

Social Work 203 Social Welfare Policy II

(3)

Catalog Statement

Prerequisite: SWRK 200. Concurrent enrollment in SWRK 203, Legislative Processes, is recommended. Analysis of social welfare policies, including social, economic, cultural, political, legislative, administrative and legal dimensions. Comparison of policy analysis frameworks. The role of social workers in the policy process.

Course Rationale

The National Association of Social Workers Code of Ethics mandates that social workers “be aware of the impact of the political arena on practice,” and that they be prepared to “advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice” (NASW, 1996). In addition, “Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people (NASW, 1996).

This course expands on content offered in Social Policy I, the historical and political context of social welfare policy in the United States. Social Welfare Policy II focuses on the political, social, and legal context of social welfare policies at Federal, state, and local levels, especially in terms of how policies affect populations-at-risk. Policy frameworks and social indicators for making cross-country comparisons of social welfare policies and outcomes are also described. This course also provides an overview of the skills needed by social workers to analyze the impact of social policies and to advocate for policy changes. The goals of the course are: to examine the impact of the political process on social work practice, to advocate for changes in policy and legislation that improve social conditions, promote social justice and cultural competence, and to research and analyze a particular social welfare policy at the local, state, or federal level.

Course Description

This course draws upon the developing knowledge base of social welfare policies, programs, and processes begun in Social Welfare Policy I. The locus of attention shifts to emphasize an examination of political and legislative structures and processes at the Federal, state, and local level that influence social policy formulation. Both analytical and advocacy skills are developed to help students gain a working knowledge of the policy issues that are relevant to their field of practice and their role as policy practitioners.

Educational Goals

1. To assess the value assumptions inherent in current or proposed social welfare policies, particularly as such value assumptions reflect dominant cultural/political/economic institutions and negatively affect members of socially, economically, and politically marginalized groups and other populations-at-risk.
2. Understand historical, economic, political, and organizational systems used to develop and advocate for policies consistent with social work values and human rights in a globalized world.
3. Employ a policy framework to analyze local, state, national, international, and organizational social welfare policies and social service delivery systems.

4. To gain advocacy skills to effect changes in policy and legislation which promote social justice, cultural competence, and the empowerment of populations at-risk.

Learning Objectives

Students will demonstrate in discussion, class presentations, and written assignments the ability to:

- 1.1 Analyze how values and ideology affect the formation of policies. Connect values and ideology to current policy proposals.
- 1.2 Assess the impact of current or proposed policies/programs on disempowered populations in the U.S., and as appropriate, internationally, based on age, race, ethnicity, gender, social class, or physical or mental disability.
- 1.3 Analyze the political economy of the U.S. and its impact on social welfare policy both domestically and internationally.
- 1.4 Describe the relationship between Federal, state, and local policies and the manner in which public, nonprofit, and for-profit organizations deliver services.
- 1.5 Understand how social indicators of health and well-being are constructed and how these indicators can be used to identify resource disparities, to examine the outcome of social policies, and to make cross-country comparisons of social development.
- 2.1 Articulate an understanding of the social worker's responsibility, as described in the NASW Code of Ethics to act as an advocate for distributive justice and human rights.
- 2.2 Understand how legislative, institutional, organizational, and international processes and structures influence the development of policies.
- 2.3 Analyze the role of politics and power in the formulation and adoption of policies.
- 2.4 Describe institutional arrangements that exclude citizens from the voting process and remedies used to address this exclusion. Identify the impact of voter exclusion on the formulation of social policy.
- 3.1 Identify a current policy problem that affects social workers and/or their constituents.
- 3.2 Select an appropriate policy model or paradigm that can be used to examine the content and impact of a policy.
- 3.3 Use electronic resources and research data to supplement policy formulation and analysis.
- 3.4 Conduct a comprehensive analysis of policy content and impact.
- 4.1 Understand the utilization, benefits, and risks associated with the use of a wide range of advocacy practice skills including: lobbying, giving testimony at a public hearing, working with the media, working with constituents to develop and implement a lobbying campaign, and participation in electoral politics.

- 4.2 Track a piece of legislation through the state legislative process.
- 4.3 Prepare a set of talking points with which to lobby a legislator or government official.
- 4.4 Prepare an advocacy action plan that can be used to persuade others to support or oppose a piece of legislation.

Course Content

- I. Understanding Policy Components
 - A. Values
 - B. Ethical Principles and the NASW Code of Ethics
 - C. Policy Content
 - D. Policy Processes
 - E. Social Justice and Equity
 - F. Policy Advocacy
 - G. Policy Analysis

- II. Understanding the Policy Context
 - A. Organizations
 - B. Communities
 - C. Government
 - D. The Role of Electoral Politics
 - E. Distributional Issues and Complex Equity: Looking at Disparate Impacts on Marginalized Groups

- III. Understanding Legislative Processes
 - A. Legislative Structures
 - B. The Role of the Executive Branch and the Courts
 - C. Models for Understanding Policy Processes
 - D. Tracking Legislation
 - E. Establishing Relationships with Legislators
 - F. Interest Groups
 - G. Budgets
 - H. Building Agendas
 - I. Identifying Power Resources and Developing the Power to Influence Decision-makers
 - J. Developing a Legislative Strategy
 - K. Political Processes in California
 - L. Federal, State, and Local Government Relations

- IV. Building Advocacy Skills
 - A. Letter writing to legislative representatives
 - B. Presenting testimony on a social welfare policy issue
 - C. Preparing talking points for lobbying a legislator or a government official
 - D. Preparing an editorial
 - E. Organizing a constituency for legislative lobbying
 - F. Working in the community on a social welfare policy issue

V. Policy Analysis

- A. Conducting an Analysis of the Policy Process
- B. Examining the Content of a Policy
- C. Developing a Policy Proposal
- D. Analyzing Policy Implementation
- E. Evaluating Policy Outcomes

VI. Political Action

- A. Implementing a Plan for Influencing Legislation
- B. Forming Coalitions
- C. Voting Rights and Voter Education
- D. Engagement in Electoral Politics

Methods of Instruction

This course will use multi-modal classroom instructional methods, including lecture/discussion, study groups, and guest presentations. DVDs, Videotapes, and Internet sources will be used in conjunction with the course textbooks and discussed in class. Students will demonstrate their competence through class discussion, role plays, skill demonstrations, and written assignments.

Required Texts:

Jansson, B. (2008). *Becoming an effective policy advocate (5th ed)*. Pacific Grove, CA: Brooks/Cole.

Chambers, D., & Wedel, K. (2009). *Social policy and social programs: A method for the practical public policy analyst (5th ed.)*. Boston, MA: Allyn & Bacon.

Other Required Reading

Xu, Q. (2007). Globalization, immigration, and the welfare state: A cross-national comparison. *Journal of Sociology & Social Welfare*, XXXIV (2), 87-10. (On Blackboard).

Barrientos, A. & Santibañez, C. (2009). Social policy for poverty reduction in lower-income countries in Latin America: Lessons and challenges. *Social Policy & Administration*, 43 (4), 409-424.

Grading and Assignments

Students are expected to complete five assignments:

<i>Discussion Questions (11 x 10 pts each)</i>	<i>110 points</i>
<i>Globalization Exercise & Discussion Questions</i>	<i>50 points</i>
<i>Written Paper: Tracking Legislation</i>	<i>100 points</i>
<i>Written Paper: Content Analysis of a Policy</i>	<i>200 points</i>
<i>Other: Attendance and Participation</i>	<i>100 points</i>

Discussion Questions:

These are a weekly series of questions based on the assigned chapter readings from the textbooks for the course. Students are required to individually typed responses to these questions and bring their responses to class on the assigned class meeting for class and student group discussion. **No handwritten responses will be accepted.** Individual student responses to these study questions will be submitted to the instructor for credit and will be used as part of the course grading criteria. **No late submission of discussion questions will be accepted without the permission from the instructor.**

Globalization Web Exercise and Discussion Questions:

This is an individual student assignment. Student will access a web site containing international data on economic and social indicators and answer questions posed for the web exercise. Students will next response to discussion questions drawn from the two required readings for this assignment (See required reading above in syllabus: Xu, 2007 and Barrientos & Santibañez, 2009) Students are required to individually type responses for this assignment and bring their responses to class on the assigned class meeting for class and student group discussion. **No handwritten responses will be accepted. No late submission of this assignment will be accepted without the permission from the instructor.**

Written Assignments:

There are two individual written papers. Instruction for these assignments will be posted on Blackboard. In one written assignment, student will track and report on pending legislation affecting a population at-risk or the social work profession. In the other written assignment, students will use a policy analysis framework to examine a public policy or issue affecting populations at-risk or the social workers profession. A list of websites for state and federal policy analysis is attached to this syllabus.

All papers must utilize APA format and referencing/citation style

Grading:

<i>Assignments</i>	<i>Points</i>	<i>% of Final Grade</i>
<i>Discussion Questions</i>	110	20%
<i>Globalization Exercise & Discussion Questions</i>	50	8%
<i>Written Assignment: Tracking Legislation</i>	100	18%
<i>Written Assignment: Policy Analysis</i>	200	36%
<i>Attendance</i>	100	18%
<i>Total</i>	560	100%

Total Possible Points = 500

510 - 560	90-100%	A
460 - 509	80-89%	B
410 - 459	70-79%	C
360 - 409	60 – 69%	D
359 and below	59% and below	F

Classroom Policies:

Attendance: Students are expected to engage in class discussion and class activities throughout the semester. Students will be allowed two (2) absences (or equivalent in partial absences or tardiness) during the course of the semester without it affecting points and percentages of the grade earned in this area. Thereafter, **10 points** will be deducted from the student's attendance points per absence.

Late Papers: The instructor will accept late papers for reasonable cause. However, instructor permission to submit the paper late must be obtained prior to the designated due date. 10 points will be deducted from papers when permission for late submission has not been obtained.

Rewritten Papers: Poorly written or incomplete papers, graded "C" or lower, may be rewritten and resubmitted by a due date assigned by the instructor. Students can receive an "A" on rewritten papers. However, rewritten papers must demonstrate evidence of original work and comply with all the expectations outlined in the assignment.

Use of electronic devices (pagers, cell phones, etc.): In general, the use of cell phones and pagers in class is discouraged. In some circumstances, such as on-call situations or family emergencies, these devices are permitted. However, please exit the classroom if you need to take a call. If you bring a laptop to class, do not websurf or read email in class.

Web-based Instruction/Blackboard

This course is web-supported. The course syllabus, assignments, readings, and supplemental material are posted on Blackboard. To access Blackboard students need a university (CVIP) email account and Internet connection. Your "my.csufresno.edu" login and password gains you access to Blackboard. Go to <http://blackboard.csufresno.edu> It is your responsibility to make sure you can access and negotiate Blackboard for class materials and resources. Need assistance for Blackboard? Contact the student help desk at 278-7000 or Digital Campus 278-7373. A brief navigational overview of the site is on the CSUF web at: <http://blackboard.csufresno.edu/students/index.shtml>

A Q&A section at <http://blackboard.csufresno.edu/students/faqs.shtml> website provides quick answers to some common questions received from students.

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the building across from Madden Library (278-2811).

Code of Academic Integrity – Honor Code

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. CSU Fresno students will:

- a. Understand or seek clarification about expectations for academic integrity (including no cheating, plagiarism and inappropriate collaboration) as noted by faculty and on class syllabi, university catalogue, university web sites and other referenced sources. (APM 235, 241)
- b. Sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."
- c. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Referenced Policies from the University's Academic APM 235--

Policy on Cheating and Plagiarism

<http://www.csufresno.edu/aps/apm/235.pdf> APM 241-

Policy on Course Syllabi and Grading

<http://www.csufresno.edu/aps/apm/241CourseSyllabiandGradingMay2004> APM 336--

University Statement on Faculty Rights and

<http://www.csufresno.edu/aps/apm/336.pdf>

Cheating and Plagiarism: “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies).

Computers: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.”

Disruptive Classroom Behavior: “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

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Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Social Welfare Policy II (3)
Social Work 203

COURSE SCHEDULE: Subject to Change

WEEK	TOPIC	READING ASSIGNMENT	CLASS ACTIVITY AND DUE DATES
1 Jan. 26	Course Overview		
2 Feb. 2	Introduction to Policy Advocacy	Jansson, Chapters 1 & 2	Due: Discussion Questions for Chapters 1 & 2
3 Feb. 9	Policy Advocacy Skills & Agenda Building	Jansson, Chapters 3 & 6	Due: Discussion Questions for Chapters 3 & 6
4 Feb. 16	Analyzing Problems & Policy Proposals	Jansson, Chapters 7 & 8	Due: Discussion Questions for Chapters 7 & 8
5 Feb 23	Ecology of Policy & Presenting Policy Proposals	Jansson, Chapters 4 & 9 Handout – California Legislative Process.	Due: Discussion Questions for Chapters 4 & 9 Introduction to Federal and State government and policy-related websites.
6 Mar 2	Power & Politics; Political Strategy	Jansson, Chapters 10 & 11	Due: Discussion Questions for Chapters 10 & 11
7 Mar 9	Political Strategies In Action	Jansson, Chapters 12 & 13	Due: Discussion Questions for Chapters 12 & 13 Due: Paper Tracking Legislation
8 Mar 16		Jansson, Chapter 5 Xu, Q. (2007). Globalization, immigration, and the welfare state: Barrientos, A. & Santibañez, C. (2009). Social policy for poverty reduction in lower-income countries in Latin America: Lessons and challenges	Web Exercises and Discussion Questions for Xu and Barrientos, A. & Santibañez
9 Mar 23	Policy Analysis	Chambers & Wedel, Chapter 1	Due: Discussion Questions for Chapters 1
Mar 30	No Class	Spring Recess!	
10 Apr 6	Policy Frameworks	Chambers & Wedel, Chapter 2	Due: Discussion Questions for Chapter 2
12 Apr 13	Policy Goals & Objectives	Chambers & Wedel, Chapter 3	Due: Discussion Questions for Chapters 3
13 Apr 20	Program Eligibility: Who gets what?	Chambers & Wedel, Chapters 4 & 5	Due: Discussion Questions for Chapters 4 & 5

14 Apr 27	Program Financing & Service Delivery	Chambers & Wedel, Chapters 6 & 7	Due: Discussion Questions for Chapters 6 & 7
15 May 4	Interactions among Policy Elements	Chambers & Wedel, Chapters 8 & 9 Final paper Discussion	
16 May 11	Course Wrap-up	Course evaluation	
Finals Week May 18			Final Paper Due 11:00 a.m.

Web-Sites Frequently Used

National Association of Social Workers	http://www.naswdc.org
National Association of Social Workers, California Chapter	http://www.naswca.org
California Legislative Analyst	http://www.lao.ca.gov/
California State Assembly	http://www.assembly.ca.gov
California State Senate	http://www.sen.ca.gov
Index of State Agencies	http://www.ca.gov
League of Women Voters (<i>California</i>)	http://www.ca.lwv.org
California Secretary of State (<i>Information on campaign donations for state elections</i>)	http://cal-access.ss.ca.gov/
Congressional Budget Office	http://www.cbo.gov/
Directory of Federal Agencies	http://www.lib.lsu.edu/gov/fedgov.html
Thomas, Legislative Information	http://thomas.loc.gov/
U.S. House of Representatives	http://www.house.gov/
U.S. Senate	http://www.senate.gov/
White House	http://www.whitehouse.gov/