Developing Social Welfare Policy: A Political Process"

Week 12		
APR. 4/6	Social welfare policy and the social service agency	<u>McInnis-Dittrich,</u> <u>Chp. 4, "The Current Social Welfare System: A Patchwork of Programs"</u> <u>Chp. 2, "Implementing Social Welfare Policy: The Internal Environment of the social Service Agency"</u> <u>Chp. 3, "The External Environment of the Social Service Agencies"</u>
Week 13		
APR. 11/13	The use of social work skills in influencing social welfare policy	<u>McInnis-Dittrich,</u> <u>Chp. 6, "The Policy-Making Process: The Problem-Solving Approach"</u> <u>Chp. 8, "The Practitioner's Role in Influencing Public Policy Change"</u> <u>Chp. 7, "Policy Evaluation, Research and Analysis"</u>

Part III. A Focus on Selected Current Social Welfare Issues

Week 14		
APR. 18/20	The new multiple problems of urban families in the U.S.: the emphasis on programs supporting the family	<u>Action for Texas Children Kids Count Data Book</u>
Week 15		
APR. 25/27	Current social welfare programs, policies, and issues in specific fields of practice <i>(Based on Student Projects)</i>	<i>Readings based on student literature reviews</i>
Week 16		
MAY 2/7	Current social welfare programs, policies, and issues in specific fields of practice <i>(Based on Student Projects)</i>	<i>Readings based on student literature reviews</i>

VIII. Bibliography

Required Readings

- Trattner, W. (1994). From poor law to welfare state: A history of social welfare in America (5th. ed.). Englewood Cliffs, NJ: Prentice Hall.
- McInnis-Dittrich, K. (1994). Integrating social welfare policy & social work practice. Pacific Grove, CA: Brooks/Cole.

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- 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 count 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).

Supplemental Readings

- Baum, M. (1993). 73rd Legislative Session. A report prepared by the Texas Board of Directors of the National Association of Social Workers. Austin, Texas.
- Colby, I. C. (Ed.). (1989). Social welfare policy: Perspectives, patterns, and insights. Chicago: The Dorsey Press.
- 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.
- Guide to Legislative Information. (1990). Austin: Texas Legislative Council.
- 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.
- 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.
- Social Work Speaks: NASW Policy Statements. (1991). Silver Springs, MD: National Association of Social Workers.