Social Welfare Policy and Services II
19:910:585
Syllabus
January 2011

Catalog Course Description

Models of policy analysis applied to social welfare issues and problems. Addresses understanding of values and socio-political forces that define problems; populations affected; current policies and programs and their impact, along with their unintended consequences; service delivery and resource allocation; unmet needs; trends; analysis of political processes and change strategies; and the role of evaluation.

Course Overview

The purposes are to teach students the skill of policy analysis as applied to the substantive area of social policy; to help students understand the role of values, preferences and assumptions in the policy making process; to consider how structures, special interest groups, policies and other contextual factors (i.e., social, economic, political, and professional) affect policy development, policy implementation, and program delivery; and to analyze policies, programs or conditions that need changes as well as the opportunities for such change. Attention is given to problem definition, characteristics of populations at risk, and ways that policy issues are shaped through legislation and political processes.

Students will learn how to follow a line of inquiry, which will help them to answer fundamental questions about any proposed policy or program change:

1. Who is it supposed to help and how?
2. Will it do what it is supposed to do?
3. Do we want it? (Implications of costs and benefits?)
4. Is it feasible? How could we get it?

Place of Course in Program

This course has a pre-requisite 19:910:504 (SWPS I) and the rest of the Professional Foundation year. This is a required course for Advanced Year students.
Course Objectives

1. To understand how social problems are defined and how political values, ideologies, and power influence this process.

2. To understand the processes of social policy development including how practitioners and citizens can participate in the policy making process; how the political, social, economic, and organizational factors influence policy formulation and implementation; and the relationship between state and federal policy.

3. To critically apply conceptual frameworks and empirical research in the examination of social policies, services, and state and federal funding mechanisms for myriad underserved populations.

4. To understand the potential effects of social policy on individual, family, and community well-being, particularly how policies affect marginalized, oppressed, and otherwise disadvantaged populations.

5. To examine the role of policy practice and the reciprocal relationship between social policy and social work practice. This will include developing an understanding of how to apply social work values, ethics, skills and interventions to advocate for social and economic justice.

Required Texts


Other required readings (as indicated on syllabus) include a selection of book chapters and journal articles.

In addition, students are expected to read a major national newspaper frequently (e.g., *The New York Times; Washington Post; Wall Street Journal*) so that they are current with relevant federal and state issues that may be related to the course.

Course Logistics & Requirements

*Attendance requirements:*

It is expected that students will attend all class sessions having read assigned materials and fully prepared for discussion and assigned activities. In order for a student to be considered present for class, the student must attend all of the class. Students who leave during the break will be marked as absent for that class. Appropriate absences
(e.g., religious holidays) are allowed with prior permission from the instructor. Consistent lateness to class will also result in being marked absent.

The use of cell phones, I-phones & I-touches, blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn them off prior to class. If there is an emergency and you need to leave your cell phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues. And please no web surfing, emailing, blogging, text-messaging, twittering, Facebooking, or IM'ing (or anything in this realm) during class. I do permit the use of laptops in class, for the sole purpose of note-taking and select in-class activities.

Receiving Course Messages through Email:
Students are expected to regularly check their RU email account for course messages. If students prefer to use a non-University email account, they are responsible for setting up account preferences such that mail sent to their Rutgers account is automatically forwarded to their non-University account.

Teaching Methods:
A variety of teaching methods are utilized including lectures, discussions, class exercises and assignments, DVDs/videos, readings, and presentations by students and guest experts. The course outline contains a list of the required and suggested readings for each course topic. While the required readings are to be read prior to the class date for that specific topic, the Suggested readings are listed as information resources for students to pursue as considered necessary; thus they are not required.

Respect for others in the classroom:
Social work courses often cover material and topics that can be provocative and polarizing, with room for multiple and diverse perspectives. We all must attempt to treat each other with respect when opinions are shared. Language should be used that recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal, and social issues, that we not silence others by assuming that there are "politically correct" lines of thought that cannot be challenged.

Course assignments:
All assignments are to be completed by scheduled due dates at the beginning of class, not via email. Late assignment will not be accepted. If a due date conflicts with a religious observance, please consult with the professor prior to the assignment’s due date. All written assignments must be typed and adhere to APA format.
Course Evaluation

Rutgers University issues an on-line or in-person survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. An additional mid semester evaluation may be distributed as well.

Disability Accommodation

Please note: Any student who believes that they may need an accommodation for this class because of a disability should contact the Rutgers University Office of Disability Support Services (at Kreeger Learning Center, 151 College Avenue, Suite. 123, New Brunswick, NJ 08901; tel.: 732/932-2848; email: dsoffice@rci.rutgers.edu; website: http://disabilityservices.rutgers.edu/) for a letter of accommodation. Students must have an officially approved letter of accommodation in order to receive disability accommodations. Any student who has already received a letter of accommodation should notify the instructor to discuss implementation of these accommodations. Failure to do so may jeopardize the timely implementation of disability accommodations.

Resource Information for Personal Safety, Dating Violence and Sexual Assault

For students who have concerns about personal safety, harassment, dating and/or domestic violence, Rutgers offers assistance and guidance through the Office for Violence Prevention and Victim Assistance. Their services are available 24 hours/day, 7 days a week. They can be reached at 732-932-1181; {TTY: 732-932-2793}; http://vpva.rutgers.edu

Library Resources

The Rutgers University library system contains a very impressive collection of resources and materials that will be of great assistance to you as you complete assignments for this class and your other graduate courses. Many of these materials can be accessed on-line. The university librarians offer free tutorials on using the in-library services and on-line search tools; understanding how to navigate these tools is vital for ensuring timely, thorough, and proficient completion of the assignments for this course. Some library tools that may be of particular relevance to this course:

Under the main library website, check out the following:

http://www.libraries.rutgers.edu.proxy.libraries.rutgers.edu/rul/index.shtml

a. The Electronic Reference Sources under the Reference link. You can find on-line links for the APA Style Manual, assistance with grammar and writing, and many other useful connections under (see Style Manuals).

b. Subject Research Guides under the Research Resources link. The Social Work category contains links to Government Resources (state and federal websites
relevant to policy research) and numerous other resource sites and reference collections.
c. *RefWorks*, a web-based bibliography and citation manager.

**Academic Integrity Policy**

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment...” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AlF) or to the Office of Student Judicial Affairs. The AlF that you should contact is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AlF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until
the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: [http://academicintegrity.rutgers.edu/integrity.shtml](http://academicintegrity.rutgers.edu/integrity.shtml)

**Course Outline**
**Topics and Readings**

**Week 1:** Overview of course; introduction to social welfare policy

**Required Readings:**


**Week 2:** Introduction to social welfare state; ideologies, philosophies, and politics that underlie the development of the social welfare state and social policy

**Required Readings:**


**Relevant State & Federal websites:**

- Web site of New Jersey Legislature [www.njleg.state.nj.us](http://www.njleg.state.nj.us)
- Web site of the State Judiciary [www.judiciary.state.nj.us](http://www.judiciary.state.nj.us)
- U.S. Senate [http://www.senate.gov/](http://www.senate.gov/)

**Week 3:** The legislative process (state and federal); federal and state budgets; the role of the legislative, executive, judicial branches in policy development

**Required Readings:**


Week 4: Introduction and overview of policy analysis

Required Readings:


Week 5: Policy analysis frameworks (Part 1)

Required Readings:


Week 6:  Policy Analysis Frameworks for Risk and Resilience; System Structure and Design; & Methods of Finance

Required Readings:


Week 7:  The cornerstone of the social safety net for vulnerable individuals: Examining social insurance and income support programs

Required Readings:


Week 8:  Income support programs: Housing & homelessness; food & nutrition programs; jobs and job training

Required Readings:


Week 9: Examining policies and programs pertinent to health & mental health

Required Readings:


Week 10: Examining policies and programs pertinent to child protection & family violence

Required Readings:


Week 11: Contemporary social policy topics (e.g., healthcare reform; education policies)

- TBD--flexible topic week based on current events; instructor specialty

Week 12: Civil Rights and Social Welfare (e.g., gender inequities; LGBTQ rights; racial profiling; immigration policy, post 9-11)

Required Readings:


Week 13: Policy practice: the influential relationship between social work and social policy (social action; social justice; advocacy and lobbying)

Required Readings:


Week 14: The implementation of public policy: the role of research and program evaluation in measuring the efficacy of public policies, programs, and services; determining the future direction of social policies for vulnerable populations

Required Readings:


Week 15: Final Exam