Social Work 536 Section 67025

Policy and Advocacy In Professional Social Work

Three Units

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

- Council on Social Work Education, March 2015

Instructor:	Rick Newmyer, MSW		
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Telephone:	619.370.1350	**Course Time:**	5:45-7:00 p.m. Pacific Time
Office Hours:	Monday 3:00-4:00 p.m. Pacific Time		

I. COURSE PREREQUISITES

Policy and Advocacy in Professional Social Work (SOWK 536) is built upon a liberal arts undergraduate foundation. Students are expected to have a basic understanding of how American government works at the local, state and national levels, and a rudimentary familiarity with the existence of social welfare policies.

II. CATALOGUE DESCRIPTION

Social workers practice within complex and interconnecting systems of policy, programs and communities that directly and indirectly impact their clients' lives. This course studies and assesses the impact of anti-poverty programs, security-building insurance systems, and opportunity-creating public policies on clients seeking to navigate within and across these systems, and on the social worker's role therein, at the programmatic, community and state-wide levels.

III. COURSE DESCRIPTION

This course provides a substantive understanding of the American social welfare policies and programs developed and implemented by all levels of government that seek to limit poverty, provide security and create opportunity for people,

families and communities. These programs, systems, and policies will be assessed for their adequacy, effectiveness and fairness. Advocacy efforts – past and present – will be explored and even joined in some of these subject areas.

The course will also help develop students' analytic, writing and presentation skills, which are crucial for successful social work practice across the systems, funding streams and communities that make up America. The course seeks to inspire students to develop a case-level, program-level and macro-level policy advocacy orientation, so that – regardless of their professional specialization – USC graduates will be motivated to redress social and economic injustice and empower less advantaged groups.

This course is divided into three modules: (1) the first module examines and assesses programs seeking to alleviate poverty, such as the Earned Income Tax Credit, TANF, food stamps, and Medicaid; (2) the second module studies how America uses various social insurances to create and reinforce family and community-level security, and includes focuses on Social Security, Unemployment and Disability insurances, and Medicare (including the impacts thereon of the Affordable Care Act); and (3) the third module examines how our society seeks to create opportunity through its education, progressive taxation, and other systems. Each of these modules focuses on understanding the policy decisions, financing, program implementation and advocacy interventions creating and impacting these various programs, and the role social workers have within and across them.

SOWK 536 provides a foundation for concentration-specific courses across the clinical and policy arenas, in which students can apply their knowledge, analysis and skill to develop specific improvements across sectors.

IV. COURSE OBJECTIVES

Students in the Policy and Advocacy in Professional Social Work course (SOWK 536) will:

Objective #	Objectives
1	Demonstrate understanding of the general provisions and current pivotal issues central to major social welfare policies in several key institutional sectors, and the impact these have on the local community; critically assess various substantive and advocacy-based options for improving / reforming these social welfare policies.
2	Analyze the political, social, and economic histories that have shaped the delivery and financing of major social welfare policies, and assess the differing impacts (positive, neutral or negative) that these histories and delivery- and financing-regimes have on vulnerable populations in American society.
3	Effectively advocate for services, rights, social justice, and equal protection for and with individuals, groups, and/or communities. In preparation for their advocacy work, students will also proactively identify common, repetitive and predictable problems across multiple practice settings and substantive issue areas that could trigger potential advocacy interventions.
4	Distinguish, appraise, and attend to differences within and between communities, agency settings and budgets, scientific research, technological developments, and emerging societal trends in order to reform the financing and delivery of targeted services at the mezzo level.
5	Demonstrate knowledge of the values, purpose and roles the social work profession practices within the contexts of policy systems and program administration at multiple levels of governmental (national, state, local); and understand how social workers intervene and engage in micro, mezzo and macro advocacy in each of these milieus.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

This class will include a variety of teaching/learning modalities. The instructor will provide lectures, with particular focus on faculty area of expertise; and classes will also be interactive, with students encouraged to discuss their ideas and experiences. Selected sessions will feature videos, in-class exercises, and/or speakers to illustrate the topics under examination. Material from the field and individual faculty-practitioner expertise will be used to integrate theory and intention with practice and impacts. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss the required readings, and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one of more of the following 9 social work core competencies:

Social Work Core Competencies	SOWK 536	Course Objective
1 Demonstrate Ethical and Professional Behavior	*	4 & 5
2 Engage in Diversity and Difference in Practice		
3 Advance Human Rights and Social, Economic, and Environmental Justice	*	1, 2 & 3
4 Engage in Practice-informed Research and Research-informed Practice		
5 Engage in Policy Practice	*	1 - 5
6 Engage with Individuals, Families, Groups, Organizations, and Communities		
7 Assess Individuals, Families, Groups, Organizations, and Communities	*	2, 3 & 4
8 Intervene with Individuals, Families, Groups, Organizations, and Communities	*	3
9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		

* Highlighted in this course

The following tables explain the highlighted competencies for this course, the related student learning outcomes, and the method of assessment:

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Demonstrate Ethical and Professional Behavior: ▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels ▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas ▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior ▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession ▪ Understand the role of other professions when engaged in inter-professional teams ▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective ▪ Understand emerging forms of technology and the ethical use of technology in social work practice	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	In-class participation; and review of assignment # 2 (which explicitly requires an assessment and discussion of ethics)
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	In-class participation; review of assignment # 2; and review of the presentation aspect of assignment # 3
	Use technology ethically and appropriately to facilitate practice outcomes;	
	Use supervision and consultation to guide professional judgment and behavior.	

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Advance Human Rights and Social, Economic, and Environmental Justice: ▪ Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education ▪ Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;	In-class participation; and review of assignments # 1, 2 and 3
	Engage in practices that advance social, economic, and environmental justice	Review of assignments # 2 and 3

Engage in Policy Practice: • Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. • Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. • Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. • Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. • Knowledgeable about policy formulation, analysis, implementation, and evaluation.	Identify social policy at the local,state, and federal level that impacts well-being, service delivery, and access to social services.	Review of assignments # 1 and 2
	Assess how social welfare and economic policies impact the delivery of and access to social services.	In-class participation; and review of assignments # 1, 2 and 3
	Apply critical thinking to analyze,formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	In-class participation; and review of assignments # 1, 2 and 3

Assess Individuals, Families, Groups, Organizations, and Communities: • Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. • Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. • Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. • Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. • Understand how their personal experiences and affective reactions may affect their assessment and decision-making.	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Review of assignments # 1 and 3
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	In-class participation; and review of assignments # 2 and 3
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	In-class participation; and review of assignments # 2 and 3

Intervene with Individuals, Families, Groups, Organizations, and Communities: - Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. - Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. - Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. - Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. - Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	In-class participation; and review of assignment # 2
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	In-class participation; and review of assignments # 2 and 3
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	In-class participation; and review of assignments # 2 and 3
	Facilitate effective transitions and endings that advance mutually agreed-on goals.	

VII. COURSE ASSIGNMENTS, DUE DATES AND GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Community Assessment	Class 4	20%
Assignment 2: Experiential Activity to Support the Safety Net	Class 10	35%
Assignment 3: Reconfigure the Budget: Paper (15%) and Oral presentation (20%)	Class 15	35%
Class Participation: In-class participation, preparation and engagement	Ongoing	10%

Assignment # 1: Community Assessment (20% of course grade, due class 4)

Assignment #1 is a six- to nine-page research-based paper based on the community each student visited during Immersion. It is assigned during the Community Immersion workshops, prior to the first regular class. The purpose of this assignment is for you to demonstrate a professional understanding of the community and assess some of the important aspects thereof, especially as regards issues of poverty, health, and security. This assignment is not a journal of your walk-about: rather, it is a research paper analyzing the community using specific data, on-ground observations, follow-up interviews and visits, and theories of community.

The assignment is broken into the following sections in order to help guide students in sharing a professional perspective regarding the community: Demographics; Community Culture; Decision-making; and Reflections. Grading criteria include compliance with the assignment, professional presentation (conforming to the basic rules of APA, English grammar, spelling and punctuation), and quality of content including evidence of critical thinking and basic understanding of concepts. As this paper is the student's first in our School's program, it may be shared with the School's writing coaches for ungraded assessment and feedback.

Assignment # 2: Experiential Activity to Support the Safety Net (35% of course grade, due by class 10)

The second assignment involves performing a student-chosen activity (writing an op-ed or lobbying an elected official), along with preparing an eight- to 10-page research paper describing and analyzing the activity and the student's role therein. It is assigned during class # 4.

Students may choose between performing the following two activities: (1) research, write, and submit for publication an Op-Ed in a local, statewide or national media outlet on a social welfare Grand Challenge policy issue of concern to you as a professional social worker; or (2) arrange and perform a lobby visit with an elected official on a social welfare Grand Challenge policy issue of concern to you; this option may be done in groups of up to three students.

The paper describing and analyzing this project will include the following sections: Policy Background; Scope of Issue; Perspective; Action Narrative; and Ethical and Theoretical Considerations. Grading criteria will include responsiveness to the assignment; organization and clarity of the information presented; demonstrated effort

in researching the media outlet or the advocacy campaign; demonstrated effort in overcoming unexpected issues; critical thinking and use of evidence to support conclusions; and the thoughtful congruence of your activity and perspective with the NASW Code of Ethics.

Assignment # 3: Reforming a Budget: written and oral assessment (35% of course grade, due class # 15)

Assignment # 3 is a small-group project focused on a program, agency, or government budget: students will work in teams to reform a specific budget to respond to a specific scenario while still seeking to impact its objective(s), using the NASW Code of Ethics to help guide spending decisions. This assignment will be given out during class # 12, and is due during class # 15.

Faculty will present students with a budget, as well as several possible scenarios that impact that budget. The students will produce a revised budget meeting the needs of the scenario, write a paper narratively describing and analyzing their funding decisions (worth 15% of course grade), and orally present their revised budget and rationale to their class (worth 20% of course grade). The particular budget to be reviewed will be handed out in class, and will be from of a social service agency, a program within a larger government department such as DCFS, or else of a government entity such as a city or state. The scenarios presented will vary, but usually will either add funding to serve a new clientele or else deplete funding due to external circumstance. The details will be handed out in class.

Grading criteria for the paper include responsiveness to the assignment; the organization, clarity and specificity of the material; a demonstrated understanding of the budget itself, as well as how the revisions will address the identified issues; the quality of analysis and the use of evidence to support any assertions; the professionalization of the paper's "tone." Grading criteria for the oral presentation includes the effectiveness as well as the professionalism of the in-class delivery of the substantive aspects of team's report, including self-presentation, conciseness, engagement of audience, supporting assertions, team-work, and tonal quality.

Note on Late Assignments: Professional practice dictates that deadlines be met. All assignments that are delivered late will experience a grade reduction. The severity of the grade reduction will depend on the circumstances and on the quality and professionalism of the student's communication regarding these circumstances to his/her instructor.

Class Participation (10% of course grade, assessed in totality over fifteen classes)

Student involvement in this class is considered essential to your growth as a practitioner. You will be asked to discuss the material assigned, participate in role-playing and in-class group exercises, share in all-class discussions, and the like. Faculty will check-in with students around week 6 of the semester to give feedback about participation. The following grading-range criteria will be used:

14 – 15 points: Outstanding Contributor: Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly.

12 - 13: Very Good Contributor: Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to in-class material is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished.

10 - 11: Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

7 - 9: Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly.

6 - 7: Inadequate: This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged. Attends class only.

0 - 5: Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provides few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportment is negative. If this person were not a member of the class, valuable air-time would be saved. Is unable to perform exercises and detracts from the experience.

Grading

Class grades will be based on the following numerical standards:

Class Grades		Final Grade	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

The grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

The grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

The grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

The grade of C reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

Grades between C- to F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required:

- Stern, Mark J. (2015). *Engaging Social Welfare: An Introduction to Policy Analysis.* Boston, MA: Pearson.

- Jansson, Bruce (2015). *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors*. Los Angeles, CA: Sage.

- Multiple readings, videos and on-line material may also be assigned and/or handed out on a class-by-class basis, as shared by the instructor.

Course Schedule - Overview

Unit	Topics
1	**Adequacy, Security and Justice** ▽ Programs to alleviate poverty ▽ Insurances to create security ▽ Policies to create opportunity
2	**Programs to Alleviate Poverty** ▽ EITC, TANF, SNAP, Medicaid ➢ History ➢ Scope of need ➢ Adequacy of programs ➢ Role of social workers
3	**Fiscal Systems: Means-tested Programs** ▽ EITC, TANF, SNAP, Medicaid ➢ Funding levels ➢ Fairness of financing compared with need ➢ Role of social workers
4	**The Power of Advocacy** ▽ EITC, TANF, SNAP, Medicaid ➢ persuasive oral & written communication (case study)
5	**Insurances and Programs to Create Security** ▽ Social Security, SSI, Disability, and Unemployment Insurance; Affordable Housing ➢ History ➢ Scope of need ➢ Adequacy of programs ➢ Role of social workers
6	**Fiscal Systems: Paying for Security** ▽ Social Security, SSI, Disability, Unemployment Insurance ➢ Funding levels ➢ Fairness of financing compared with need ➢ Role of social workers
7	**Physical Health: Medicare, Affordable Care Act** ➢ History ➢ Scope of need ➢ Adequacy of programs / ACA reforms ➢ Role of social workers
8	**Behavioral Health: Medicare, Affordable Care Act** ➢ History ➢ Scope of need ➢ Adequacy of programs / ACA reforms ➢ Role of social workers
9	**Fiscal Systems: Paying for Health** ▽ Medicare parts A – D, and ACA ➢ General funding regimes, including History of Medicare funding expansions ➢ Fairness of financing compared with need ➢ Role of social workers

Unit	Topics
10	The Power of Advocacy ▽ Health care-related case study: How to Survive of Plague
11	Systems to Create Opportunity ▽ Education (K-12, colleges), Children Initiatives (Head Start, *et al*) ➢ History ➢ Scope of need ➢ Adequacy of programs ➢ Role of social workers
12	Fiscal Systems: Paying for Children's Success ➢ General funding regimes, including special topics as current ➢ Fairness of financing compared with need ➢ Role of social workers
13	Taxation and Government Budgets ▽ Review of federal incomes and disbursement; ▽ tax policy, including at individual level
14	The Power of Advocacy: American Society Doing Big Things ▽ Examples of successful reform in America, including (but not limited to): ➢ Civil rights ➢ Cigarette smoking ➢ Car safety ➢ VAWA ➢ PTSD ➢ Marriage equality
15	Reforming the Budget: In-class presentations

Course Schedule—Detailed Description

Unit 1: Adequacy, Security and Justice

Topics encompass:

- Conceptual framework: the ongoing effort to create Adequacy, Security and Justice .
- How our social safety net is structured: federal to local implementation; cross-system intersectionality
    - Programs to alleviate poverty: EITC, SNAP, Medicaid, TANF.
    - Insurances to create security: Social Security, Disability, Unemployment, Medicare & ACA .
    - Policies to create opportunity: education, and taxation.
- Role of Social Work in developing and administering assistance: pre-New Deal to today's disappearance
- Conceptual framework for role of Social Work: the difference between charity-giving and professionalism; cultural competence; the importance of context; non-traditional social work.
- Hope for the present and future: American society as flexible, empowered, and capable of vast change.

Required Readings:

Stern, Mark J. (2015). An Approach to Policy Practice. In *Engaging Social Welfare: An Introduction to Policy Analysis (*chapter 1, pp. 1 – 22). Boston, MA: Pearson.

Jansson, Bruce (2015). Advancing Social Justice in 8 Policy Sectors. In *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors* (chapter 1, pp 2 – 26). Los Angeles, CA: Sage.

First Module: Programs to Alleviate Poverty

Unit 2: Programs: Family Income, Nutrition and Health

Topics encompass:
- EITC, TANF, SNAP, and Medicaid
- Examination of the scope of need in the community, on the aspects ostensibly covered by these programs (i.e. income, food security, health). Examine (i) the application process; (ii) the benefits available; (iii) the participation needed to receive benefits; and (iv) the best expected outcomes.
- Examine the adequacy of the programs compared with the need, and the implementation thereof.
- Examine and discuss the role that social workers do and should play in these safety-net programs.

Required Readings:

Stern, Mark J. (2015). Trends in Poverty and Income Inequality. In *Engaging Social Welfare: An Introduction to Policy Analysis (*chapter 4, pp. 79 – 94). Boston, MA: Pearson.

Stern, Mark J. (2015). Food Insecurity. In *Engaging Social Welfare: An Introduction to Policy Analysis (*chapter 5, pp. 95 – 114). Boston, MA: Pearson.

Stern, Mark J. (2015). Public Assistance. In *Engaging Social Welfare: An Introduction to Policy Analysis (*chapter 8, pp. 187 – 202). Boston, MA: Pearson.

Jansson, Bruce (2015). Becoming Policy Advocates in the Safety Net Sector. In *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors* (chapter 9, pp 245 – 287). Los Angeles, CA: Sage.

Unit 3:   Fiscal Systems: Means-tested Programs

Topics encompass:
- EITC, TANF, SNAP, and Medicaid
- Explore historicity of how each program came about, and the resulting silos, politicization, and special interests.
- Explore how the programs are funded at the federal level, and other relevant levels.
- Discuss the justness (ie equality; fairness) of the programs' financing, compared with the scope of need, as well as relevant larger social factors.
- Discuss the role of social workers: on the macro-level, to understand how the silos can be made to work together, and what would be needed to reform the silos; and at the mezzo-level, to fairly allocate limited resources to persons / families in need.

Required Readings:
Stern, Mark J. (2015). Politics and Economics. In *Engaging Social Welfare: An Introduction to Policy Analysis (*chapter 2, pp. 23 – 34). Boston, MA: Pearson.

Unit 4:   The Power of Advocacy: Writing, Speaking and Activism lab

Topics encompass:

- Choosing from one of the EITC, TANF, SNAP or Medicaid programs, this class will begin focusing on effectively communicating to different audiences your perspective about how to improve the program.
- This class will focus on elements of persuasive oral and written communication; review examples thereof; introduce advocacy across different platforms and the effectiveness thereof.
- The second graded assignment will be shared in this class.

Required Readings:

Jansson, Bruce (2015). Deciding When to Challenge the Status Quo. In *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors* (chapter 2, pp 29 – 53). Los Angeles, CA: Sage.

Jansson, Bruce (2015). A Case Example of Mezzo Policy. In *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors* (chapter 5, pp 130 – 134). Los Angeles, CA: Sage.

Jansson, Bruce (2015). A Case Example of Mezzo Policy. In *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors* (chapter 6, pp 137 – 150). Los Angeles, CA: Sage.

Second Module: Insurances to Create Security

Unit 5: Programs: Social Security, Unemployment, Disability, Affordable Housing

Topics encompass:

- Social Security, SSI, Disability insurance, unemployment insurance, and affordable housing
- Examine the scope of need faced by Americans and/or residents living in the selected level of community (local, state, national) who are impacted by poverty in old age or as a survivor, who become or are already disabled, and/or who become unemployed. Assess (i) the resources which are available; (ii) the application process; (iii) the resulting benefits; and (iv) the best expected outcomes for participants.
- Discuss the adequacy (breadth and depth) of the programs' services compared with the scope of need.
- Examine and discuss the role that social workers do and should play in these safety-net programs.

Required Readings:

Jansson, Bruce (2015). Becoming Policy Advocates in the Gerontology Sector. In *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors* (chapter 8, p 203 – 239). Los Angeles, CA: Sage.

Stern, Mark J. (2015). Providing Income and Services to Older American. In *Engaging Social Welfare: An Introduction to Policy Analysis (*chapter 10, pp. 231 – 252). Boston, MA: Pearson.

Stern, Mark J. (2015). Disability and Dependence. In *Engaging Social Welfare: An Introduction to Policy Analysis (*chapter 9, pp. 221 – 227). Boston, MA: Pearson.

Allen, Frederick: Social Security, Separating fact from fiction. In *The Saturday Evening Post*, Jan/Feb 2012.

Unit 6: Fiscal Systems: Paying for Security

Topics encompass:

- Social Security, SSI, Disability insurance, unemployment insurance.
- Explore historicity/expansions/reductions of each program
- Explore how the programs are funded at the federal level, and other levels. Assess the scope of need intended to be impacted. Discuss recent issues (such as the social security Trust Fund "running out of money").
- Assess the justness (i.e., equality; fairness) of programs' financing, compared with larger social factors
- Discuss the role of social workers to understand these insurances can be made to work together, be sustainable, and be well-implemented.

Required Readings:

Aaron, Henry: Social Security Reconsidered. In *National Tax Journal*, June 2011, pages 385-414.

Crumby, Paul: From Social Security to Social Insecurity. In *Career Planning and Adult Development Journal*, summer 2012, pp 117 – 127.

Unit 7: Programs: Medicare, and the Affordable Care Act: Physical Health

Topics encompass:

- Medicare (Parts A thru D); Affordable Care Act & various state-level implementation thereof (ie Covered California); examples of successful health-delivery alternatives.
- Examine the scope of need faced by Americans, and/or residents in the local community, impacted by physical health issues. Assess (i) the existing program services / resources, (ii) the application process; (iii) the benefits; and (iv) compare what expected outcomes should be vs. what the actual health outcomes are…
- Describe the reforms and procedures and systems created by the Affordable Care Act; the implementation thereof; and any results therefrom.
- Discuss the adequacy (breadth & depth) of the programs' coverages, compared with the scope of need. Special cases may be explored, such as veterans' access to quality medical care.
- Examine and discuss the increasing role social workers have, and should, play in health care systems.

Required Readings:

Jansson, Bruce (2015). Becoming Policy Advocates in the Healthcare Sector. In *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors* (chapter 7, pp 163 – 196). Los Angeles, CA: Sage.

Stern, Mark J. (2015). Physical and Behavioral Health. In *Engaging Social Welfare: An Introduction to Policy Analysis (*chapter 7, pp. 152 – 172). Boston, MA: Pearson.

Unit 8: Programs: Medicare, and the ACA: Behavioral Health

Topics encompass:
- Medicare and the Affordable Care Act as they pertain to mental health issues and substance abuse; including discuss the Mental Health Parity & Addiction Equity Act of 2008, and the role of "integration."
- Describe the scope of need faced by Americans, and/or residents in the local community, impacted by mental health issues, and substance abuse. Assess (i) the existing program services / resources; (ii) the application process; (iii) the benefits; and (iv) compare what expected outcomes should be vs. what actual health outcomes are…
- Special issues may be discussed, such as the role of police and jails as *de facto* systems of care.
- Describe the reforms, procedures and systems created by the Affordable Care Act; the implementation thereof; and any results.

- Discuss the adequacy (breadth & depth) of the programs' coverages, compared with the scope of need; including an assessment of innovative solutions impacting these problems
- Examine and discuss the role social workers have, and should, play in the mental health and substance abuse systems.

Required Readings:

Jansson, Bruce (2015). Becoming Policy Advocates in the Mental Health Sector. In *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors* (chapter 10, pp 291 – 317). Los Angeles, CA: Sage.

Stern, Mark J. (2015). Mental Health. In *Engaging Social Welfare: An Introduction to Policy Analysis (*chapter 7, pp. 172 – 176). Boston, MA: Pearson.

Salasin, Susan: Evolution of Women's Trauma-Integrated Services at SAMHSA. In Journal of Community Psychology, July 2005.

Unit 9:   Fiscal System: Paying for Health

Topics encompass:
- Medicare (Parts A – D) & the Affordable Care Act.
- Explore historicity/expansions/reduction of each program; include as a case study the Bush administrations expansion of Part D, as well as the Obama creation of the ACA.
- Explore how these programs are funded at federal level, flowing thru and amongst state, corporate and local players.
- Discuss the justness (ie equality; fairness) of the programs' financing and priorities, compared with larger social factors and various populations' health outcomes
- Discuss the role of social workers in interacting with the financing and payment systems for health care

Required Reading:

To be handed out in class.

Unit 10:   The Power of Advocacy: Case Study of Making Change and Saving Lives

Topics encompass:

- Students informally share their second-assignment policy, activity and any outcomes
- Screen and discuss the multiple-aspects of the documentary *How to Survive a Plague* , including:
    - how decisions are made, and how they can be influenced
    - "inside" advocacy vs. direct-action "in-your-face" activism
    - treatment advocacy (we want better drug treatment) vs. social advocacy (we want equal rights)
    - role of personal empowerment, as well as collaborative empowerment, and how they mix

- o role of science as a driving force

Required Reading:

Jansson, Bruce (2015). Initiating Policy Advocacy at Three Levels. In *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors* (chapter 3, pp 58 – 73). Los Angeles, CA: Sage.

Third Module: Systems to Create Opportunity

Unit 11:   Programs: Education and Children Initiatives

Topics encompass:

- Head Start; public K-12 education & charter schools; child welfare & transitional youth programs; community & four year colleges. Discuss the American ideal in which education is *the* cornerstone of personal opportunity.
- Describe the mechanisms and scope of the American public education system. Assess (i) the education programs that exist; (ii) history thereof; (iii) how the programs perform; (iv) what the best expected outcomes could (and should) be.
- Special issues to be discussed, depending on current events: the role of the family unit as a unit of opportunity creation; child welfare & transitional youth programs that promote (or hinder) educational success; measuring teaching and student success; charter schools; and/or the place of for-profit education.
- Examine and discuss the role that social workers do and should play in these various education arenas, from school social worker to creating your own school.

Required Readings:

Jansson, Bruce (2015). Becoming Policy Advocates in the Child and Family Sector. In *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors* (chapter 11, pp 323 – 328, and 333-357). Los Angeles, CA: Sage.

Jansson, Bruce (2015). Becoming Policy Advocates in Education Sector. In *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors* (chapter 12, pp 363 – 396). Los Angeles, CA: Sage.

Unit 12:   Fiscal System: Paying for Children's Success:
Education and Children Initiatives

Topics encompass:

- Head Start; public k-12 education; relevant child welfare systems; community and public colleges; private colleges and for-profit colleges.

- Explore the historicity and current standing of the funding for these programs – for example, property tax evolution for K-12; voucher proposals; state support for community colleges.
- Discuss the justness of educational funding, its priorities (which are sometimes geographical and socio-economically-based), and compare it with larger social factors and various populations' educational outcomes.

Required Readings:

Jansson, Bruce (2015). Understanding the political economy of the child and family sector. In *Social Welfare Policy and Advocacy: Advancing Social Justice Through Eight Policy Sectors* (chapter 11, pp 328 – 333). Los Angeles, CA: Sage.

Unit 13: Taxation and Government Budget Priorities

Topics encompass:

- Basic government budgeting at the federal level, including a review of the sources of federal income and its disbursement, and aspects of tax expenditures and loopholes. State budgets may be used, depending on current events and relevance.
- Describe tax policy at the individual level: how to read your paycheck and understand your taxes. The existence and impact of deductions, OASDI & FICA & Medicare.
- Examine the role between tax policy and social service funding, adequacy and fairness.
- Discuss special issues as per current events, possibly including the role of 501c3 non-profits and 501c4 political groups; government contracting and privatization; and/or an examination of the flow of wealth and resources throughout society.
- Examine whether and the extent to which social workers should focus on tax policy and budgets.

Required Readings:

Jansson, Bruce (2001). On the Magnitude of Failed National Priorities. In *The Sixteen-Trillion Dollar Mistake* (chapter 15, pp 349 – 390). New York: Columbia University Press.

Payne, Malcom (2005). Systems and Ecological Perspectives. In *Modern Social Work Theory (*chapter 7, pp 142-160). New York: Palgrave MacMillan.

Musell, R.M. (2008). *Understanding Government Budgets: A Practical Guide* (chapters 2 and 3). Routledge.

Unit 14: The Power of Advocacy: American Society Doing Big Things   DATE

Topics encompass:
- American society – of which government is only one part – is nimble in reforming certain often-extremely controversial issues in order to increase the security of and provide opportunity to people and communities.

- This class will explore a number of these successful efforts, most of which were led and advanced by different sectors of society working complimentarily over time, and accomplished through an interplay of activism, corporate efforts, government regulation, public education, and media coverage.
- Case studies will include civil rights; lowering the smoking rate; increasing car safety; reducing drunk driving; marriage equality; legalized medical marijuana; the creation of the Violence Against Women acts; the creation of PTSD; and/or the recent evolution of criminal justice policy.
- Assess the "new" issues that our society is focusing upon today, which could include according to current events climate change, reducing childhood obesity, gun control and/or the availability of nutritious foods.

Required Readings:

Stern, Mark J. (2015). Social Workers' Role in Social Welfare Policy. In *Engaging Social Welfare: An Introduction to Policy Analysis (*chapter 12, pp. 286 – 302). Boston, MA: Pearson.

Bird, Melissa: *Social Justice Advocacy in the Belly of the Beast.* In Journal of Women and Social Work, June 2015

Unit 15:   Reforming the Budget: In-Class Presentations   DATE

- This class is a graded in-class series of presentations and defenses of students' assignment # 3, their team's recreation of an existing state budget.

VIII.   ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

IX. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

X. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information http://emergency.usc.edu/*will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XI. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIII. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XIV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XV. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the 536, Sam Mistrano at mistrano@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor and/or June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance.

XVI.   TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.