

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE
SPRING, 2019**

FINANCIAL CAPABILITIES FOR INDIVIDUALS, FAMILIES, AND COMMUNITIES

Faculty Name:

Office Address:

Email:

Phone:

Class Location:

Class Day and Time:

Course Description

This course examines ways to improve the financial stability and security of low-income individuals, families, and communities in the U.S. Students will learn the difference between income assistance and asset-based policies, which aim to help individuals and families build savings and acquire assets that will improve their financial security over the long-term. Historical patterns of institutionalized racism and oppression largely explain racial wealth disparities that justify asset development as a practice and policy strategy to achieve social and economic justice. As a generalist elective, this course uses a comprehensive approach to examine social programs and direct practice interventions, financial services, and policies that can move individuals, families, and communities along the asset-building continuum. The impact of issues such as life stage, social class, and cultural background will be examined. Policy issues include social insurance programs, savings, consumer protection, tax credits, public benefits, and innovative programs; practice issues include financial assessment and goal setting, financial coaching, and integrating financial interventions with traditional psychosocial interventions.

Learning Goals: To prepare students for practice and leadership roles in the fields of social work and social welfare.

This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

1. Demonstrate Ethical and Professional Behavior

2. Engage Diversity and Difference in Practice; and
3. Advance Human Rights and Social, Economic and Environmental Justice.

Through these learning goals students will pursue these course objectives and acquire these skills:

1. Students will understand the environmental and political systems that impact the financial health of individuals, families, and communities.
2. Students will understand the role of race and ethnicity in the creation of wealth inequalities in America.
3. Students will understand the role of a social worker in helping individuals, families, and communities to build wealth.
4. Students will understand the range of individual, family, and community practice interventions addressing financial stability and asset building within the larger framework of counseling and psychotherapy theories and approaches.
5. Students will understand the relationships between financial stability, assets, economic empowerment, and harm reduction and addiction models of care

Skills

1. Students will be able to assess individual, family, and community assets, along with their financial well-being.
2. Students will be able to analyze and optimize their interlocking roles as social worker, counselor, case manager, and advocate (among others) in improving the financial security of individuals, families, and communities.
3. Students will be able to recognize and set appropriate and ethical boundaries that are in the best interests of the clients or communities and their goals.
4. Students will be able to increase their self-awareness and identify ethical values in financial social work.
5. Students will appreciate a comprehensive and multicultural approach to improving financial stability.
6. Students will understand their own financial beliefs and attitudes and how they impact their work with clients regarding issues of financial stability, wealth, and asset building.
7. Students will recognize innovative ways to increase financial stability and assets in individuals and communities

Course Requirements and Grading

The format for the class may include lecture, discussion, videos, small group exercises, and guest speakers. It is designed for maximum student participation and sharing of experiences and insights in order to facilitate the integration of theory and practice. *The instructor plays an active part in the learning process.* Students can expect that the instructor will convey clear, specific information about social work theory and practice, and social work values and ethics. Assignments have been developed in a format that encourages learning and provides the instructor with a means to evaluate the student. *The student plays an active part in the learning process.* As with all social work classes, participating in the process of the educational experience is vital. It is expected that students will attend all classes, come to class prepared to

discuss the topic and complete assignments on time.

Grading and assessment criteria:

| | |
|----|--------|
| A | 92-100 |
| B+ | 87-91 |
| B | 82-86 |
| C+ | 77-81 |
| C | 70-76 |
| F | 0-69 |

*Scores to be rounded up at .5

There are two papers, one reflective writing assignment, a financial fitness exercise, and the writing of a financial portfolio. Complete instructions for these assignments will be handed out in class and posted on our course site.

These assignments are:

| <u>Assignment</u> | <u>Percent of Total Grade</u> | <u>Due Date</u> |
|---|-------------------------------|-----------------|
| Attending a Financial Event/Workshop and Writing the MICRO or MACRO process recording | 20% | |
| Paper: Policy Analysis | 20% | |
| Financial Portfolio | 20% | |
| Final Paper: Financial Security | 30% | |
| Attendance, Participation, and Paper Presentations | 10% | ----- |

Course assignment descriptions

It is of utmost importance to understand that the assignments in this course are meant to increase your knowledge of financial issues faced by individuals, families, and communities. In your work with clients at the clinical and macro levels, should you detect an individual is experiencing serious financial problems that you are not equipped to address, please see your supervisor and consider referring your client to a professional financial advisor. It is our role to understand the issues and assess whether managing money/budgeting is a problem (such as in financial abuse), and then refer the client to the proper professional or agency. This is the ethical obligation we have as professional social workers.

Paper: Policy Analysis (3-5 page paper on a policy of interest to you)

Students will also be asked to present their policy in 7-8 minute PPT presentation to the class on Feb. 17 or 24.

You are to choose a policy and locate the associated State/Federal social welfare legislation. This legislation may be current or recently passed. You will write a short policy analysis of this legislation. Outline of the paper will include: a description of the policy and legislation, a description of the problem that the legislation is addressing, the targeted population and context, political analysis and feasibility, its implementation, and overall summary of its effectiveness. It is recommended that you choose a policy that has historically impacted wealth creation for individuals and communities. These may include: Social Security Act, Homestead Act, GI Bill, Aid to Families with Dependent Children (AFDC), Women, Infants, and Children (WIC), Head Start, Temporary Assistance for Needy Families (TANF), Key public policies that impact community wealth – Community Development Block Grant, Community Investment Tax Credit, or the New Market Tax Credit. Additional details of this assignment will be discussed in class.

Financial event/workshop is a community-based or school-based financial fitness event or workshop. This project can be done in groups with a combination of MACRO and CLINICAL students. Students will be able to create their own event/workshop or participate in existing events. Students will be involved in the event/workshop on activities including, but not limited to: program design, marketing and outreach, fundraising, direct service, evaluation, research, volunteer recruitment, and event management.

- **MACRO:** Reflection must include assessment of community financial needs and the event/workshop's ability to meet these needs. Please follow the format and questions in the MACRO process recording.
- **CLINICAL:** Reflection must include the impact of the event/workshop on an individual/family/ group. Please follow the format and questions in the CLINICAL process recording.

Financial portfolio includes an analysis of a client's personal income and expenses, spending plan, analysis of the credit report, assessment of financial values and behaviors, and a short-term financial plan. This assignment will be completed through a combination of in-class and out of class exercises. The following assignments are included:

- Financial genogram and analysis
- Credit report and analysis
- Income/expenses and analysis
- Short-term financial plan and reflection

The **final paper** will focus on a financial issue or intervention and the affected populations. Example topics include: money wiring services located in low-income or high immigrant neighborhoods, self-efficacy in financial decision making, child support arrearage, or racial inequities in mortgage lending. Students write a 10-12 page research paper on the topic. Topics must be pre-approved by instructor by Week 6.

MACRO: The paper should explain the history of a financial issue or a proposed solution to an issue, the impact on a specific community, practice implications for working with communities of affected persons, and will identify any gaps in community practice, research, or policy. The project should end with recommendations for social workers in macro settings and diverse communities.

CLINICAL: The paper should explain the intervention (proposed or existing) and its theoretical underpinning(s), its utilization with specific client populations, and will identify any gaps in direct practice, research, or policy. The paper should end with recommendations for social workers working with individuals and families in diverse direct practice social work settings.

Participation Grade

Participation is an essential part of graduate education. You are expected to attend all classes and arrive to class on time. I will make note of your attendance throughout the semester. If you know you are not going to be able to attend a class or you will be significantly late, it is your responsibility to contact the instructor in advance and to arrange to get notes from another student. You are still responsible for any assignments due.

Similar to employees who show up for work but fail to perform their jobs, students who show up to class, but do not prepare and participate are not really learning to their fullest capacity. You are expected to come to class prepared to discuss the topics and assigned readings. Your final participation grade will not only depend on your attending class, but will also include participation in discussions, debates, and other in-class and on-line communications/ discussions.

Students are responsible for: 1) attending all classes, 2) being prepared to discuss main points in the readings, 3) handing in assignments on the due dates and in accordance with the NASW Code of Ethics for honorable and ethical conduct, 4) participating in group and class discussions and case studies related to the course topics.

Attendance is required. Absence, early departure, or lateness to class is acceptable only for compelling reasons, such as illness. Two or more absences (excused or otherwise) will result in course failure. Multiple unexcused departures or late arrivals will also result in course failure.

Papers are graded based on the students' use and integration of original ideas supported with evidence from research, assigned and recommended readings, class discussion, and outside sources of information (i.e., journal articles, books, experts, etc.). Papers that are graded *exceptional* (i.e., an 'A') are those that go *beyond* feeding back class notes and readings. An exceptional grade demonstrates evidence of advanced conceptualization and critical analysis of the material.

Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. Each of these tasks requires excellent writing skills. Therefore proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments. You must adhere to the style guidelines of the *Publication Manual of the American Psychological*

Association (6th Edition). Failure to do so will result in substantial deductions from your paper's grade.

Course Evaluation

Rutgers University issues a 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. The instructor also may choose to conduct a mid-semester evaluation.

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 APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

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 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 as described in the University's Academic Integrity Policy is as follows:

Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as

- required by the instructor in a course. Some common examples of plagiarism are:
- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
 - Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
 - Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
 - Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

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 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 (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, at lacurran@ssw.rutgers.edu. 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 AIF 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/academic-integrity-at-rutgers>

Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Outline:

- Session 1: Course Overview**
Impact of Public Policy on Financial Security
1. Social justice theories

2. Key public policies that historically impacted wealth creation – Social Security Act, Homestead Act, GI Bill, Aid to Families with Dependent Children (AFDC), Women, Infants, and Children (WIC), Head Start, Temporary Assistance for Needy Families (TANF)
3. Key public policies that impact community wealth – Community Development Block Grant, Community Investment Tax Credit, New Market Tax Credit

Nam, Y. (2008). Welfare reform and asset accumulation: Asset limit changes, financial assets, and vehicle ownership. *Social Science Quarterly*, 89(1), 133-154.

Sherraden, M. (2013). Building blocks of financial capability. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 3-43). New York, NY: Oxford University Press.

Stoesz, D. (2013). Paradigms of anti-poverty policy. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 62-82). New York, NY: Oxford University Press.

Session 2: The Financial Service System

1. Explore relevant roles for social workers (counselor/therapist/coach, broker, case manager, educator, advocate, organizer, navigator)
2. Regulatory policies – Community Reinvestment Act
3. Mainstream and alternative financial products, services, and institutions
4. Online tools for individuals and families: Working with clients to pull and analyze credit reports, credit scores, budgeting resources, and other interventions/strategies.

Required Reading:

Anderson, S.G., Scott, J., & Zhan, (M). (2007). Improving the knowledge and attitudes of low-income families about banking and predatory financial practices. *Families in Society*, 88(3), 443-452.

Collins, D. & Morduch, J. (2009). Financial services, saving, and borrowing among low- and moderate-income households: Evidence from the Detroit Area Household Financial Services Survey (pp. 66-96). In R. M. Blank & M. S. Barr, (Eds.). *Insufficient funds: Savings, assets, credit and banking among low-income households*. New York, NY: Russell Sage Foundation.

Karger, H. J. (2003). No deals on wheels: Why the poor pay more for basic transportation. *Journal of Poverty*, 7(4), 93-112.

Karger, H. J. (2004). Scamming the poor: The modern fringe economy. *The Social Policy Journal*, 3(1), 39-54.

Additional Reading:

Stuart, P. H. (2013). Social workers and financial capability in the profession's first half-century. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 44-61). New York, NY: Oxford University Press.

For class discussion: Pull your free credit report prior to class (www.annualcreditreport.com) and calculate your weekly income and fixed expenses. We will analyze your income and expenses and learn the rudiments of increasing financial capability in a household.

Session 3 – Individual or Family in System – Values, Beliefs, and Behaviors

1. Exploring values and beliefs of the client and worker (strengths-based perspective)
2. History of social workers and asset building
3. Socio-economic Empowerment Assessment
4. Asset-building continuum
5. Financial genogram

Required Reading

Hawkins, R. L. & Kim, E. J. (2011). The socio-economic empowerment assessment: Addressing poverty and economic distress in clients. *Clinical Social Work Journal*, 40.

Birkenmaier, J. & Watson, S. (2005). Affordable financial services and credit for the poor: The foundation of asset building. *Journal of Community Practice*, 13(1), 69-85.

Eamon, M. K. & Zhang, S. (2006). Do social work students assess and address economic barriers to clients implementing agreed tasks? *Journal of Social Work Education*, 42(3), 525-542.

Kindle, P. (2010). Student perceptions of financial literacy: Relevance to practice. *Journal of Social Science Research*, 36, 470-481.

Glasby, J. (2001). Money talks: The role of finance in social work education and practice. *Social Work Education*, 20(4), 493-498.

Additional Reading:

Saleebey, D. (2002). Introduction: Power in the people. In D. Saleebey (Ed.), *The Strengths Perspective in Social Work Practice* (3rd ed.) (pp. 1-22). Boston, MA: Allyn & Bacon.

Sherraden, M., Laux, S., & Kaufman, C. (2007), Financial education for social workers. *Journal of Community Practice*, 15(3), 9-35.

Session 4 – Impact of family history and financial personality on behaviors

1. Financial archetypes
2. Family history and value creation (family systems theory)
3. Ethical and professional boundaries (managing use of self)

Required Reading

Baek, E. & Hong, G. O. (2004). Effects of family life-cycle stages on consumer debts. *Journal of Family and Economic Issues*, 25(3), 359-385.

McKenna, J., Hyllegard, K., & Linder, R. (2003). Linking psychological type to financial decision-making. *Financial Counseling and Planning*, 14(1), 19-28.

Mellan, Olivia. Money Personality Quiz. Retrieved from <http://www.moneyharmony.com/MHQuiz.html>

Rupred, M., Most, B., & Sherraden, M. (2000). Improving family financial security: A family economics-social work dialogue [Electronic version]. *Financial Counseling and Planning*, 11(2), 1-7.

Wang, P. (2005). What money type are you? *Money*, 34(8), 89-90.

Session 5 – Impact of financial stressors on individuals, families, and groups

1. Environmental influences (person in environment)
2. Financial barriers
3. Address emotional impacts due to financial stress (marital strife, parenting, depression)
4. Motivational interviewing and exploring desire to change; barriers to change
5. Harm reduction model and examination of addictions and the relationship with financial capability and economic empowerment, especially in populations at risk for risky behaviors

Policy Analysis Paper - Due today Student Presentations

In class discussion - Conduct interviews with family members and create a financial genogram to map relationships, personalities, background, context, and finances. (Details and instructions to be provided.)

Required Reading

Birkenmaier, J. & Curley, J. (2009). Financial credit: Social work's role in empowering low-income families. *Journal of Community Practice*, 17, 251-268.

Ssewamala, F. M., Sperber, E., Blake, C. A., & Ilic, V. P. (2012). Increasing opportunities for inner-city youth: The feasibility of an economic empowerment model in East Harlem and the South Bronx, New York. *Children and Youth Services Review*, 34, 218-224.

Ssewamala, F. M., Chang-Keun, H., Neilands, T. B., Ismayilova, L., & Sperber, E. (2010). Effect of economic assets on sexual risk-taking intentions among orphaned adolescents in Uganda. *American Journal of Public Health*, 100(3), 483-488.

Xiao, J.J, O'Neill, B. Prochaska, J.M. Kerbel, C.M., Brennan, P., & Bristow, B.J. (2004). A consumer education program based on the transtheoretical model of change. *International Journal of Consumer Studies*, 28(1), 55-65.

Zimmerman, K. J. & Roberts, C. W. (2012). The influence of a financial management course on couples' relationship quality. *Journal of Financial Counseling and Planning*, 23(2), 46-54.

Session 6 – Impact of financial stressors on community members

1. Business and mortgage divestment
2. Impact of foreclosures and remedies
3. Predatory lending
4. Homelessness
5. Living wage

Student Presentations

Final paper topic due: must be pre-approved by instructor

Required Reading

Birdsong, S., Despard, M., Greeson, J., Grinstein-Weiss, M., Quercia, R., & Yeo, Y. (2009). The impact of low- and moderate-wealth homeownership on parental attitudes and behavior: Evidence from the Community Advantage Panel. *Child and Youth Services Review*, 31, 23-31.

Carr, J., Anacker, K., & Mulcahy, M. (2011). *The foreclosure crisis and its impact on communities of color: Research and solutions*. Washington, DC: National Community Reinvestment Coalition.

Isaacs, J. (2012). *The ongoing impact of foreclosures on children*. Washington, DC: Brookings Institution and First Focus.

Karger, H. J. (2005). Part I: Overview of the fringe economy. In *Shortchanged* (pp. 3-38). San Francisco, Calif.: Berrett-Koehler Publishers, Inc.

Kingsley, T., Smith, R., & Price, D. (2009). *Impacts of foreclosures on families and communities*. Washington, DC: Urban Institute, prepared for the Open Society Institute.

Mishel, L. & Shierholz, H. (2013). *A decade of flat wages* (Briefing Paper #365). Washington, DC: Economic Policy Institute.

Session 7 – Impact of race, gender, and culture on wealth creation

1. Diversity within racial and ethnic groups
2. Racial equality tool-kit
3. Community partnerships and taskforces

Required Reading

Nembhard, J.G. & Chiteji, N. (Eds.) (2006). *Wealth accumulation & communities of color in the United States*. Ann Arbor: The University of Michigan Press. [selected chapter]

Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R. M., & Adamson, R. (2006). Overview: The Roots of the Racial Wealth Divide. In *The Color of Wealth: The Story Behind the U.S. Racial Wealth Divide* (pp. 2-27). New York, NY: The New Press.

Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R. M., & Adamson, R. (2006). Land rich, dirt poor: Challenges to asset building in Native America. In *The Color of Wealth: The Story Behind the U.S. Racial Wealth Divide* (pp. 29-72). New York, NY: The New Press.

Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R. M., & Adamson, R. (2006). Forged in blood: Black wealth injustice in the United States. In *The Color of Wealth: The Story Behind the U.S. Racial Wealth Divide* (pp. 73-176). New York, NY: The New Press.

Robles, B.J. (2009). Exploring the wealth returns to Latino higher educational attainment: Estimates of work-life earnings profiles. *Journal of Hispanic Higher Education*, 8(5), 5-22.

Wagner, K. (2013). Building financial capability of Native American households. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 207-227). New York, NY: Oxford University Press

Optional websites:

Annie E. Casey Foundation: Race Matters, Unequal Opportunities for Income Security and Family Economic Success:

<http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx>

United for a Fair Economy: Racial Wealth Divide

http://www.faireconomy.org/issues/racial_wealth_divide

Session 8 –Asset-Building Continuum over the Lifecycle

1. Critical stages for individuals to build assets
2. Critical stages for community asset development
3. Assessment and problem solving process

Assignment Due

Required Reading

Grinstein-Weiss, M., Spader, J., Yeo, Y. H., Taylor, A., & Freeze, E. B. (2011). Parental transfer of financial knowledge and later credit outcomes among low- and moderate-income homeowners. *Children and Youth Services Review*, 33, 78-85.

McCallion, P., Ferretti, L. A., & Park, J. (2013). Financial issues and an aging population. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 129-155). New York, NY: Oxford University Press.

Robles, B. J. (2013). Financial and asset-building capabilities of Southwest border working families. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 228-248). New York, NY: Oxford University Press.

Serido, J., Shim, S., & Tang, C. (2013). A developmental model of financial capability: A framework for promoting a successful transition to adulthood. *International Journal of Behavioral Development*, 37(4), 287-297.

Spring Break – Enjoy

Session 9 – Emergency and transitional populations

1. Crisis theory/intervention
2. Programs and Interventions – Financial education, public income supports, EarnBenefits, First Call for Help
3. Products and resources – Free checking and savings, second chance checking, annual credit report
4. Policies – Asset limits, benefit cliffs, bounce loans, tax credits

Required Reading

Abbott, A. A. & Siegel, D. I. (2007). The work lives of the low-income welfare poor. *Families in Society*, 88(3), 401-412.

Dorfman, M. S. (2000). Understanding and influencing human behavior. *Journal of Financial Service Professionals*, 54(3), 60-64.

Ehrenreich. B. (2001). Introduction: Getting ready. In *Nickel and Dimed: On (not) getting by in America* (pp. 1-10). New York, NY: Henry Holt and Company.

Ehrenreich. B. (2001). Scrubbing in Maine. In *Nickel and Dimed: On (not) getting by in America* (pp. 51-119). New York, NY: Henry Holt and Company.

Monroe, P. A., Tiller, V. R., O’Neil, C.E., & Blalock, L: L. (2007). “We make our ends meet good”: Coping strategies of former welfare-reliant women. *Journal of Loss and Trauma*, 12, 199-221.

Regehr, C. (2011). Crisis theory and social work treatment. In F. Turner (Ed.), *Social Work Treatment: Interlocking Theoretical Approaches* (5th ed.) (pp. 134-143). New York, NY: Oxford University Press.

Sanders, C. K. (2013). Financial capability among survivors of domestic violence. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 85-107). New York, NY: Oxford University Press

Session 10 – Financially stable individuals and communities

1. Program – Financial education, financial and credit counseling, VITA, Family Self-Sufficiency, legal services
2. Products – health insurance, debt management, credit builder or rebuilder loans, access to community capital
3. Policies – consumer protection and regulation of credit and small dollar loans

Required Reading

Beverly, S. G. (2002). What social workers need to know about the earned income tax credit. *Social Work, 47*(3), 259-266.

Birkenmaier, J. & Tyuse, S. W. (2005). Affordable financial services and credit for the poor: The foundation of asset building. *Journal of Community Practice, 13*(1), 69-85.

Brookings Institution. (2011). *Ten years of the EITC Movement: Making work pay then and now*. (Metropolitan Opportunity Series, Number 13 of 46). Retrieved from www.brookings.edu.

CBPP. (2013, September). *Earned Income Tax Credit promotes work, encourages children's success at school*. Retrieved from www.cbpp.org.

Center for Financial Services Innovation. (2005, July). *Marrying financial transactions with asset-building opportunities* (Issue Brief). Retrieved August 4, 2009 from www.cfsinnovation.com.

Mendenhall, R., Edin, K., Crowley, S., Sykes, J., Tach, R., Kriz, K., & Kling, J. (2010). The role of the Earned Income Tax Credit in the budgets of low income families. *National Poverty Center Working Paper Series, 10*(05), 1-46.

Scott, J. & Zhan, M. (2006). Financial management knowledge of the low-income population: Effects of a financial education program. *Journal of Sociology and Social Welfare, 33* (1), 53-74.

Session 11 – Individual asset ownership

1. Program – Financial education, car ownership, homeownership, foreclosure prevention, entrepreneurship

2. Products – Individual Development Accounts, flexible CDs, financial aid, refinance and “rescue” products
3. Policies – Auto insurance pricing, program funding, credit reporting standards

Assignment due: Financial fitness workshop/event and process recording

In class assignment: Creating a short-term financial plan.

Required Reading

Adams, D. D. & Beverly, S. G. (2013). Low-income parents of preschool children: Financial knowledge, attitudes, behaviors, and ownership. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 108-128). New York, NY: Oxford University Press

Assets and Education Initiative. (2013). *Broadening the case for school savings to include economic outcomes* (Issue brief). University of Kansas School of Social Welfare.

Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R. M., & Adamson, R. (2006). The perils of being yellow: Asian Americans as perpetual foreigners. In *The Color of Wealth: The Story Behind the U.S. Racial Wealth Divide* (pp. 177-224). New York, NY: The New Press.

Robb, C. A. & Woodyard, A. S. (2011). Financial knowledge and best practice behavior. *Journal of Financial Counseling and Planning*, 22(1), 60-70.

Sanders, C.K. (2004). Employment options for low-income women: Microenterprise versus the labor market. *Social Work Research*, 28(2), 83-92.

Session 12 – Community Asset Ownership

1. Asset mapping
2. Program – worker-owned cooperatives, microenterprise, collective ownership, resident investment
3. Products – business equity products, community benefit agreements
4. Policies – inclusionary zoning, housing vouchers

Film (PBS): [Faith, Hope, and Capital](#)

<http://community-wealth.org/strategies/panel/cdfis/index.html> (added on 3/23)

Required Reading

Dubb, S. & Howard, T. (2012). *Leveraging anchor institutions for local job creation and wealth building*. Institute for Research and Labor and Employment, University of California-Berkeley. Retrieved from www.community-wealth.org.

Kim, Y. (2012). Evaluations of women-centered U.S. microenterprise development programs. *Affilia*, 27, 71-83.

Lombe, M., & Ssewamala, F. M. (2007). The role of informal social networks in micro-savings mobilization. *Journal of Sociology & Social Welfare*, 34(3), 37-51.

McCullough, H. (2006). Building assets while building communities. Walter and Elise Haas fund. Retrieved from http://haassr.org/html/resources_links/pdf/buildingReport2006.pdf

Rosen, C. (2013, February 5). *The impact of employee ownership and ESOPs on layoffs and the costs of unemployment to the federal government*. Oakland, CA: National Center for Employee Ownership.

Optional reading:

<http://www.socialdesign.org/assets/development.html>

<http://www.community-wealth.org/>

Session 13 –Increasing access for vulnerable populations

1. Profile on the aged
2. Effective strategies for people with disabilities to build assets
3. Community initiatives
4. Policy implications

Required Reading

Zurlo, K. A., Yoon, W., & Kim, H. (2014). Unsecured consumer debt and mental health outcomes in middle-aged and older Americans. *The Journals of Gerontology: Psychological Sciences and Social Sciences*, 69, 461-469. doi:10.1093/geronb/gbu020

Kim, H., Yoon, W., & Zurlo, K. A. (2012). Health shocks, out-of-pocket medical expenses and consumer debt among middle-aged and older Americans. *The Journal of Consumer Affairs*, 46, 357- 380. doi:10.1111/j.1745-6606.2012.01236.x

Batavia, A. I. & Beaulaurier, R. L. (2001). The financial vulnerability of people with disabilities: Assessing poverty risks. *Journal of Sociology and Social Welfare*, 28(1), 139-162.

Gray, K. A. & Villegas, S. (2012). The intersection of medical debt and predatory lending among Hispanics. *Social Work in Health Care*, 51(2), 173-181.

Optional reading:

National Disability Institute. (2008). *Building a better economic future: A progress report for people with disabilities and their families in America*. Retrieved September 12, 2009 from <http://www.ndi-inc.org/index.html>.

Session 14 - Family and community economic success in rural areas

1. Profile of rural families and communities

2. Programs: matched savings for college access and small business development, car ownership, public transportation
3. Products: Rural development and access to capital, stored value cards
4. Policies: broadband expansion, infrastructure development

Final Paper Due

Required Reading

Charles, P., Curley, J., & Grinstein-Weiss, M. (2007). Asset building in rural communities: The experience of individual development accounts. *Rural Sociology*, 72(1), 25-46.

Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R. M., & Adamson, R. (2006). Climbing the up escalator: White advantages in wealth accumulation. In *The Color of wealth: The story behind the U.S. racial wealth divide* (pp. 225-266). New York, NY: The New Press.

Kohnler, J. K., Anderson, E. A., Oravec, L., & Braun, B. (2004). Relationship constellations and dynamics of low-income rural mothers. *Affilia*, 19, 160-173.

Sherraden, M. (2013). Building financial capability and assets of financially vulnerable families. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 323-331). New York, NY: Oxford University Press.

Optional reading:

Annie E. Casey Foundation practice briefs:

<http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RuralPracticeBriefs.aspx>

Session 15 - Course wrap-up