

Ohio University
Department of Social Work

Social Work 523 – Social Welfare Policy and Services II
SECTION A01 – Call #06248

Spring 2007

Mon & Wed: 4:10-6:00PM – 216 Morton

INSTRUCTOR: Robert H. Daugherty, Ph.D.

OFFICE: 516 Morton Hall

OFFICE HOURS: Wed 12-4PM; and by appt.

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Syllabus

Course Description

This course emphasizes the interrelationship between problem conceptualization, policy options, and their impact on social work practice and clients. Theories and analytic frameworks are used to analyze the development, operation, impact, and strategies for change in today's social welfare policies and services. Responding to contemporary policy development in the United States and Appalachia, this course focuses on the social problems and policies that impact rural communities, with a special emphasis on rural poverty and its impact on rural families. Students will learn how to define a policy issue, describe current policies and programs, and analyze the strengths and weaknesses of a policy choice. In addition, the barriers to policy change or implementation will be explored. Finally, ethical questions, oppression, and concern for social justice will be examined.

Course Objectives (Department objectives are in parentheses)

Upon completion of this course, it is expected that students will be able to:

1. Understand and explain of how personal, professional (social work), and societal values, ethics, ideologies, and empirical perspectives influence how social welfare policy is decided upon, formulated, and implemented. (Objectives A1, A4, B5)
2. Demonstrate understanding of the roles and impact of science and politics on the conceptualization of social problem areas of poverty, health care, mental health, criminal justice, child welfare, aging, housing, and food policy in rural America. (Objectives A4, A6, B5)
3. Exhibit competence in basic social policy practice strategies, methods and techniques. (Objectives A5, A7, B5, A8)
4. Apply systematic philosophical and scientific thinking skills to analyze and investigate the development and effects of social welfare policy on social problems in rural American society. (Objectives A3, A8, B5)
5. Exhibit Understanding of the levels of policy formation and implementation (society-wide, regional, and local), and be able to demonstrate knowledge of how the ethical, political and scientific dimensions of policy influence the delivery of social welfare services at the state and / local level, and subsequently influence client outcomes. (Objectives A5, A6, B5)
6. Demonstrate an understanding of patterns of discrimination, i.e. - racism, sexism, homophobia, ageism, etc. as they are reflected in social welfare policies and program delivery, and assess how the structure of current social welfare policies impact oppressed and disadvantaged populations living in rural America. (Objectives A1, A2, A3, A5)

General Expectations And Standards

Classroom Organization and Management

- Students are expected to attend all classes, and to notify the instructor if they know in advance they will be missing class. In cases of excessive absence (more than 2) points may be deducted, 1 point for each class missed. A student is responsible for material covered in class at all times, regardless of whether the student is absent or present. The student is responsible for completing any makeup work resulting from his or her absence. In no case is an excuse from class to be interpreted as an excuse from class requirements. Students who are absent due to illness or attendance at an authorized university activity will not have the absence counted against them if they present documentation as required by the Student Handbook.
- Students are expected to read all assignments prior to class, and be prepared to discuss the material. Assigned readings may not always be discussed in class; tests may cover both assigned reading and material presented in class.
- The University and this instructor will make every effort to accommodate people with disabilities. If you believe that you will have difficulty completing the class successfully because of a disability of any kind, please let me know at the beginning of the semester.
- All written assignments will be handed in on time. Late assignments may be penalized at the discretion of the instructor. Students must notify the instructor in advance if an assignment will be late and the reason for its being late.
- Academic misconduct is a code A violation of the Ohio University Code of Student Conduct. Academic misconduct refers to dishonesty or deception in fulfilling academic requirements. It includes, but is not limited to cheating, plagiarism, un-permitted collaboration, forged attendance (when attendance is required), fabrication (e.g., use of invented information or falsification of research or other findings), using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time), knowingly permitting another student to plagiarize or cheat from one's work, or submitting the same assignment in different courses without the consent of the instructor. If you are found to be involved in academic misconduct, you may receive a grade penalty for academic misconduct and/or a referral to the university judiciaries which may subject you to the full range of sanctions (reprimand, disciplinary probation, suspension, or expulsion from the university).

Assignments and Grading

Grade points will be allocated to class assignments according to the following:

A. Agency Policy Analysis*	15	A	92-100	C-	69-71
B. Mid-Term Legislative Bill Analysis	20	A-	90-91	D+	67-68
C. Policy Paper	25	B+	87-89	D	62-66
D. Class Discussion Leadership	10	B	82-86	D-	59-61
E. Policy Strategy Final	20	B-	79-81	F	<59
F. Class participation	10	C	72-76		
Total	100				

Required Reading

Textbooks:

Chambers, Donald & Wedel, Kenneth (2005). *Social Policy and Social Programs: A Method for the Practical Public Policy Analysis* (4th Ed.). New York: Macmillan & Co.

Ezell, M. (2001). *Advocacy in the human services*. Belmont, CA: Wadsworth / Thomson Learning.

Other Required Reading: ON BLACKBOARD

- Abramovitz, M. (198s). Everyone is on welfare: The role of redistribution in social policy revisited. *Social Work*, 28, 440-445.
- Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work* 46(4), 297-308.
- Akers, R. & Scales, T. (2004). Charitable choice, social workers, and rural congregations. In T. Scales & C. Streeter, (Eds.), *Rural social work: Building and sustaining community assets*. Belmont, CA: Brooks/Cole/Thompson Learning
- Barusch, A. (2006). *Foundations of social policy: Social justice in human perspective*. Belmont, CA: Thomson Brooks/Cole.
- Donnison, D. (1994). By what authority? Ethics and policy analysis. *Social Policy & Administration*, 28(1), 20-31.
- Dolgoff, R. (2002). An exploration in social policy and ethics; Judgment before or after the fact? *Social Work Forum*, 35, 67-86.
- Drucker, D. (2004). Whither international social work? *International Social Work* 46(1), 53-81.
- Epstein, W. (2004). Cleavage in American attitudes towards social welfare. *Journal of Sociology and Social Welfare*, 31(4), 177-201.
- Ginsberg, L. (1998). Rural crime, delinquency, substance abuse, and corrections. In. *Social work in rural communities*. Alexandria, VA: CSWE Press.
- Goel, N., & Keefe, R. (2003). Medicaid managed care meets developmental disabilities: Proceed with caution. *Journal of Health and social policy*, 16(3), 75-90.
- Goodfellow, M., & Parish, K. (2000). Continuum of care for the rural homeless: Examination of three cases. *Sociological Viewpoints*, 16, 32-45.
- Goodfellow, M. (1999). Rural homeless shelters: A comparison. *Journal of Social Distress and the Homeless*, 8 (1), 21-35.
- Henley, J. (1999). Barriers to finding and maintaining jobs: The perspectives of workers and employers in the low-wage labor market. In J. F. Handler, & L. White (Eds.). *Hard Labor* (pp. 48-75). Armonk, NY: M. E. Sharpe.
- Hartley, D., Bird, D., Lambert, D., & Coffin, J. (2002). The role of community mental health centers and rural safety net providers. Working Paper # 30, Muskie School of Public Service. University of Southern Maine.
- Molnar, J., Duffy, P., Claxton, L., & Bailey, C. (2001). Private food assistance in a small metropolitan area: Urban resources and rural needs. *Journal of Sociology and Social Welfare*, 28(3), 187-209.
- Ricketts, T. (1999). *Rural health and the United States*, pp. 1-6, 25-36. Hew York; Oxford University Press.
- Schorr, L. (1997). *Common purpose*, pp. xii-xxvii, 3-21. (Introduction & What works, and why we have so little of it. New York: Anchor Books.
- Sewpaul, V. (2005). Global standards: Promise and pitfalls for re-inscribing social work into civil society. *International Journal of Social Welfare*, (14), 210-217.
- Sherr, M. & Blumhardt, F. (2005). Rural elderly women: A triple jeopardy population. In. L. Ginsberg, *Social work in Rural Communities* (4th ed.), pp. 465-486. Alexandria, VA: CSWE Press.

- Stewart, E., Gavazzi, S., McKenry, P., Sheidegger, T. (2001). Parenting practices of rural families and their relationship to adolescent educational and emotional outcomes. In R. Moore, (Ed.). *The hidden America*. Selensgrove: Susquehanna University Press.
- Young, I. (2000). The five faces of oppression. In, M. Adams, W. Blumenfeld, R. Castenada, H. Hackman, M., Peters, & X. Zuniga, *Readings for diversity and social justice*, pp. 35-49. New York: Routledge.

CLASS SCHEDULE

Week 1 – March 26 & 28

Monday (Objectives 1, 2, 5)

- Orientation to SW 523 content; review assignments; methods of policy analysis
- Group discussion – Importance of social policy for social work
- Philosophical and theoretical approaches to social welfare policy

Required Readings: NONE

Wednesday (Objectives 2, 3, 4)

- Social problem analysis and definition
- Historical analysis
- Judiciary as shaper of social policy

Required Readings: Chambers & Wedel: Chapters 1-2, pp 1-45; Chapter 3 (on Blackboard)

Week 2 – April 2 & 4

Monday (Objectives 2, 3, 4)

- Goals and objectives
- Benefits and Services
- Eligibility

Required Reading: Chambers & Wedel: Chapters 3-6, pp. 47-140

Wednesday (Objectives 2, 3, 4, 5)

- Service Delivery – The key to success or failure of social welfare policy.

Required Reading: Schorr, 1997; Chambers & Wedel, Chapter 7 pp. 141-171

Week 3 – April 9 & 11

Monday (Objectives 2, 3, 4)

- Financing
- Policy element interaction
- Example: Child Welfare Legislation

Required Reading: Chambers & Wedel: Chapters 8-11, pp. 172-234

Wednesday (Objectives 1, 3, 5)

- Introduction, motivation, and advocacy ethics
- Agency Advocacy

Required Reading: Ezell, Chapters 1-4, pp. 1-73

Week 4 – April 16 & 18

Monday (Objectives 1, 3, 5) *Agency policy analysis due*

- Legal, Legislative, and community advocacy

Required Reading: Ezell, Chapters 6-7, pp. 74-137

Wednesday (Objectives 1, 3, 5)

- Free Speech for Sale (Film)

Week 5 – April 23 & 25

Monday (Objectives 1, 3, 5)

- Strategies, methods, tactics, and skills of advocacy
- Case Study – Advocacy at Lutheran Social Services

Required Reading: Ezell, Chapters 8-10, pp. 98-196

Wednesday (Objectives 1, 3, 5) Legislative analysis and letter due.

- American philanthropy/Volunteerism
- Economy and Tax Policy

Required Reading: Abramovitz, 1983; Abramovitz, 2001.

Week 6 – May 30 & 2

Monday (Objectives 1, 4, 6)

- Social Work values and ethics in policy
- Religion and Social Work
- Charitable choice

Required Reading: Aker & Scales 2004, Chapter 18; Donnison, 1994; NASW Code of Ethics; Dolgoff, R. 2002.

Wednesday (Objectives 1, 4, 6)

- Health
- Aging

Required Reading: Ricketts, 1999; Sherr & Blumhardt, 2005;

Week 7 – May 7 & 9

Monday (Objectives 2, 3, 5)

- Mental Health
- Developmental Disability
- Substance Abuse

Required Reading: Hartley, et al, 2002; Goel & Keefe, 2003.

Wednesday (Objectives 2, 3, 5)

- Food and Nutrition
- Crime

Required Reading: Ginsberg, 1998; Molnar, et al, 2001.

Week 8 – May 14 & 16

Monday (Objectives 2, 3, 5)

- Social Security
- Housing & Homelessness

Required Reading: Barusch, 2006 Chapter 4; Goodfellow, 2000; Goodfellow, 1999; Epstein, 2004

Wednesday (Objectives 2, 3, 5)

- Employment
- Families & Child Welfare – domestic abuse and child protection

Required Reading: Stewart, et al, 2001; Handler & White, 1999.

Week 9 – May 21 & 23

Monday (Objectives 2, 3, 5) ***Policy paper draft due***

- Diversity
- Vulnerable Populations
- GLBT

Required Reading: Barusch, 2006, Chapters 9 & 10

Wednesday (Objectives 2, 3, 5)

- Social Justice
- Immigration

Required Reading: Barusch, 2006, Chapter 1

Week 10 – May 28 & May 30

Monday – Holiday (Memorial Day)**Wednesday** (Objectives 2, 3, 5)

- International Social Work
- Course evaluation

Required Reading: Drucker, 2004; Sewpaul, 2005.

Final Exam Monday June 4 @ 12:20PM

SW 523

Assignments

Assignment Requirements

A. Agency Policy Analysis

- Social problem statement – locate agency statement of mission, purpose, the problem(s) it is in existence to serve. (1/2 page)
- Locate the explicit or implicit policy basis for the agency's provision of services – identify the sources in federal, state and local laws and regulations (institutional and/or governmental), contracts, and agency regulations (bylaws) and policies (1 page). Write a brief narrative that describes the process of how you found and examined the policy material (1 page). Locate and cite specific written policies, procedures, and program descriptions with respect to the following:
 - i. Goals
 - ii. Entitlements
 - iii. Benefits
 - iv. Service delivery (Summary)
 - v. Financing
 - vi. Interaction with other policies and programs (1-3 pages)
- Evaluate overall the policy elements with respect to their evaluation criteria as defined by Chambers. (5-6 pages).

B. Legislative analysis

Identify a problem that you find of particular interest that is being, or has recently (in the last year) been addressed through legislation by the Ohio General Assembly.

1. Go to the Ohio legislature website and look up a bill that is currently being introduced, or that has been recently passed. Call the legislative research office and talk to the person who is responsible for staffing the legislation, and obtain whatever background information you can.
2. Write up a 1 page synopsis of the problem using the "How to define a social problem" outline below. E-mail or deliver your problem synopsis to me for approval.
 - What is the policy: Bill number, title, and sentence describing
 - How is the problem defined? What language is used to convey the description and rationale of the problem? How is the problem quantified? How is the target group described?
 - How did (or does) the problem originate? What are the consequences (effects) of the problem, upon whom, and how?
 - What values and ideology are driving the concerns that lead to the way the problem is defined?
 - Who benefits, and who loses, based upon the problem as it is defined?
3. Research the legislation as though you were a staff member for an advocacy /group deciding whether or not so support or oppose the legislation.
 - Interview the legislative official(s) responsible for introducing this policy.
 - Interview other government persons who have responsibility for the policy area and review any reports, studies, legislation from other areas, other materials available (e.g. Legislative Research Commission).
 - Identify and contact at least 2 public interest groups who are pro or con the policy.
4. Develop a 6 to 8-page paper and summarize your points in a letter to you local legislator that either supports or opposes the legislation.
 - How does the proposed, or enacted, policy (legislation) address the social problem? What benefits/remedies does it entail?
 - What other ways of addressing the problem were (or are being) considered for inclusion in the policy?

- How are or were the gainers and losers involved in supporting and opposing the policy?
- What are the values and ideologies inherent in the social policy approach chosen?
- How well do you believe that the social policy as presently proposed or enacted will successfully address the causes and consequences of the problem, and why?
- What are the social work implications of the legislation?
- As a social worker, do you support or oppose the legislation, and on what basis?

C. Class discussion leading – 1 topic

Class participants will each be responsible for presenting and leading class session on a particular assigned topic. Additionally, the instructor will assess the participation and contribution of each student to class discussion throughout the quarter.

- Identify at least one major article on the topic of rural policy. (give to instructor at least 1 week prior to your presentation)
- Locate and list local agencies addressing the topic in the Athens County or rural southeast Ohio area.
- Develop a 20-30 minute presentation on the topic using Chambers policy elements
- What are the needs (if any) for policy improvement? (Use Chamber's problem and policy analysis framework)
- Lead general class discussion of the issue.

D. Policy Paper

The policy paper is a major part of the students' grade, and is designed to provide the student with the opportunity to apply the policy analysis concepts in Chambers to a social policy of the student's choosing.

Students will focus the paper around their particular interests in social problem areas, and select a particular program or "target" population within that field for analysis. Some examples include: *Aging* - coordinated home care; *Children and Families* - family preservation or youth services; *Mental Health* - Title 19 managed care or community support services for the chronically mentally ill; *Comprehensive Health* - Title 19 managed care or maternal and child health, Housing – McKinney Homeless legislation, Violence against women,

Students should review existing legislation, federal and state planning and budget documents, and search the professional literature for studies and program evaluation materials. It is expected that students will use and cite at least 15 sources – journal articles, books, government and private agency studies, and other related reference material. Papers will be 15-20 pages of text in length.

Students will summarize their thoughts related to specific sections below and submit a draft for review and comments by the instructor. Drafts will be returned within one week. The student will incorporate any changes in the final paper, **which is due the last day of class.**

SECTION I

Identification of the problem

1. Problem definition

- define the problem and quantify its magnitude
- briefly describe the general goals to be achieved
- describe the target population

2. Casual Analysis

- specifies multiple factors that cause the problem (antecedents) and the consequence of the problem

3. Options for addressing the problem

- Briefly (one paragraph each) list multiple ways the problem could be addressed

4. **Gainers and losers analysis**

- specify who tends to gain or lose financially or politically from this policy or program

5. **Ideology and values**

- Specifies values (“conception of what is preferred”) of different stakeholders related to the problem definition and how they are compatible or how they conflict
- how do the legislative/program ideology and values conform or conflict with social work values

Historical context of the social problem and related policies or programs.

1. Why is or is not this concern being raised as problem at this moment in history?
2. Is this a new problem?
3. What are the precedents for the ideas and values (ideology that are being used to define the problem)?
4. Who is now defining this issue as a social problem and how is that different from the past
5. If the issue currently being raised has some historical precedent, what conditions now exist that suggest different outcomes or make society more vulnerable to change?

SECTION II

Provide an analysis of current legislation or programs to address the social problem. If legislation or a program does not already exist, specify what it should be and defend your position. The legislation or program should focus on the following policy analysis elements from Chambers:

- Goals and objectives
- Forms of benefits or services
- Entitlement rules
- Administrative/service delivery approach
- Financing methods
- Interactions between operating characteristics and between this policy/program and others

This description of the program should be brief, the major focus of the discussion should be on the evaluation of these “operating characteristics” and “evaluative criteria”. The Instructor will cover the operating characteristics and concepts as well as the evaluation criteria for each during class sessions. This material will come largely from Chambers and Wedel’s textbook Social Policy and Social Programs: A Method for Practical Public Policy Analysis. (4th ed.). NASW’s publication Social Work Speaks (6th ed.) may also be used as evaluative criteria.

Standards for Written Work

- All papers will be typed or computer generated. Margins will be right justified only.
- There will be a title page for all papers that contain: Title of the paper, author’s name, Date of submission, class title, instructor’s name.
- Papers will contain the standard margins (APA style), and type will be the equivalent of courier or times roman 11 or 12 point. Do not use large type, or type that produces all capitals
- ALL PAGES SHOULD BE NUMBERED
- This is not a class in English Composition. As a professional in training, however, students are expected to be able to express their written ideas in a clear, systematic, and concise manner, using proper English. If you use references, footnotes should follow American Psychological Association Reference Style. (see: American Psychological Society. (2001). Publication Manual of the American Psychological Society (5th ed.). Washington, DC: APA.