

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE SYLLABUS

Social Welfare Policy and Services II (SWPSII)

19:910:585

FALL 2019

MASTER

Instructor:

Email:

Office:

Office Hours:

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, ideology, preferences, and assumptions in the policy making process; to consider how political and economic structures, special interest groups, and other contextual factors 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.

PROGRAM LEVEL LEARNING GOALS AND THE COUNCIL OF SOCIAL WORK EDUCATION'S SOCIAL WORK COMPETENCIES

The MSW Program at Rutgers University Is accredited by the Council on Social Work Education (CSWE). These accreditation standards can be reviewed at www.cswe.org

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following core competencies in both the *Management and Policy (MAP)* and *Clinical Social Work (CSW)* specializations.

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice *Management and Policy (MAP)*

Social work practitioners engaged in management and policy are committed to assuring that the work of the organization or community in which they practice, and the policies for which they advocate and implement, respect and advance the rights of all those served, all those employed therein, and all those impacted by that work. They are aware of major laws and court decisions that affect such rights in their work. They are knowledgeable about social inequalities, human rights violations, and other forms of oppression in the communities they serve and their root causes.

Accordingly they are able to develop and implement policies and training to assure such rights are fully accepted and integrated into the organization and its culture. They have the skills to understand how policies oppress the rights of others and recognize how these policies may not advance social, economic, or environmental justice; and how such policies may be amended to protect and further human rights and social, economic and environmental justice. Social workers engaged in management and policy practice reflect on their reactions to these injustices and discuss them with their colleagues and others in a professional manner.

Clinical Social Work (CSW)

Clinical social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic and environmental justice. Clinical social workers recognize the need to assess clients' physical environment for the availability of safe shelter, food, water, and air. Clinical social workers are adept at recognizing where social and structural forces marginalize people and thus work to advocate for policies that

promote justice, advance human rights, and promote environments in which all individuals can thrive.

Assessment of Competency 3 will be based on the Advocacy Assignment using the Knowledge dimension

**Competency 5: Engage in Policy Practice
Management and Policy (MAP)**

Social work practitioners engaged in management and policy fully understand the process through which social welfare policy is developed, the underlying values and ideologies that guide policy choices, and the impacts that social welfare policies may have on individuals, families, organizations, and communities. They recognize their roles and responsibilities in participating in policy development, implementation, and analysis. They engage in policy practice at the mezzo and macro level to promote equality, social justice, and human rights. They recognize how policies may enhance or limit disproportionality in life outcomes or status such as morbidity, mortality, poverty, incarceration and others. Social workers engaged in management and policy practice consistently reflect on the unintended consequences of policies and can develop strategies to address these consequences.

Clinical Social Work (CSW)

Clinical social workers recognize how policies and laws can constrain or enhance individuals' life opportunities. Clinical social workers understand that policies and laws can create movement toward equal distribution of social and economic resources or can work against such equity. Clinical assessments include attention to the constraining or privileging aspects of local, state, federal and international policies and laws, and these assessments consider how each may impact their clients' well-being. Clinical social workers recognize how their work with individuals, families and communities must inform policymakers and legislators. Practitioners of clinical social work monitor policies and laws for their unintended consequences and for their equitability. Clinical social workers understand their role in implementing social policy and recognize their professional responsibility in advocating for policy reform.

Assessment of Competency 5 will be based on the Advocacy Assignment using the Knowledge dimension.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to advance human rights and social, economic, and environmental Justice and engage in policy practice, it has been selected to be part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that one of the course assignments, the Advocacy assignment, has been designed to assess your attainment of these competencies.

COURSE LEARNING GOALS

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

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 be familiar with the major domains of social welfare policies in the US, and the characteristics and scope of the primary policies within each domain
4. 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.
5. 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.
6. 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.

SCHOOL OF SOCIAL WORK MISSION STATEMENT AND SCHOOL WIDE LEARNING GOALS

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

REQUIRED TEXT

Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy*, 4th Edition. New York: Oxford University Press.

Other required readings (as indicated on syllabus) **are posted on the Canvas course site**. For some readings, please click on the weblink in the syllabus (or on the Canvas site) because they include interactive features that may not be captured in a PDF.

Students are expected to **read a major national newspaper on a regular basis** (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:

Students are expected to attend every class session, be on time, and stay for the entire class. Students who leave during the break will be marked as absent for that class. **Being late to class is disruptive and will be treated as half of an absence. Attendance is part of your grade AND many assignments require attendance for full credit.**

Receiving Course Messages through Email:

Students are expected to regularly check their RU email account for course messages. The instructor will regularly communicate with students by email and students are responsible for making sure they are receiving these communications.

Accessing Readings and All Other Course Materials:

All readings, assignment instructions, the syllabus, and other materials for this course are posted on the **Canvas learning platform**. In addition, emails and announcements from the instructor will be sent through Canvas to the student's RU email account. Students must have a Netid and Password to access these sites and are responsible for making sure they have access.

Teaching Methods:

A variety of teaching methods are utilized including lectures, discussions, class exercises and assignments, videos, audio clips, readings, and presentations by students and guest experts. The course outline contains a list of the required and suggested readings for each course topic. Students are expected to have read the required readings prior to class and to be prepared to discuss them and participate in class discussions. 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 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 and grading:

All assignments are to be completed by scheduled due dates **PRIOR TO** the beginning of class. Assignments may be turned in through the Assignment or Dropbox tools in Canvas. **LATE ASSIGNMENTS WILL BE PENALIZED, AT THE PROFESSOR'S DISCRETION, AND**

MAY NOT BE ACCEPTED. If a due date conflicts with a religious observance, please consult with the professor well before the assignment's due date. All written assignments must be typed and adhere to the required structure. *Some assignments may be checked for originality through the Turnitin plagiarism detection software program.*

| | |
|---|------------|
| Class attendance* | 5% |
| Current Events Articles | 10% |
| <i>See end of syllabus for detailed instructions</i> | |
| Reading Summary Assignments & Weekly Class Exercises | 25% |
| <i>See end of syllabus for detailed instructions</i> | |
| Advocacy Assignment | 20% |
| <i>See end of syllabus for detailed instructions</i> | |
| Mid-Term Exam | 20% |
| Final Exam | 20% |

***NOTE:** *while attendance itself is only worth 5% of the course grade, most assignments (current events, writing assignments, and class exercises) require attendance to receive credit.*

RUTGERS MSW PROGRAM-WIDE GRADING SCALE

Grades cut-offs for all courses offered by the Rutgers Graduate School of social Work (MSW) are as follows (scores of 0.5 and above will be rounded up):

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

COURSE EVALUATION

Rutgers University issues an on-line 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.

SCHOOL'S MISSION STATEMENT

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CAMPUS RESOURCES

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment. <http://www.ncas.rutgers.edu/writingcenter>

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus. <http://learn.camden.rutgers.edu/writing-assistance>

Additional Online Resources

APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>

APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization

<https://owl.english.purdue.edu/owl/section/1/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

Other Resources:

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu> Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources: Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

LIBRARY RESOURCES

The Rutgers University library system (<http://www.libraries.rutgers.edu/>) 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. See the following resource guide developed specifically for social work policy courses:

<http://libguides.rutgers.edu/socialworkpolicy>

ACADEMIC INTEGRITY

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 non-textual 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, 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>

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination.***

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>

I. Semester at a Glance Course Overview

| Session | Topic |
|---------|--|
| 1 | Course Introduction & The role of Social Workers in Social Welfare Policy |
| 2 | Defining Social Welfare Policy & The Modern Welfare State |
| 3 | Ideologies & Values that Underlie Social Welfare Policy Development |
| 4 | The Structure and Design of Social Welfare Policies |
| 5 | Politics and Social Welfare Policy |
| 6 | Economics and Social Welfare Policy |
| 7 | Demographic Trends & the Social Context |
| 8 | Immigration & Immigration Reform |
| 9 | Income Support Policies Mid-Term Exam |
| 10 | Health & Mental Health Policies |
| 11 | Criminal Justice System |
| 12 | Child Welfare & Family Violence Policies Policy Advocacy paper due |
| 13 | Nutrition & Housing Policies |
| 14 | Employment & Child Care Policies |
| 15 | Final Exam |

II. Detailed Course Outline

Session 1: DATE

Topic: *Course Introduction and the Role of Social Workers in Social Welfare Policy*

Learning Objectives:

- Identify the course requirements
- Describe the role of SW in social welfare policy and the importance of social welfare policy for SW practice
- Discuss role of civic engagement and advocacy for social work practice and for social welfare policy
- Identify what are social problems
- Discuss the importance of the definition of a social problem

In-class exercise:

NPR. Audio Clip: North Dakota Prison Officials Think Outside the Box (adopt Norway's prison policies)

<https://www.npr.org/2018/07/31/630602624/north-dakota-prison-officials-think-outside-the-box-to-revamp-solitary-confineme>

Required Readings:

- Blau, J.& Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed). New York: Oxford University Press. Chapter 1: Introduction: Social problems, social policy, social change.
- Explore the Voting is Social Work website: <https://votingissocialwork.org/>
- Benko, Jessica. 2015. "The Radical Humaneness of Norway's Halden Prison." *The New York Times Magazine*, March 26, 2015. <http://nyti.ms/1HMmyZ2>
- Binelli, Mark. 2015. "Inside America's Toughest Federal Prison." *The New York Times Magazine*, March 26, 2015. <http://nyti.ms/1GsrGDt>

Session 2:

Topic: *Defining Social Welfare Policy & The Modern Welfare State*

Learning Objectives:

- Identify the definitions, goals, and functions of the social welfare state
- Describe the theories for the emergence of the welfare state
- Identify the major domains of US social welfare policy and the most important policies within these domains

Required Readings:

- Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.). Chapter 2: The modern welfare state.
- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.). Chapter 2: Definition and function of social welfare policy: setting the stage for social change

Useful Website

Social Welfare History Project. Virginia Commonwealth University.
<https://socialwelfare.library.vcu.edu/>

Session 3:

Topic: *The ideologies and values that underlie social welfare policy development*

Learning Objectives:

- Identify core American values that undergird the formation of social welfare policies in the US
- Discuss the role of ideology and values in defining social problems and their potential solutions
- Identify and describe the conundrums and trade-offs that underlie all social welfare policies

Required Readings:

- Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.). Chapter 1: The field of social welfare policy.
- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.) Chapter 5: Ideological perspectives and conflicts.
- Ellwood, D. (1988). *Poor Support: Poverty in the American Family*. New York: Basic Books, Inc. Chapter 2: Values and the Helping Conundrums, ONLY p. 13-25

Session 4:

Topic: *Framework for policy analysis & The structure and design of social welfare policies*

Learning Objectives:

- Discuss the framework for evaluating social welfare programs, with regards to who receives benefits, what benefits are provided, how they are delivered, and how they are financed
- Describe the differences between universal and means-tested programs and arguments for and against both

- Describe the differences between cash and in-kind benefits and the arguments for and against both
- Discuss how the design and structure (who, what, how) of our social welfare policies are related to notions of social control and deservingness vs. undeservingness

Required Readings:

- Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.). Chapter 3: A framework for social welfare policy analysis. – THIS CHAPTER IS IMPORTANT – READ CLOSELY
- **SKIM:** Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.). Chapter 4: The basis of social allocations
- **SKIM:** Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.). Chapter 5: The nature of social provisions
- **SKIM:** Gilbert, N. & Terrell, P. (2013). *Dimensions of Social Welfare Policy* (8th ed.). Chapter 6: The design of the delivery system

Session 5:

Topic: *The politics of social welfare policy development*

Learning Objectives:

- Describe the political system in the US, including the structure of government, process of policymaking, and the role of interest groups
- Discuss the impact of our political system on our social welfare policies
- Describe changes to voting rights over the past decade
- Discuss the impact of these changes on the electorate and on our social welfare policies
- Identify your state and local representatives and their policy priorities

In-Class Exercise:

Identify your state and local representatives and their policy priorities. Identify voting laws in your state and county: Where to vote, how to vote, when to register, etc. If you are eligible to vote, register to vote. Pledge to register 3 people.

Go to the Get Involved Tab on the Voting is Social Work website – and see what else you can do to get involved: <https://votingissocialwork.org/>

Required Readings:

- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.). Chapter 4: The politics of social welfare policy
- How a bill becomes a law:

- Fun video on how a bill becomes a law: PBS. Crash Course on Government #9 (7 mins) : <https://www.pbs.org/video/crash-course-government-9/>
- **OR** Government 101 - website - familiarize yourself with how a bill becomes a **federal** law. http://votesmart.org/education/government#.VWNEwE_BzGc
- Look up how a bill becomes a law and the legislative process in your state: e.g.: NJ: <http://www.njleg.state.nj.us/legislativepub/legprocess.asp>
- Voter Suppression
 - Gerrymandering Explained: <https://www.vox.com/cards/gerrymandering-explained>
 - Facts about voter suppression. ACLU. <https://www.aclu.org/facts-about-voter-suppression>
 - 1 page infographic : <https://www.aclu.org/facts-about-voter-suppression-infographic>
 - Voting Restrictions: Brennan Center for Justice: The State of Voting, 2018: https://www.brennancenter.org/sites/default/files/publications/2018_06_StateOfVoting_v5%20%281%29.pdf
 - Update since above report was published, August 2018: <https://www.brennancenter.org/blog/state-voting-2018-updated>
 - Voting Laws Roundup – 2019 <https://www.brennancenter.org/analysis/voting-laws-roundup-2019>
 - Increasing Voter Turnout in the US
 - Center for American Progress. Introduction & Summary, p. 1-5. <https://cdn.americanprogress.org/content/uploads/2018/07/10161310/VoterTurnout-report-8.pdf>

Useful websites

- PBS: Crash Course in Government & Politics (numerous short episodes) <https://www.pbs.org/show/crash-course-government-and-politics/>
- Web site of New Jersey Legislature www.njleg.state.nj.us
- Web site of the NJ State Judiciary www.judiciary.state.nj.us
- Library of Congress <http://thomas.loc.gov/>
- U.S. Senate <http://www.senate.gov/>
- U.S. House of Representatives <http://www.house.gov/>
- Find your state legislator http://openstates.org/find_your_legislator/
- Votingissocialwork.org

Session 6:

Topic: The economics of social welfare policy development

Learning Objectives:

- Discuss the impact of our economic system on our social welfare policy development
- Identify the sources of revenue for social welfare policy expenditures at the federal and state levels

- Describe how federal and state revenues are spent. What are the largest expenditures on social welfare and non-social welfare programs?
- Describe the budget process and how differing budget proposals reflect competing views on the role of government and social welfare policies.

Required Readings

- Blau, J. & Abromovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.). Chapter 3: The economics of social welfare policy.
- Budget Process: Center for Budget and Policy Priorities: Federal Budgeting Process <https://www.cbpp.org/research/policy-basics-introduction-to-the-federal-budget-process>
- Current Federal Budget
 - Center for Budget and Policy Priorities. 2019. Policy Basics: Where do our federal tax dollars go? <http://www.cbpp.org/research/policy-basics-where-do-our-federal-tax-dollars-go?fa=view&id=1258>
 - What Congress actually passed to avert a government shutdown: Washington Post. March 22, 2018. What’s in the \$1.3 trillion Spending Bill Congress Passed? https://www.washingtonpost.com/news/powerpost/wp/2018/03/22/heres-what-congress-is-stuffing-into-its-1-3-trillion-spending-bill/?utm_term=.2fae694c2b1b
- Federal Budget Proposals:
 - President Trump 2020 Budget Proposal. *The Washington Post*. March 12, 2019. “What Trump Proposed in his 2020 budget.” https://www.washingtonpost.com/graphics/2019/politics/trump-budget-2020/?utm_term=.402c69147d2b
 - A Progressive Alternative: The People’s Budget. The Progressive Congressional Caucus. Summary (4 pages): <https://pocan.house.gov/sites/pocan.house.gov/files/FY2019-The-Peoples-Budget-A-Progressive-Path-Forward-Executive-Summary.pdf>
- The Urban Institute. 2016. Sources of State and Local Tax Revenues. <https://www.urban.org/policy-centers/cross-center-initiatives/state-and-local-finance-initiative/state-and-local-backgrounders/state-and-local-revenues>
- Center for Budget and Policy Priorities. 2018. Policy Basics: Where do our state tax dollars go? <http://www.cbpp.org/research/policy-basics-where-do-our-state-tax-dollars-go?fa=view&id=2783>

Suggested Readings:

- Gilbert & Terrell. Ch. 7: The Mode of Finance: Sources of Funds

Session 7:

Topic: Demographic Trends and the Social Context

Learning Objectives:

- Describe the most important demographic and economic changes over the last several decades that have substantially influenced and been influenced by social welfare policies
- Discuss the process through which contextual and economic changes influence policy and vice versa.
- Discuss America's views of the poor and the causes of poverty over time. How have things changed?
- Describe how poverty and inequality are measured in the US, what proportion of the population is poor, and how we compare to other developed countries.
- Identify which groups in the US are at greatest risk of being poor and how policies and economic and demographic changes are affecting disparities between those at the top and the bottom.

WATCH FILM (in class): American Winter (Rutgers Library Link – sign in w/netid)
https://stream.libraries.rutgers.edu/commercial/American_winter_bonus.mp4/

Required Readings:

- US Census Bureau – We are a Changing Nation: Series on Population Trends (*series of very short reports w/videos & graphics*)
 - Births, Deaths, & Migration Transforms Communities:
<https://www.census.gov/library/stories/2017/08/changing-nation-demographic-trends.html>
 - Births: Where the Babies are Booming:
<https://www.census.gov/library/stories/2017/09/baby-boom-births.html>
 - Deaths: As Population Ages, Historic Increases in Deaths:
<https://www.census.gov/library/stories/2017/10/aging-boomers-deaths.html>
- Pew Research. One-third of Children Living with an Unmarried Parent.
<https://pewrsr.ch/2Fm1qO1>
- Congressional Research Service. 2018. Poverty in the US, 2017: In Brief (p. 1 – 16, lots of graphics). <https://fas.org/sgp/crs/misc/R45397.pdf>
- U.S. Census: How Census Measures Poverty (each is one page)
https://www.census.gov/library/visualizations/2014/demo/poverty_measure-how.html
<https://www.census.gov/topics/income-poverty/poverty/guidance/poverty-measures.html>
- Institute for Research on Poverty. Poverty Fact Sheet. Brain Drain: A Child's Brain on Poverty. (2 pages). <https://www.irp.wisc.edu/wp/wp-content/uploads/2018/05/Factsheet8-BrainDrain.pdf>

Suggested Readings:

- UC, Davis. Center for Poverty Research. Policy Brief. Safety Net Enables Faster, More Permanent Exit from Deep Poverty.
<https://poverty.ucdavis.edu/post/safety-net-enables-faster-more-permanent-exit-deep-poverty>
- Full UN report on Poverty in America (20 pages),
<https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=22533&LangID=E>

Useful Websites:

- Advocates for Children of New Jersey. NJ Kids Count. Statistics and Facts about New Jersey Children and Families: <http://acnj.org/kids-count/>
- University of Wisconsin-Madison, Institute for Research on Poverty:
<https://www.irp.wisc.edu/>

Session 8:

Topic: *Special Topic: Immigration and Immigration Reform*

Learning Objectives:

- Identify the most important immigration trends over the last several decades.
- Discuss how these changes have impacted our definition of the social problem of immigration and to American's feelings about immigration and immigration reform.
- Describe what policies are currently in place with regards to immigration, what are the major problems with the policies, and what immigration reforms have been proposed.
- Identify and critically evaluate arguments on both sides of the immigration debate.

RADIO CLIP:

National Public Radio: 1965 Immigration Law changed face of America
<http://www.npr.org/templates/story/story.php?storyId=5391395>

WATCH FILM (in-class): PBS Frontline Documentary: Separated: Children at the Border.
(54mins) <https://www.pbs.org/wgbh/frontline/film/separated-children-at-the-border/>

Required Readings

- Migration Policy Institute. Correa, M. 2012. Contested Ground: Immigration in the US.
(pages 1-15 ONLY)
<http://www.migrationpolicy.org/research/TCM-US-immigration-national-identity>
- Explore the Bipartisan Policy Center Immigration 101 page: 10 things to know (1 page summaries), primers, and by the numbers: <https://bipartisanpolicy.org/immigration-101/>

- Migration Policy Institute Issue Brief. Claire Bergeron. 2013. Going to the Back of the Line: A Primer on Lines, Visa Categories, and Wait Times
- Pew Research. Updated May 2019. Key Facts About US Immigration Policies and Proposed Changes. <http://www.pewresearch.org/fact-tank/2018/02/26/key-facts-about-u-s-immigration-policies-and-proposed-changes/>
- Bipartisan Policy Center. 2015. Immigration and Wages: Decoding the Economics, brief summary
<https://bipartisanpolicy.org/wp-content/uploads/sites/default/files/Immigration%20and%20Wages%20Decoding%20the%20Economics%20Summary.pdf>
- The Atlantic. 2017. The Toxic Health Effects of Deportation Threat.
<https://www.theatlantic.com/health/archive/2017/01/the-toxic-health-effects-of-deportation-threat/514718/>

Session 9:

Topic: *The cornerstone of the social safety net for vulnerable individuals: Income support Programs*

Learning Objectives:

- Identify the most important income support programs in the US social welfare system and what social problem each one was enacted to address.
- Describe the differences between these programs with relation to the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided).
- Discuss how these differences are related to the values and ideologies discussed previously and to the notion of deservingness vs. undeservingness.
- Identify the effectiveness of these programs in meeting their explicit and implicit goals.

MID-TERM EXAM (Take home) DUE

Podcast

National Public Radio (August 22, 2016). 20 Years Since Welfare’s Overhaul, Results Are Mixed (7 minutes). See accompanying charts on website.

<http://www.npr.org/2016/08/22/490245470/20-years-since-welfares-overhaul-results-are-mixed>

Required Readings:

- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.). Chapter 8: Income support: Programs and policies
- Center for Budget and Policy Priorities (CBPP). 2018. Policy Basics: The Earned Income Tax Credit (EITC). <http://www.cbpp.org/research/federal-tax/policy-basics-the-earned-income-tax-credit>

- Center for Budget and Policy Priorities (CBPP). Policy Basics: Top Ten Facts about Social Security. <http://www.cbpp.org/research/policy-basics-top-ten-facts-about-social-security>
- Center for Budget and Policy Priorities (CBPP). 2018. Supplemental Security income (SSI) Program Fact Sheet. <https://www.cbpp.org/research/social-security/supplemental-security-income-ssi>

Suggested Reading:

- Center for Budget and Policy Priorities (CBPP). 2016. Chart Book: TANF at 20. <http://www.cbpp.org/research/family-income-support/chart-book-tanf-at-20>
- CBPP. 2017. SSI: A Lifeline for Children with Disabilities. <https://www.cbpp.org/research/social-security/ssi-a-lifeline-for-children-with-disabilities>

Session 10:

Topic: Health & Mental Health Policies

Learning Objectives:

- Identify and describe the most important health and mental health policies in the US and the social problems these policies were enacted to address.
- Describe the structure of these programs within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided).
- Discuss how these differences are related to the values and ideologies discussed previously.
- Identify the effectiveness of these programs in meeting their explicit and implicit goals.

In-class exercise:

- Kaiser Family Foundation: Implications of the ACA Medicaid Expansion: A look at the data & evidence <https://www.kff.org/medicaid/issue-brief/implications-of-the-aca-medicaid-expansion-a-look-at-the-data-and-evidence/>
- Go to Healthcare.gov to compare available plans for various types of families in your area: <https://www.healthcare.gov/see-plans/>

Required Readings:

- Blau, J.& Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.). Chapter 11: Health Care: Programs and policies
- Kaiser Family Foundation. 2019. 10 Things to Know about Medicaid. Issue Brief. <https://www.kff.org/medicaid/issue-brief/10-things-to-know-about-medicaid-setting-the-facts-straight/>
- Kaiser Family Foundation. 2019. Overview of Medicare <http://www.kff.org/medicare/issue-brief/an-overview-of-medicare/>

- Kaiser Family Foundation. 2017. Summary of the Affordable Care Act <https://www.kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/>
- Center for Budget & Policy Priorities: Sabotage Watch: Tracking Efforts to Undermine the ACA, updated May 2019. <https://www.cbpp.org/sabotage-watch-tracking-efforts-to-undermine-the-aca>

Mental Health Policy

- Kaiser Family Foundation. 2017. Facilitating Access to Mental Health Services: A Look at Medicaid, Private Insurance, and the Uninsured (p. 1-5). <http://www.kff.org/medicaid/fact-sheet/facilitating-access-to-mental-health-services-a-look-at-medicaid-private-insurance-and-the-uninsured/>
- Kaiser Family Foundation. 2017. Medicaid’s Role in Behavioral Health – InfoGraphic (1 page) <http://www.kff.org/infographic/medicaids-role-in-behavioral-health/>
- Health Affairs. 2015. Health Policy Brief: Enforcing Mental Health Parity (p. 1-7). Robert wood Johnson Foundation. http://www.healthaffairs.org/healthpolicybriefs/brief.php?brief_id=147
- Health Affairs. 2016. Focus on Behavioral Health DataGraphic (1 page). <http://content.healthaffairs.org/content/35/6/956/F1.large.jpg>

Suggested Reading:

- NY Times. December 6, 2016. Life in Obamacare’s Deadzone. <http://nyti.ms/2haWakP>
- Kaiser Family Foundation. Medicaid Issue Brief: Implications of work requirements in Medicaid: What does the data say? <https://www.kff.org/medicaid/issue-brief/implications-of-work-requirements-in-medicaid-what-does-the-data-say/>
- Kaiser Family Foundation. Medicaid Issue Brief: Implications of the ACA Medicaid Expansion: A look at the data and evidence. <https://www.kff.org/medicaid/issue-brief/implications-of-the-aca-medicaid-expansion-a-look-at-the-data-and-evidence/>

Session 11:

Topic: The Criminal Justice System

Learning Objectives:

- Identify the policies and the political and economic causes of these policies that have led to mass incarceration in the US.
- Identify the causes of the tremendous racial disparities in criminal justice system involvement in the US

- Discuss the consequences of our criminal justice policies for individuals, families, communities, and democracy
- Identify potential reforms to address disparities and the negative consequences of criminal justice involvement

In-class exercise: The Sentencing Project, Interactive Map (explore statistics for different states)
<http://www.sentencingproject.org/map/map.cfm>
 Prison Policy Initiative – state profiles
<https://www.prisonpolicy.org/profiles/>

Required Readings:

- Western, B. & Wildeman, C. 2009. The Black Family and Mass Incarceration. *Annals of the American Academy of Political and Social Science*. 621:221-242.
- The Sentencing Project. (2015). Black Lives Matter: Eliminating Racial Inequality in the Criminal Justice System. **Sections II, III & IV only (p. 10-26)**.
<https://www.sentencingproject.org/publications/black-lives-matter-eliminating-racial-inequity-in-the-criminal-justice-system/>
- Vallas, R. & Dietrich, S. 2014. One Strike and You're Out: How We Can Eliminate Barriers to Economic Security and Mobility for People with Criminal Records. Center for American Progress (**RECOMMENDATIONS SECTION ONLY, PAGES 34-48**)
<https://cdn.americanprogress.org/wp-content/uploads/2014/12/VallasCriminalRecordsReport.pdf>
- The Sentencing Project. 2016. *6 Million Lost Votes. State-Level Estimates of Felon Disenfranchisement*, 2016. By Uggens, Larson, Shannon.
<http://www.sentencingproject.org/publications/6-million-lost-voters-state-level-estimates-felon-disenfranchisement-2016/>
- The Appeal: Bail Reform Explained
<https://theappeal.org/bail-reform-explained-4abb73dd2e8a/>

Useful Websites

- Prison Policy Initiative: <https://www.prisonpolicy.org/>
- Columbia University Justice Lab: <https://justicelab.columbia.edu/>
- The Marshall Project: <https://www.themarshallproject.org/>
- Pretrial Justice Institute: <https://theappeal.org/bail-reform-explained-4abb73dd2e8a/>
- The Bail Project: <https://bailproject.org/>

Session 12:

Topic: *Child Welfare and Family Violence Policies*

Learning Objectives:

- Identify and describe the most important policies related to child welfare and family violence in the US and the social problems these policies were enacted to address.
- Describe the structure of these programs within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided).
- Discuss how these differences are related to the values and ideologies discussed previously.
- Identify the effectiveness of these programs in meeting their explicit and implicit goals.

POLICY ADVOCACY ASSIGNMENT DUE

WATCH FILM (in class): Tough Love (82 mins):

https://rutgers.mediaspace.kaltura.com/media/Tough+Love-HD/1_sg200p0j

Required Readings:

- Pecora, P. J., Whittaker, J. K., Maluccio, A. N., & Barth, R. P. (2012). The child welfare challenge: Policy, practice, and research (3rd ed.). Aldine Transaction. Chapter 1: Purpose & Goals of Child Welfare (p. 1-30)
- Petersen, A., Joseph, J., & Feit, M. (Eds.). (2014). New directions in child abuse and neglect research. National Academies Press. Chapter 5: The Child Welfare System (p. 175-235).
- New York Times. July 21, 2017. Foster Care As Punishment: The New Reality of ‘Jane Crow.’ By Stephanie Clifford and Jessica Silver-Greenberg. <https://nyti.ms/2tlR23I>

Session 13:

Topic: Nutrition Assistance and Housing Policies

Learning Objectives:

- Identify the most important nutrition and housing programs in the US and the social problems these policies were enacted to address.
- Describe the structure of these programs within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided).
- Discuss how these differences are related to the values and ideologies discussed previously.
- Identify the effectiveness of these programs in meeting their explicit and implicit goals.

In-Class Exercise: Explore Website in Class & Watch Several Short Video Clips

Social Welfare History Project: Contemporary Housing Issues

<https://socialwelfare.library.vcu.edu/programs/housing/contemporary-housing-issues/>

- Gentrification video: <https://youtu.be/V0zAvlmzDFc>
- Affordable Housing Crisis: <https://youtu.be/hKaR0q1vgP0>
- Eviction Epidemic: <https://youtu.be/fMx3nkF47wI>
- Criminalizing Homelessness: <https://youtu.be/nYFeY2pS0ks>

OR

Explore Matthew Desmond's Eviction Lab Website at Princeton University:

<https://evictionlab.org/why-eviction-matters/>

Required Readings

- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.). Chapter 12: Food and hunger: Programs and policies. **SKIM** this chapter
- Blau, J. & Abramovitz, M. (2014). *The Dynamics of Social Welfare Policy* (4th ed.). Chapter 10: Housing: Programs and policies. **SKIM** this chapter
- Center for Budget and Policy Priorities (CBPP). 2018. Policy Basics: Introduction to the Supplemental Nutrition Assistance Program (SNAP).
<http://www.cbpp.org/research/policy-basics-introduction-to-the-supplemental-nutrition-assistance-program-snap>
- Food Research Action Center. 2015. Food Insecurity and Obesity: Understanding the Connections. Research Brief. P. 1-5.
http://frac.org/pdf/frac_brief_understanding_the_connections.pdf
- Center for Budget and Policy Priorities (CBPP). 2018. Policy Basics: Federal Rental Assistance: <http://www.cbpp.org/research/housing/policy-basics-federal-rental-assistance>
- Desmond, Matthew. 2016. Forced Out: The Eviction Epidemic. The New Yorker.
<http://www.newyorker.com/magazine/2016/02/08/forced-out>

OR

- Urban Institute housing policy debate: <http://www.urban.org/debates/housing-and-economic-mobility>

Useful websites:

- National Housing Law project
<https://www.nhlp.org/>
- Explore the Eviction Lab website at Princeton University:
<https://evictionlab.org/why-eviction-matters/>

Session 14:

Topic: Employment and Child Care Policies

Learning Objectives:

- Identify and describe the most important jobs, job training, and child care policies in the US and the social problems these policies were enacted to address.
- Describe the structure of these programs within the frameworks discussed previously (who receives benefits, what benefits are provided, and how they are provided).
- Discuss how these differences are related to the values and ideologies discussed previously.
- Identify the effectiveness of these programs in meeting their explicit and implicit goals.

Watch Film in Class: Raising of America: Early Childhood and the Future of our Nation?
Episode 3: *Are We Crazy about Our Kids?* (32 minutes)

(How to watch elsewhere: Rutgers library [LINK](#), click on episode 3, you will be at NJ VID, a video repository site, Click on Login; drop down menu to select your institution - Select Rutgers University, then sign in with your netid and password, film will start.)

Required Readings:

- Brookings Institution. 2017. Meet the Out-of-Work: Local profiles of jobless adults and strategies to connect them to employment. By Martha Ross & Natalie Holmes. (p. 1-35, lots of pictures and graphics) https://www.brookings.edu/wp-content/uploads/2017/06/out-of-work_paper_final.pdf
- Adams, G., Spaulding, S., & Heller, C., 2015. Bridging the Gap: Exploring the Intersection of Workforce Development and Child Care. Urban Institute Research Report. **Executive Summary (p. vii – xii – 5pages only)**
<http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000225-Bridging-the-Gap.pdf>
- Isaacs, J. 2008. Impacts of Early Childhood Programs. Brookings. Washington, DC.
https://www.brookings.edu/wp-content/uploads/2016/06/09_early_programs_isaacs.pdf
- Minton, S. & Durham, C. 2013. Low-Income Families and the Cost of Child Care: State Child Care Subsidies, Out of Pocket Expenses, and the Cliff Effect. Urban Institute. Washington, DC.
<https://www.urban.org/sites/default/files/publication/24321/412982-Low-Income-Families-and-the-Cost-of-Child-Care.PDF>

Session 15:

Topic: FINAL EXAM (take home) DUE

Social Welfare Policy & Services II
Fall 2018
Policy Advocacy Assignment & Grading Rubric
Worth 20% of course grade

In this assignment, students will develop their policy advocacy skills by:

- Writing a letter or email to one of their federal, state, or local representatives to advocate for a specific policy or policy reform that addresses a social problem related to the student's field placement and area of interest
- Present a version of the letter to your field instructor/agency staff. Please reference field materials for the assignment's field education version. If you are not in a field placement this semester, the field version of the assignment is waived. (*The field presentation is NOT part of the grade for SWPSII and will NOT be graded by the SWPSII instructor*).

This assignment assesses the *knowledge* dimension of the following CSWE Competencies:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

3.1: Understand how social welfare policies and structural forces can promote the well-being of or oppress and marginalize individuals, families, and communities in our society

Competency 5: Engage in Policy Practice

5.1: Recognize how our work with individuals, families, and communities can inform the policymaking process

Specifically students will:

Select a social problem that is of particular interest to you (and that is broadly related to your field placement). Write a letter describing the social problem and advocating for a particular policy position with regards to this social problem. Ideally this would be a social policy and social problem in which one of your representatives has an interest – though this may not always be possible. The letter should be clear and concise – no more than two double-spaced pages and should contain the following elements:

- Definition and description of the social problem and the population whom it affects, including brief description of the scope of the problem based on a legitimate data source (***make sure to include statistics on the scope of the problem and the source, e.g. "Nearly one in five children in the US lived below the poverty line in 2016, according the US Census Bureau."***)
- Description of the proposed policy and its potential to address the social problem and the affected population
- Discussion of how the proposed policy contributes to the advancement of human rights and social, economic or environmental justice and its potential to improve the well-being of the affected population

- Description of how social work training and experiences (using examples from field practice or other social work experience) are key to understanding and defining the social problem and the effects of social forces and policies on the individuals, families, communities, and organizations with whom we work
- Be well-written, with proper language, grammar, mechanics, and structure

The assignment will be graded based on the attached rubric. Please note that **Competency 3.1 and 5.1** will be assessed as part of the school-wide CSWE competency assessment.

DUE DATE: Please note this assignment is due for class during **week 12 and** should be presented at your field agency the same week, if possible; however, students should defer to their field instructors' directions.

Policy Advocacy Assignment Grading Rubric - 40 points possible

| Criteria | Fails to Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|
| Assignment turned in on time, with correct grammar, spelling, and structure | Not turned in on time Major problems with grammar, spelling, mechanics, or structure | Turned in on time Few problems with grammar, spelling, mechanics, or structure | Turned in on time No errors in grammar, spelling, mechanics, or structure |
| 10 points possible | (0 - 4 points) | (5 - 8 points) | (9 - 10 points) |
| Competency 3.1: Describe how social welfare policies and structural forces can promote the well-being of or oppress and marginalize individuals, families, and communities in our society | Does not describe the social problem | Uses data to describe the scope of the social problem and the affected population | Uses data or examples from the students' own practice with individuals, families, and communities to describe the effects of the social policy |
| | Does not identify how policies or structural forces have contributed to the social problem | Identifies the population (individuals, families, or communities) that is affected by the policy under discussion | Provides examples of and/or comments on potential unintended consequences of the policy |
| | Does not identify the affected populations | Identifies the social problem that the policy was created to address and the structural forces that underlie the problem | Comments on how the proposed policy (or policy change) can promote human rights and enhance social, economic or environmental justice |
| | | Describes how the policy affects (positively or negatively) individuals, families, or communities | Uses data or cites research to highlight how proposed policy changes may affect the population of interest |
| | | | Comments on the potential impact on other groups (not just those immediately targeted) and on society as a whole |
| 15 points possible | (0 - 7) | (8 - 12) | (13 - 15) |
| Competency 5.1: Identification of how our work with individuals, families, and communities can inform the policymaking process | Does not discuss how social work training and experience contributes to understanding of policy impacts | Describes how social work training and experience are key to understanding how policies impact individuals, families, and communities | Describes how social work training and experience are key to the policymaking process, including the definition of the social problem, the description of how current and proposed policies positively and negatively impact individuals, families, and communities |
| | Does not propose a policy that can improve the well-being of individuals, families, and communities | Proposes changes to current policy that can improve the well-being of the affected individuals, families, and communities | Uses data or cites research to highlight how proposed policy changes may affect the population of interest |
| | Does not provide examples from own practice | Uses a few examples from own practice to highlight | Uses rich and relevant examples from own practice |
| | | | Makes suggestions on how social workers (i.e. the student or the student's field placement agency) could be included in the policymaking process |
| 15 points possible | (0 - 7 points) | (8 - 12 points) | (13 - 15 points) |

SWPSII
Weekly Reading Assignment Instructions
Fall 2018
Worth 25% of course grade

Purpose

The goal of the weekly reading assignments and in-class exercises and discussions is to ensure that students have read and mastered the material for that specific course session.

Instructions for Reading Summaries

Students will select **3 weeks (out of 14)** for which they will read all of the material and write up a summary:

- Read all of the assigned readings for the selected class session
- Respond to the questions provided by the instructor
- Write-ups should be ***NO LONGER THAN 2 double-spaced pages***. Do not go over this maximum – anything over 2 pages will not be read or considered
- Writing must be clear, with correct grammar, structure, and spelling
- All words should be the student's own – there should not be any quoted material from the readings

Submission and grading

- Summaries are to be submitted to Sakai Dropbox by 10pm on the evening before the class (Wednesday evenings, 10pm)
- Students should be prepared to help facilitate small-group discussions for that session and must be in attendance for that class period
- These assignments **MAY** be checked for originality
- Each reading summary will be graded on a **3-point** scale, based on: submitting the summary by the due date, and following the guidelines for content above, and facilitating discussion.
 - 0 – no submission
 - 1 – late submission (not accepted more than 2 days late)
 - 2 – on-time submission, but missing some of the required elements
 - 3 – submitted on-time with all required elements

In-Class Weekly Exercises

- All students will also participate in weekly (***14 weeks***) in-class exercises and discussions based on that week's readings
- Students may be required to turn in additional written assignments, notes, etc. after each class (individually or in small groups)
- ***Grades for these exercises will be pass/fail and will be averaged in to the written assignment grade***

SWPSII
Current Events Assignment Instructions
Worth 10% of course grade
Fall 2018

Purpose

The goal of the Current Events Assignments is to encourage you to link current policy issues to course content. For both of these assignments, you are required to read the *The New York Times* or *The Washington Post* as they provide the most original, comprehensive, and well-regarded reporting on social welfare issues in the United States.

Instructions

Students will submit Current Events write-ups for **any 4 weeks of this course**.

- Select an article from the current week's *The New York Times* or *The Washington Post* that deals with **domestic** (meaning United States) social welfare policies.
- This should be an original article, NOT an opinion piece (editorial, OpEd)

Content

- Provide a link to the article discussed
- Write-ups should be **1–2 paragraphs** long (do not go over 1 double-spaced page):
- Describe the main point of the article (2–3 sentences)
- Explain how the material relates to course content (readings, podcasts, videos, etc.) from any week (i.e., article does not have to be related to the current week's reading)
- Consider the article's implications for social welfare policy
- Provide suggestions for social policy reform when appropriate
- Writing must be clear and grammatically correct

Submission & Grading

- Write-ups are to be submitted to the instructor through Sakai Dropbox by 10pm the evening prior to class (Wednesday evenings by 10pm)
- Students should be prepared to present their article in class the next day though not all articles will be presented each week
- Each current event article will be graded on a **3-point** scale, based on: submitting the article write-up by the due date, and following the guidelines for content above.
 - 1 – late submission (not accepted if more than 2 days late)
 - 2 – on-time submission, but missing some elements
 - 3 – submitted on-time with all required content

Note: Only one write-up may be submitted per week.

Accessing the Newspapers

- NY Times allows free access to front page, BUT only 10 free articles per month. How to access after:
 - Student subscriptions (digital access): \$1/week:
<https://www.nytimes.com/subscriptions/edu/lp8LQFK.html>

- Access through the Rutgers library (text – but no graphics or pictures): *click on link below, go to homepage, in journals tab: enter New York Times, select first entry*

<http://web.a.ebscohost.com/pfi/results?sid=3b96d8fe-480e-4526-a86d-2df806d59254%40sessionmgr4006&vid=0&sdb=edspub&tid=3000EP&bquery=0362-4331+OR+1553-8095&bdata=JmRiPWVkc3B1YiZ0eXB1PTQ0JnNpdGU9cGZpLWxpdmU%3d>

- Washington Post – no paywall, free access
- Wall Street Journal – to read full stories, must subscribe or
 - Access through library: <https://www.libraries.rutgers.edu/indexes/wsj-current>