

Social Work 630: Social Welfare Policy

Fall 2023

Instructor: Gordon E. Limb, PhD, ACSW

Class time: Thursdays, 8:00–10:50am

Location: B132 JFSB

Professor's Office: 2190A JFSB

Office hours: By appointment

Course overview

Social work 630 explores social welfare policies in the United States. Social welfare policy exists to promote the wellbeing of individuals, families, and communities and advance human rights and social, economic, and environmental justice for vulnerable, marginalized, and oppressed communities. We do this by engaging in policy practice. This course involves identifying social problems and responsive policy formulations, thoughtfully deconstructing current social issues, appreciating diverse perspectives, and recognizing responsibilities to engage in the promotion of social justice. The overall purpose of this course is to help students be socially responsible consumers and advocates for change. This course emphasizes the causes and consequences of poverty, while exploring policy and programmatic responses. This course infuses a sense of ongoing responsibility for understanding and influencing social policies, particularly as they affect disadvantaged communities and communities of color. All course components support the teachings of the Church of Jesus Christ of Latter-day Saints and align with the aims of a BYU education—striving to be spiritually strengthening, intellectually enlarging, character building, leading to lifelong learning and service.

Program Outcomes

Each program at BYU has developed a set of expected student learning outcomes. For the School of Social Work, these include the 9 competencies required by the Council on Social Work Education (CSWE) as well as the four aims of a BYU Education. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the program go to <https://learningoutcomes.byu.edu/> and click on the College of Family, Home and Social Sciences and then the School of Social Work.

Learning Outcomes

2015 CSWE Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice
Dimensions: Knowledge, Values, Cognitive and Affective Processes

2015 CSWE Competency 5

Engage in Policy Practice

Dimensions: Knowledge, Values, Skills, Cognitive and Affective Processes

Competency Assessment

The following points outline how **Competency 3** is assessed in this course, including the corresponding **knowledge, values, and cognitive and affective processes** necessary for learning and developing competence (see assignment descriptions, and/or rubric where available, for further details):

- Successful completion of the Stand Against Racism assignment and report assesses students' **knowledge** and **values** (21-day challenge and report) of advancing human rights and social, economic, and environmental justice.
- The Personal Application assignment assesses students' **processes** (bullet points 2-3) in advancing human rights and social, economic, and environmental justice.

In order to be considered competent for **Competency 3**, students must successfully complete both of the above assessment points either entirely or with an 80% or better where applicable. If a student is not competent on this competency, he/she will follow remediation instructions in the MSW Student Handbook.

The following points outline how **Competency 5** is assessed in this course, including the corresponding **knowledge, values, skills and cognitive and affective processes** necessary for learning and developing competence (see assignment descriptions, and/or rubric where available, for further details):

- The Political Action Project assesses student's **knowledge** (proposal), **values, skills** (presentation), and **processes** (report) for engaging in policy practice.

In order to be considered competent for **Competency 5**, students must successfully complete both of the above point either entirely or with an 80% or better where applicable. If a student is not competent on this competency, he/she will follow remediation instructions in the MSW Student Handbook.

Required Texts

Lane, S. R., Palley, E. S., & Shdaimah, C. S. (2019). *Social welfare policy in a changing world*.

(1st Edition). Thousand Oaks, CA: SAGE Publications.

Brooks, A. C. (2019). *Love your enemies: How decent people can save America from the culture*

of contempt. New York: Broadside. (any format acceptable)

Grades

A	95+
A-	90-94.9
B+	87-89.9
B	83-86.9
B-	80-82.9

C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	<=59

Assignments

1) Personal Application

Up to 5 points can be earned prior to each class session (13 weeks for a total of 65 points through the following:

- Read all assigned materials before class (1 point)
- Attend and participate in class sessions (1 point). Students will lose the point if they come late to class (3 minutes or more) or miss more than 15 minutes of a class period.
- Synthesize and apply the readings through a post or comment on a peer's post within digital dialogue (1 point)
- Access additional materials (other than the assigned reading) to enhance your understanding (book, research articles, film, daily newspaper, etc) and describe in a digital dialogue post (1 point)
- Each week (for 13 weeks) share something you have learned in class that impacted you with someone else (must be a new person each week who is not in the class) (1 point)

Each of these are due by the beginning of the designated class time. On the last day of class, you will be asked to report on the total number of points you accumulated during the semester. This will account for 65 total points toward your grade.

- (1 extra credit point). Sometime during the semester, attend an event on campus or in the community that is related to what we are learning in the class. Then describe this in a digital dialogue post.
- (1 extra credit point). Sign up and vote and identify your elected officials at the local, state, and federal level. Describe your experience in a digital dialogue post. see <https://www.usa.gov/elected-officials>

2) Policy Discussion/Debate

Video due (working link or file posted on digital dialogue): 10 points

Review of debates due (post on learning suite): 10 points

Video: Most engagement around policy with clients, colleagues, community members, and policy makers will involve dialogue. Together with another member of the class, you will select an issue and identify two major themes around a particular policy, for example for/against program expansion, or presenting two different strategies for reform. Ensure each side is developed and supported with appropriate sources, and that responds to the other side. Draw upon foundational class materials and content. Utilize appropriate references. You do not need to agree with the argument you're making. Consider arguing for a stance that examines the other side of a personal view. Practice your debate so you can each address key points of both perspectives and respond to your partner's critiques. Keep the length to 5 minutes maximum and post your video on digital dialogue. Your video must be posted by the beginning of class on

Week 4. Your write up will be due by the beginning of class on Week 5. For each business day late, a full letter grade will be deducted.

Reflection/review: Watch at least three of the posted debates. Submit a one-page single spaced paper discussing: 1) Strengths and weaknesses of the debates you watched (use rubric as a tool for critique), 2) Reflection on the debate you conducted, 3) Reflection on the role of dialogue as it relates to social welfare policy in your personal and professional life.

3) Stanford University's America's Poverty and Inequality Course

<https://www.edx.org/course/americas-poverty-and-inequality-course>

Students will be required to complete Stanford University's America's Poverty and Inequality Course. It contains 8 modules and must be completed by the due date specified in the schedule below. The course uses short five-minute videos to help social work students learn more about U.S. history in which income inequality has reached unprecedented levels, poverty remains extreme, and racial and gender inequalities are intransigent. It will cover why is there so much inequality and poverty, how might they be reduced, and allow students to learn from the country's top scholars in the U.S. on poverty and inequality. After successfully completing all the requirements, students can print a statement of accomplishment. This is due by the beginning of class on Week 7. This will account for 20 points toward your overall grade.

4) Arthur Brooks- Love Your Enemies: How Decent People Can Save America from a Culture of Contempt (2019, 242 pages)

Students will read the book and write up a 3-5 page summary. This should include three elements: 1) outline the main points Arthur Brooks uses to help us better understand the problem and deal with the culture of contempt, 2) what did you learn from this book that will help you avoid contempt in your relationships and discussions (give examples), and 3) if you were giving a presentation to a group that has very different political views than you, what would you do differently as a result of reading this book (give examples). The summary is due week 8. This assignment will account for 20 points toward your overall grade.

5) Stand Against Racism- 21 day challenge- YWCA Utah

Activities and two-page write up:

<https://www.ywcautah.org/challenge/>

During the semester, you will take the YWCA Utah 21 day Racial Equity and Social Justice Challenge. Each day has a different topic and three options, depending on how much time you want to spend, a 5 minute/15 minute/50 minute activity. You are allowed to complete up to three different day options in a single day. After completing the 21 day challenge students will write a two page report on the experience. The report will consist of three sections: 1) your thoughts and reactions to the 21 day challenge, 2) two to three paragraphs on what you learned about racism with at least one aspect on policy implications, and 3) things you can do to positively impact racial inequality/equality at micro, mezzo and macro levels.

This paper will be due week 10 of class and will account for 20 points toward your overall grade. The report should follow APA format with a title page and then two pages for the report. You must include a separate reference page with at least two references.

6) CSWE Policy Practice Certificate Course

<https://learningacademy.cswe.org/products/policy-practice-certificate-course>

Students will be required to complete CSWE's Policy Practice Certificate Course. It contains 16 modules and can be completed any time over the semester but will be due the last day of class. The course uses animation and video to help social work students advance their understanding of critical social justice issues and key elements of effective advocacy practice. The course focuses on the history of social welfare in the U.S. and current trends in poverty and inequality, what advocacy is and how social workers can get involved, strategies for effective advocacy, including education, persuasion, and negotiation. The course concludes with a brief quiz to assess how well students retained the course material. After successfully completing the final quiz, students can print a certificate of completion. This is due the last week of class. This will account for 20 points toward your overall grade.

7) Spiritually Strengthening Assignment

The point of this assignment is to stretch and strengthen yourself spiritually. Before the third week of class, you will turn in a proposal for what you will do to increase your focus on spirituality this semester. This proposal should include specific activities, your suggested time commitment, and how this will be a stretch for you to draw closer to the Savior. The expected time commitment is a minimum of one hour a week but should be adjusted to fit your needs. Activities include prayer, meditation, scripture study, temple attendance, Come Follow Me, family history, spiritually themed books or talks, etc. At the end of the course/semester, you will give yourself a grade on how well you achieved your proposed goal. This will account for 20 points toward your overall grade.

8) Political Action Project

Proposal describing your intended action:	10 points
Presentation in class on action completed:	10 points
Final report:	10 points

During the second week of class. Students will discuss possible options for projects. Options can include but are not limited to the following: Housing eviction, social work licensing, gun reform/mass shootings, or you can identify a different action you can take to support positive change with regard to social policy. After class discussion, students will be responsible to choose a topic for their political action project and submit a project proposal. Actions include advocacy, organizing information or communities to respond to a social issue, involvement in a political campaign or voter registration, writing to government leaders or to a newspaper regarding a social concern, or otherwise taking socially responsive action. These can be done individually or as a group. Each individual should also engage in 5 or more hours of service to learn more about or engage with their selected area. The Political Action Project has three parts:

Part 1- Proposal: should include four elements on what you plan to do: 1) How you will research the topic, gather information, and take a stance. 2) How you will present findings to colleagues, politicians, or neighbors, etc. or you could share it on some social media outlet. 3) How you plan to write or involve representatives (decision makers) about the issue, expressing your opinion and what should be done. 4) how you plan to incorporate 5 or more hours of service. The proposal should be 1 page single spaced (does not have to be APA). If done as a group, the proposal should also address each member's role.

Part 2- Prior to the due date you will give a 5 minute maximum presentation on what you did for the three items in Part 1. IF you are part of a group, you will have 10 minutes to give an in-class presentation.

Part 3- Final Report: 1 page single spaced that includes 1) what you did, including your intended action, 2) what you learned, and 3) how this project has helped you better engage in policy practice. Include a title page and then follow APA format for the rest (except the single spacing).

9) Final Exam

The comprehensive final exam will be available on learning suite during finals week. It will be made up of T/F, multiple choice, fill in the blank, and short answer. You will be provided a study guide. The exam is closed book and closed notes. This will account for 20 points toward your overall grade.

Grade Distribution

<u>Assignment</u>	<u>Total Points</u>
Personal Application	65
Policy Discussion/Debate	20
Stanford Poverty Course	20
Love your Enemies Book Write Up	20
Stand Against Racism Activity and Report	20
CSWE Policy Practice Certificate	20
Spiritually Strengthening Assignment	20
Political Action Project	30
<u>Final Exam</u>	<u>20</u>
Total	235

Schedule

Date	Topic	Readings	Assignments
Week 1 Th Sept 7	<ul style="list-style-type: none"> Review syllabus Course introduction: Perspectives on social policy How values influence perspectives Historical perspectives 	<ul style="list-style-type: none"> Syllabus Lane et al. Chapter 1: Social Work: A Value-Based Profession in Historical Context (20 pages) 	
Week 2 Th Sept 14	<ul style="list-style-type: none"> Creating policy The role of government; federal, state, local 	<ul style="list-style-type: none"> Lane et al. Chapter 2: How Policy is Created and Influenced (26 pages) Lane et al. Chapter 3: Practical Theories for Understanding and Analyzing Policy (15 pages) 	Personal application
Week 3 Th Sept 21	<ul style="list-style-type: none"> Understanding and analyzing policy Social work grand challenges 	<ul style="list-style-type: none"> Fact sheets for the 13 Social Work Grand Challenges (found at: https://grandchallengesforsocialwork.org/ or under readings on the content tab) (approximately 13 pages) Activism vs. Discipleship http://media2.ldscdn.org/assets/general-authority- 	Spiritual Strengthening proposal, Personal application

		features/2022-chaplain-training-seminar/2022-10-1000-activism-vs-discipleship-1080p-eng.mp4	
Week 4 Th Sept 28	<ul style="list-style-type: none"> Family policy 	<ul style="list-style-type: none"> Lane et al. Chapter 4: Family Policy History and Social Construction of U.S. Family Policy (21 pages) Cancian, M. & Reed, D. (2009). Family structure, childbearing, and parental employment: Implications for the level and trend in poverty. <i>Focus</i>, 26(2), 21-26. (found under the content tab) 	Policy debate video, Personal application
Week 5 Th Oct 5	<ul style="list-style-type: none"> Child welfare policy, early childhood education and care policy Programs for children and families: protecting health, wellbeing 	<ul style="list-style-type: none"> Lane et al. Chapter 5: Child Welfare Policy (20 pages) Lane et al. Chapter 6: Early Childhood Education and Care Policy (19 pages) 	Reviews of debates, Personal application
Week 6 Th Oct 12	<ul style="list-style-type: none"> Education and higher education policy 	<ul style="list-style-type: none"> Lane et al. Chapter 7: Education Policy, Kindergarten Through High School (20 pages) Lane et al. Chapter 8: Higher Education Policy (21 pages) 	Political action project proposal, Personal application
Week 7 Th Oct 19	<ul style="list-style-type: none"> Work and employment Employment, taxes, federal spending Defining poverty 	<ul style="list-style-type: none"> Lane et al. Chapter 9: Work and Employment Policy (20 pages) (Browse) Pathways (2016). State of the Union: The Poverty and Inequality Report. Stanford Center on Poverty and Inequality. http://inequality.stanford.edu/sites/default/files/Pathways-SOTU-2016.pdf 	Stanford Poverty Course, Personal application
Week 8 Th Oct 26	<ul style="list-style-type: none"> Older adults, aging financial security, social security 	<ul style="list-style-type: none"> Lane et al. Chapter 10: Policy for Older Adults (20 pages) 	Love Your Enemies Book Write Up, Personal application
Week 9 Th Nov 2	NO CLASS: STUDENTS WILL ATTEND SOCIAL WORK CONFERENCE ON FRIDAY	<ul style="list-style-type: none"> Indigenous and Tribal Peoples Reading Collection (under the content tab) Optional: LDS Indigenous Perspectives on Columbus (video) 10.28.2019. (48 minutes) https://www.youtube.com/watch?v=MYaXk65flaE&t=55s 	Personal application
Week 10 Th Nov 9	<ul style="list-style-type: none"> Policies regarding Indigenous and tribal people ICWA Civil rights and race 	<ul style="list-style-type: none"> Segal Chapter 6: Social justice and civil rights 	Stand against racism Challenge, Personal application
Week 11 Th Nov 16	<ul style="list-style-type: none"> Health and mental health Disability policy Understanding Medicare, Medicaid, and ACA 	<ul style="list-style-type: none"> Lane et al. Chapter 11: Health Policy (24 pages) Lane et al. Chapter 12: Disability Policy (21 pages) MHA (2015). Parity or disparity: The state of mental health in America, 2015. (Browse) http://www.mentalhealthamerica.net/sites/default/files/Parity%20or%20Disparity%202015%20Report.pdf 	Personal application
Week 12 Th Nov 23	<ul style="list-style-type: none"> No Class 	<ul style="list-style-type: none"> Thanksgiving 	
Week 13 Th Nov 30	<ul style="list-style-type: none"> Criminal justice 	<ul style="list-style-type: none"> Lane et al. Chapter 13: Criminal Justice (25 pages) Sherraden, M. (2020, June). <i>Social work and the future of policing: Key points for changes in policy and practice</i>. St. 	Personal application

		Louis, MO: Washington University. https://csd.wustl.edu/20-14/	
Week 14 Th Dec 7	<ul style="list-style-type: none"> Housing and homelessness 	<ul style="list-style-type: none"> Lane et al. Chapter 14: Housing and Homelessness Policy (20 pages) Unsheltered: Homelessness in Utah. KCPW podcast 3/20/2019 http://kcpw.org/blog/local-programs/hinckley-institute-radio-hour/2019-10-23/unsheltered-homelessness-in-utah/ Schwartz, A. (2011). Lessons from the housing crisis. Family and Consumer Sciences Research Journal, 40(1), 3-14. (found under the content tab) 	Political Action Project Presentation and Report, Personal application
Week 15 Th Dec 14	<ul style="list-style-type: none"> International comparisons Immigration and refugee resettlement Policy practice and conclusions Your role and possibilities for involvement 	<ul style="list-style-type: none"> Lane et al. Chapter 15: Immigration Policy (19 pages) Christensen, C., Allworth, J., & Dillon, K. (2012). <i>How will you measure your life?</i> Assigned chapter (under content tab) Holland, J. R. (2012). Israel, Israel God is Calling. https://www.churchofjesuschrist.org/broadcasts/article/ces-devotionals/2012/01/israel-israel-god-is-calling?lang=eng 	Personal application/ participation tracking, CSWE Certificate Course, Spiritually Strengthening Assignment
Dec 16-21	Final exam		

The instructor reserves the right to revise the course at any time and for any reason.