

Social Work 331: Social Welfare Policy Fall 2024

Instructor: Gordon E. Limb, PhD, ACSW

Class time: Tuesdays, 4:00–6:50pm

Location: 150 HRCB

Professor's Office: 2165 JFSB

Office hours: By appointment

Course overview

Social work 331 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.

Course Outcomes

Each of the class sessions, assignments, and activities for this course fit within one of the four course outcomes:

1. Better appreciate differences and being kind and compassionate to those who have different views than us
2. Engage in policy matters that impact social work practice and understand how we can influence policy decisions
3. Understand how policy impacts the marginalized and disadvantaged, those in poverty, with specific focus on Native Americans
4. Strengthen your relationship and testimony of Jesus Christ

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

2022 CSWE Competency 2

Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Dimensions: Knowledge, Values, Cognitive and Affective Processes

2022 CSWE Competency 5

Engage in Policy Practice

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

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 (12 weeks-does not include first week or week of Thanksgiving) 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. Only exception if prior Instructor approval.
- Synthesize and apply the readings within a digital dialogue post AND comment on a peer's post each week (must complete both parts for this point) (1 point)
- Access additional outside materials (other than the assigned weekly reading) to enhance your understanding (book, research articles, film, post, daily newspaper, etc) and describe in a digital dialogue post each week (1 point)

- Each week (for 12 weeks) share something you have learned from class that impacted you with someone else (must be a new person each week who is not in the class) (1 point)

Thus, you will complete four things each week prior to class: post something in digital dialogue from what you learned in the readings, comment on another's post, post something you learned relating to class from an outside source, and share what you are learning with someone outside of class.

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 60 total points toward your grade. This assignment helps meet course outcomes 1, 2 and 3.

Students will also sign up to lead a class discussion for 10 minutes on 2-3 things that stuck out to you from the readings for the assigned week (instructor will send around a sign up sheet- no points).

- (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.

2) Policy Discussion/Debate

Video due (working link or file posted to LS digital dialogue): 10 points
 Reflection/write up of debates write up due (post to LS assignment tab): 10 points

Part 1. 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. One of you will take one side of the issue (developed and supported with appropriate sources) and the other will take the opposite side. Draw upon foundational class materials and content as well as outside sources. Cite appropriate references if utilized. You do not need to agree with the argument you're making. Practice your debate together so you can each address key points of both perspectives and then respond to your partner's points. Keep the length to 5 minutes maximum (points will be deducted if you go over) and post your video on digital dialogue. Your video must be posted by the end of the day on Week 4. For each day late, a full letter grade will be deducted. See Rubric on Learning Suite for how this will be graded.

Part 2. Reflection/review write up: Watch at least three of your classmate's posted video debates. Submit a one-page single spaced paper discussing (please use headings for each section): 1) note which videos you watched, 2) the strengths and weaknesses of the debates you watched, 3) a reflection on the debate you and your classmate conducted, and 4) a reflection on the role of dialogue as it relates to social welfare policy in your personal and professional life. APA is not required. Your write up will be due by the end of the day on Week 5. For each day late, a full letter grade will be deducted. This assignment helps meet course outcomes 1, 2 and 3 and BYU AIM- Character Building. See Rubric on Learning Suite for how this will be graded

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

Students are required to complete Stanford University's America's Poverty and Inequality Course. A link is provided under the content tab in the course Learning Suite. It contains 8 modules plus a bonus and each module contains 4-7 short 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 the course allows students to learn from the country's top scholars in the U.S. on poverty and inequality. All modules must be completed by the end of the day on Week 7. You will report whether or not you successfully completed all the modules at the beginning of class on week 8. This will account for 20 points toward your overall grade. For each day late, a full letter grade will be deducted. This assignment helps meet course outcomes 2 and 3 and BYU AIM-Character Building.

<https://inequality.stanford.edu/americas-poverty-course>

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

Students will read the entire book and submit a 2-3 page single spaced paper that includes three elements (use headings for each of these): 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). APA is not required. The summary is due on LS by the end of the day on week 8. This assignment will account for 20 points toward your overall grade. For each day late, a full letter grade will be deducted. This assignment helps meet course outcome 1 and BYU AIM- Lifelong Learning and Service.

5) Racial Justice Challenge- YWCA Utah

During the first part of the semester, you will take the YWCA Racial Justice Challenge. You will choose the 2023 challenge. A link is provided below and under the content tab in the course Learning Suite. You will need to create an account. You are allowed to complete up to three different day options in a single day, thus allowing you to complete the challenge in one week if desired. After completing all the challenge days, you will write a two-page report on the experience. The report should consist of three sections (use headings to organize the three areas): 1) your thoughts and reactions to the 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 advance human rights and social, economic, and environmental justice at micro, mezzo and macro levels.

This report is due by the end of the day on week 10 and will account for 20 points toward your overall grade. The write up should follow APA format with a title page and then two pages for the write up. You must also attach a separate reference page with at least two references. This assignment helps meet course outcomes 2 and 3, and BYU AIM- Character Building.

<https://www.ywcautah.org/equity> (scroll down to the 2023 challenge)

6) CSWE Policy Practice Certificate Course

Students are required to complete CSWE’s Policy Practice Certificate Course. A link and instructions are provided under the content tab in the course Learning Suite. It contains 16 modules and 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 and course, you can take a screen shot of the completion page and submit it on LS under the assignment. This is due by the beginning of class on Week 14. This will account for 20 points toward your overall grade. This assignment helps meet course outcome 3 and BYU AIM- Intellectually Enlarging.

7) Spiritually Strengthening Assignment

The point of this assignment is to stretch and strengthen yourself spiritually. This assignment has two parts: Part 1 is due by the end of the day on Week 3. You will turn in a proposal for what you will do to increase your spirituality this semester. This proposal should include specific activities, your proposed 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. Example activities include prayer, meditation, scripture study, temple attendance, Come Follow Me, family history, spiritually themed books or talks, etc. You are welcome, if during the semester your plan is not working, to update it. Simply email the instructor with the update plan. Part 2 is due at the end of the semester. During class on Week 14, you will give yourself a grade on how well you achieved your proposed goal. This will account for 20 points toward your overall grade. This assignment helps meet course outcome 4 and BYU AIM- Spiritually Strengthening.

8) Political Action Project

Proposal:	10 points
Presentation in class:	10 points
Report:	10 points

During the first few weeks of the semester, we 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. Students will then choose a topic for their political action project and submit a project proposal. These can be done individually or as a group.

The Political Action Project has three parts:

Part 1- Proposal. Due by the end of the day on Week 6. The proposal should include four elements on what you plan to do (please use headings to cover these): 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 how you will share findings 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. Items two and three should involve some sort of advocacy to help move your topic forward. 4) how you plan to incorporate 5 or more hours of service. If doing as a group, each individual must complete 5 or more hours. The proposal should be 1 page single spaced (does not have to be APA). If done as a group, only one person needs to submit a proposal but it should also address each member's role.

Part 2- During class on Week 14, you will give a 5 minute maximum presentation on what you did for the four items in Part 1. If you are part of a group, you will have 10 minutes total to give an in-class presentation. Each person must participate in the presentation.

Part 3- Report: The report should follow APA format with a title page and then two double spaced pages for the write up. You must also include a separate reference page with at least two references. The report should include (use headings to divide up sections) 1) what you did, including your intended action/advocacy and how you spent your service hours, 2) what you learned, and 3) how this project has helped you better engage in policy practice. The report is due by the end of the day on Week 14. This assignment helps meet course outcome 2 and BYU AIM- Lifelong Learning and Service.

9) Final Exam

The comprehensive final exam will be taken from the required textbook and will be available and completed on learning suite during finals week (See schedule below for dates). 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 but does not have a time limit. This will account for 20 points toward your overall grade. This assignment helps meet course outcome 3 and BYU AIM- Intellectually Enlarging.

Grade Distribution

<u>Assignment</u>	<u>Total Points</u>
Personal Application	60
Policy Discussion/Debate video and write up	20
Stanford Poverty Course	20
Love your Enemies Book write up	20
Racial Justice Challenge and write up	20
CSWE Policy Practice Certificate	20
Spiritually Strengthening Assignment	20
Political Action Project with three parts	30
<u>Final Exam</u>	<u>20</u>
Total	230

Schedule

Date	Topic	Readings	Assignments
Week 1 Tu Sept 10	<ul style="list-style-type: none"> Review syllabus Honor Code, Dress and Grooming Code, Ecclesiastical Endorsement 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) Colby, I. (2019). Social work education: Social welfare policy (13 pages found at https://doi.org/10.1093/acrefore/9780199975839.013.619) 	This week's readings are due by Week 3
Week 2 Tu Sept 17	<ul style="list-style-type: none"> Creating policy The role of government; federal, state, local Brooks Book: Practical Application-Introduction 	<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 due
Week 3 Tu Sept 24	<ul style="list-style-type: none"> Understanding and analyzing policy Social work grand challenges Brooks Book: Practical Application-Chapter 1 	<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 LS content tab) (approximately 13 pages) Ahmad Corbitt- Activism vs. Discipleship (42 min) http://media2.lidscdn.org/assets/general-authority-features/2022-chaplain-training-seminar/2022-10-1000-activism-vs-discipleship-1080p-eng.mp4 	Spiritual Strengthening proposal due, Personal application
Week 4 Tu Oct 1	<ul style="list-style-type: none"> Family policy Brooks Book: Practical Application-Chapter 2 	<ul style="list-style-type: none"> Lane et al. Chapter 4: Family Policy History and Social Construction of U.S. Family Policy (21 pages) TANF Video Mary Jane Vogel-Ferguson (1:18, link on content page of LS under readings) 	Policy debate video due, Personal application
Week 5 Tu Oct 8	<ul style="list-style-type: none"> Child welfare policy, early childhood education and care policy Programs for children and families: protecting health, wellbeing Brooks Book: Practical Application-Chapter 3 	<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) 	Review of debates write up due, Personal application
Week 6 Tu Oct 15	<ul style="list-style-type: none"> Education and higher education policy Brooks Book: Practical Application-Chapter 4 	<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 due, Personal application
Week 7 Tu Oct 22	<ul style="list-style-type: none"> Work and employment Employment, taxes, federal spending Defining poverty Brooks Book: Practical Application-Chapter 5 	<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 due, Personal application
Week 8 Tu Oct 29	<ul style="list-style-type: none"> Older adults, aging financial security, social security Brooks Book: Practical Application-Chapter 6 	<ul style="list-style-type: none"> Lane et al. Chapter 10: Policy for Older Adults (20 pages) 	Love Your Enemies Book Write Up due, Personal application

Week 9 Tu Nov 5	<ul style="list-style-type: none"> • Policies regarding Indigenous and tribal people • ICWA 	<ul style="list-style-type: none"> • Indigenous and Tribal Peoples Reading Collection (under the content tab) • ICWA Video- Alisa Lee (1 hour, link on content page of LS under readings) • LDS Indigenous Perspectives on Columbus (video) 10.28.2019. (48 minutes, link on content page of LS under readings) 	Personal application
Week 10 Tu Nov 12	<ul style="list-style-type: none"> • Civil rights, social justice and race • Brooks Book: Practical Application-Chapter 7 	<ul style="list-style-type: none"> • Segal Chapter 6: Social justice and civil rights (33 pages) 	Racial Justice Challenge due, Personal application
Week 11 Tu Nov 19	<ul style="list-style-type: none"> • Health and mental health • Disability policy • Understanding Medicare, Medicaid, and ACA • Brooks Book: Practical Application-Chapter 8 	<ul style="list-style-type: none"> • Lane et al. Chapter 11: Health Policy (24 pages) • Lane et al. Chapter 12: Disability Policy (21 pages) • Mental Health America. (2023). The state of mental health in America, 2023. (29 pages, link on content page of LS under readings) 	Personal application
Week 12 Tu Nov 26	<ul style="list-style-type: none"> • NO CLASS • Housing and homelessness 	<ul style="list-style-type: none"> • Thanksgiving Break • 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/ (1 hour) 	This week's readings are due by Week 13
Week 13 Tu Dec 3	<ul style="list-style-type: none"> • Criminal justice • Brooks Book: Practical Application-Conclusion 	<ul style="list-style-type: none"> • Lane et al. Chapter 13: Criminal Justice (25 pages) • Bryan Stevenson. <i>Just Mercy</i> Movie or Ted Talk (23 min) https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice • Sherraden, M. (2020, June). <i>Social work and the future of policing: Key points for changes in policy and practice</i>. St. Louis, MO: Washington University. (4 pages) https://csd.wustl.edu/20-14/ 	Personal application
Week 14 Tu Dec 10	<ul style="list-style-type: none"> • International comparisons • Immigration and refugee resettlement • Policy practice and conclusions • Your role and possibilities for involvement • How did we achieve our 4 course outcomes, our 2 CSWE learning outcomes, and the AIMS of a BYU education? 	<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> (under content tab) (5 pages) • Holland, J. R. (2012). <i>Israel, Israel God is Calling</i>. https://www.churchofjesuschrist.org/study/broadcasts/article/ces-devotionals/2012/01/israel-israel-god-is-calling?lang=eng (1 hour) 	Political Action Project Presentation and Report due, CSWE Certificate Course due, Personal application/ participation score due, Spiritually Strengthening Assignment due
Dec 13-18	Final exam	Taken anytime through LS	

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