

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**  
**SCHOOL OF SOCIAL WORK**  
**COURSE OUTLINE**  
**SPRING, 2022**

**FINANCIAL CAPABILITIES FOR INDIVIDUALS, FAMILIES, AND COMMUNITIES**

Instructor:

Email:

Phone:

Office Hours: By arrangement

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

The assignments are:

<u>Assignment</u>	<u>Percent of Total Grade</u>	<u>Due Date</u>
Attendance and Participation	10%	
Attending a Financial Event/Workshop and Writing the MICRO or MACRO process recording	20%	
Financial News Article Presentation and Discussion	20%	
Financial Portfolio	20%	
Final Paper: Financial Security	30%	
<b>Total:</b>	<b>100%</b>	

### 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.

#### ***Financial News Article Presentation and Discussion – In a group of 3***

The goal of this Assignment and Discussion is to link current financial issues to course content. For this assignment, you are required to read a major national newspaper as they provide original, comprehensive, and well-regarded reporting on financial issues in the United States. The current events assignment requires you to select and describe the content from an article that is related to a financial issue, that has either a clinical or macro (policy, administration) focus.

#### ***Selecting an Article***

You and your team will select an article from *The New York Times*, *Boston Globe*, *San Francisco Chronicle*, *Washington Post*, or *the Wall Street Journal*. You will present a short summary of the article to the class and a written summary of the article to the professor. The written summary

should be one-page in length. In your summary and discussion, you will include the following elements:

- Describe the main point of the article (2–3 sentences);
- Explain how the material relates to the course content (i.e., article DOES NOT have to be related to the current Module’s topic);
- Consider the article’s implications for personal finance or macro-related financial issues
- Pose two questions for class discussion;
- Provide a link to the article.

You will then facilitate a discussion of the article with the class. And as part of the discussion we will address the two questions you posed.

***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

***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 an 8-10 page research paper on the topic.

**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 and Attendance Grade**

Participation is an essential part of graduate education. You are expected to attend all classes, which will be held via Zoom and arrive 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 (7<sup>th</sup> 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

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**“Plagiarism:** Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

**“Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting

papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at [lacurran@ssw.rutgers.edu](mailto:lacurran@ssw.rutgers.edu)). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

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/assignment.***

### **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 website.

## Academic Resources

### Library Research Assistance

**Dr. Meredith Parker** is the social work the social work librarian on the New Brunswick Campus [meredith.parker@rutgers.edu](mailto:meredith.parker@rutgers.edu) p. 848-932-6124 ; **Natalie Borisovets** is at Newark, Dana Library [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu) 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830. They are all available to meet with students.

### Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Writing skills can be improved with practice and effort and Rutgers has multiple resources available to help students strengthen their professional and academic writing skills.

#### All MSW Students

All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center. <https://rlc.rutgers.edu/student-services/writing-tutoring> Online tutoring is available.

#### Newark Students Only

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

### Additional Online Resources

#### *APA Style*

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

### Course Outline:

#### **Module 1: Course Overview and Introduction**

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

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.

## **Module 2: Guest Speaker – Basics of Financial Security**

Speaker: Maura Attardi

Director, Education & Community Relations Money Management International

*Beginning my Financial Journey*

Basic Banking: This workshop explores how to begin a relationship with a reputable financial institution and use basic financial products. Participants will learn the benefits of opening and maintaining checking and savings accounts, as well as how to determine which type of financial institution best meets their needs.

Priorities, Setting Goals, Income, and Expenses: To achieve long-term financial success, one must first identify the goals they want to achieve. Participants in this workshop will learn how to determine realistic financial goals and develop an action plan to accomplish these goals.

## **Module 3: 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:

Brown, C., & Robinson, L. (2016). *Breaking the Cycle: From Poverty to Financial Security for All* (p. 1-42). [www.policylink.org](http://www.policylink.org)

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](http://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.

**Module 4 – 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.

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

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

**Module 5 – 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.

### **Module 6 – 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

#### Required Reading

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.

### **Module 7 – 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

#### 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.

### **Module 8 – 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

Shin, S., & Kim, H. (2017). Marital status, health, and retirement wealth for middle aged and older women. *Financial Services Review, 26*, 255-270.

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.

#### 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](http://www.faireconomy.org/issues/racial_wealth_divide)

*Spring Break – Enjoy (March 14 – 18)*

### **Module 9 –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

### 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.

## **March 23**

### **Module 10 – 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.

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

### **March 30**

#### **Module 11 – 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

Guest Speaker: Maura Attardi (Part II)

Credit Reports and Credit Scores: Establishing good credit goes far beyond simply being approved for a credit card or loan. This workshop will teach participants how credit can impact their daily life and the role that establishing and maintaining good credit can play in achieving their overall financial goals.

Managing Credit: Credit is an important part of a sound financial plan when it is managed responsibly. This workshop will teach participants when to use credit, how to identify and avoid predatory lenders, and how to compare credit cards for the best value.

#### Required Reading

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.

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

#### **Module 12 – 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**

#### 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.

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.

### **Module 13 – 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>

#### Required Reading

Dubb, S. & Howard, T. (2102). *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](http://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](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.

### **Module 14 –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>.

## **Final Paper Due**

### **Module 15 - 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

### Required Reading

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.

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.