

LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK and SOCIAL ECOLOGY
SOWK 615 Social Policy II
Winter Quarter 2006-2007

Section:	Instructor:	Contact Info:	Units:	Lecture:	Room:
1	Rhoda Smith, MSW	951-817-0883 rlsmith@llu.edu	3	Thursdays, 3:00pm- 5:50pm.	GH 2A

TEXTBOOKS

Ginsberg, L. (1999). *Understanding social problems, policies, and programs* (3rd ed.). Columbia, SC: University of South Carolina.

Richan, W. C. (1996). *Lobbying for social change* (3rd ed.). New York: The Haworth Press.

SUPPLEMENTAL READINGS FROM THE FOLLOWING BOOKS

Bullard, R. (1993). *Confronting environmental racism: Voices from the grassroots*. Boston, MA: South End Press.

Dobelstein, A. W. (1990). *Social welfare: Policy and analysis*. Old Tappan, NJ: Prentice Hall.

Dolgoft, R., & Feldstein, D. (1992). *Understanding social welfare*. Reading, MA: Longman.

Gilbert, N., Specht, H., & Terrell, P. (1993). *Dimensions of social welfare policy* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Ginsberg, L. (1998). *Conservative social welfare policy*. Chicago, IL: Nelson-Hall.

Haskins, R., & Gallagher, J. J. (Eds.). (1981). *Models for analysis of social policy: An introduction*. Norwood, NJ: Ablex.

Heffernan, J., Shuttlesworth, G., & Ambrosino, R. (1992). *Social work and social welfare: An introduction* (6th ed.). St. Paul, MN: West.

Johnson, L. C., & Schwartz, C. L. (1991). *Social welfare: A response to human need* (2nd ed.). Boston: Allyn and Bacon.

Navarro, V. (1994). *The politics of health policy: The U. S. reforms, 1980-1994*. Cambridge, MA: Blackwell.

Schiller, B. R. (1984). *The economics of poverty and discrimination* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Schulz, J. H. (1992). *The economics of aging* (5th ed.). New York: Auburn House.

Telles, C., & Karno, M. (Eds.). (1994). *Latino mental health: Current research and policy perspectives* (Monograph Library of Congress Catalog Card Number 95-69340). National Institute of Mental Health.

COURSE CONTEXT AND DESCRIPTION

Social Policy II (SOWK 615) aims to develop students' skills in the use and application of scientific knowledge to the analysis and development of social welfare policy and services; and to prepare professionals to function as informed and competent practitioners knowledgeable and committed to achieve change in social policies and programs.

COURSE GOALS

- To provide knowledge of the functions of private and governmental agencies and organizations, including social welfare, and how interagency relationships impede or enhance community growth and stability;
- To provide students with a systematic understanding of the development, implementation and analysis of social policies as these outcomes impact political, economic and social institutions and the participants thereof; and
- To provide an understanding of research design and the process of analyzing data as a potential tool for identifying socio-political-economic problems, social policy formations, and change in social welfare institutions.

COURSE OBJECTIVES

- To provide students with a basic understanding of and competence in systematic policy analysis with special emphasis on the analysis of the latent functions of policies as these may impact women, minorities, and special populations;
- To increase students' understanding and sensitivity to cross-cultural issues of oppression and inequality as these have influenced policy formulation, implementation, and analysis;
- To provide students with an understanding of the function of private and governmental agencies and organizations, including social welfare;
- To provide students with a review of the array of social services available in the United States;
- To develop in students basic competence in policy analysis, enabling them to develop and implement systematic strategies and tactics for change in specific areas of social policy development and service delivery;
- To provide students with an understanding of systematic policy analysis, its models and application as evaluated within the context of historical development, social forces, economics, services delivery models, and political realities. Special emphasis will be placed on analyzing the latent functions of policies as these may impact special populations (issues of gender, race, class, disability, and oppression) individuals, families, groups, organizations, and communities; and
- To provide students with an opportunity to propose and present alternative policies and programs as answers to contemporary social problems.

STUDENT EDUCATIONAL OUTCOMES

- Students will demonstrate through written assignments and class participation beginning skills in the analysis of contemporary social policy issues within the historical, social, economic, and political context of policy and legislative formulation;
- Students will demonstrate through written assignments, examination, and class participation an understanding of the impact of social welfare system on special populations (issues of gender, race, class, disability, and oppression), individuals, families, groups, organizations, and communities;
- Students will demonstrate through written assignments, examination, and class participation a basic awareness of the social forces impacting social welfare policy development and implementation through legislation and other strategies;
- Students will demonstrate through written assignments and class exercises skills in the systematic evaluation of current or developing social welfare policy issues within the context of historical development, social forces,

economics, service delivery models, and political realities;

- Students will demonstrate through written assignments, examination, and class exercises skills in the systematic analysis of potential positive and negative latent functions of current or developing social welfare policy on special populations (issues of gender, race, class, disability, and oppression), individuals, families, groups, organizations, and communities;
- Students will demonstrate through written assignments and class discussions an appreciation for the role of research in policy development, implementation, and evaluation;
- Students will demonstrate through written assignments an ability to identify normative value positions that characterize or define social issues to develop and maintain oppression and inequality of women, minorities, and special populations; and
- Students will demonstrate through class discussions an appreciation and understanding of the role and responsibility of the professional social work practitioner to contribute to the formulation and implementation of sound social policy to address issues of oppression and social injustice.

COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES

Primary teaching methods will make use of lecture, class discussion, special guest presenters, and independent student research.

COURSE ASSIGNMENTS

Required Readings: Course readings designated as required provide the major content for lectures, discussions, examinations and quizzes. *Required readings are located in either the course text books or the course supplements (supplemental readings), or on-line at the specified web address.*

Recommended Readings: Recommended readings refer to the text and journal materials used to enhance course lectures, discussions, and student research. Examination and quiz questions are not taken from recommended readings. *Recommended readings are available through the library in on-site journal holdings unless identified as reserved.*

Attendance Policy: Students are expected to attend all sessions of all classes. Failure to do so will negatively impact the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

Classes begin on the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to effect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

Test Taking Policy: It is the policy of the department that all students are expected to take examinations at the scheduled time. The only acceptable excuse/s for not taking an examination on time is major illness (documented by the student health service or student's physician) or serious personal emergency. The consequences of missing an examination under these circumstances are determined by the Academic Standards Committee. If a student arrives late for an examination, s/he may be denied admission to the examination site. If a student arrives late for an examination and is allowed to take the examination, s/he will not be given extra time but is required to finish the examination at the pre-scheduled completion time.

Midterm Take-Home Examination: The midterm examination will be a take-home exam in essay format. It will present a series of hypothetical situations which will require you to apply the policy analysis models discussed in class. Its focus will not be on "right" answers, but on your understanding of analytical models and your ability to apply them to real life situations. The specific requirements and date and time due will be given in class.

Policy Analysis Paper – Due Week 8: Procedure: Select a significant policy issue of interest. The issue you select must be relevant to social welfare or social work practice. This may include one of the following:

- I. A policy issue that is being proposed and/or debated at the national, state, city or local level (current or recent); or
- II. A policy issue which is significant to a federal, state or local agency (e.g., Department of Mental Health)

1. Problem Statement

- a. This requires a definition of the problem
- b. What are the salient characteristics of the problem? Or the conditions associate with its occurrence?
- c. What is its magnitude and scope (how significant is the problem's impact on oppressed groups (e.g., number affected in specific ways each year)?
- d. What are the theoretical underpinnings or evidence suggesting the biopsychosocial (economic) precursors.

2. Current Policy Description

- a. Indicate your understanding of the policies that have been established to deal with the problem under consideration.

3. Value Base for the Policy

- a. Include values, goals, and historical antecedents from which the current policy has developed.

4. Program Objectives Attained by the Policy

- a. Evaluate the constructive achievements of the policy.

5. Application of Policy

- a. Identify the current known shortcomings of the policy.

6. Identifiable Barriers to Implementation/Achievement of Policy Objectives

- a. Institutional: (examples)
 1. clashes with social or political institutions
 2. conflicts with other existing laws or programs
 3. eligibility procedures clash with goals of serving people
- b. Psychological: (examples)
 1. is offensive to clients or worker
 2. high degree of stigma (client issues)
 3. intensive eligibility requirement (client and worker issue)

- c. Sociological: (examples)
 - 1. seriously misread cultural values of target population
 - 2. may require intense and unrealistic familial support or care
- d. Economic: (examples)
 - 1. cost of program is too high
 - 2. cost is greater than available resources
- e. Political: (examples)
 - 1. over identification with one group
 - 2. group competition for resources (claims systems)
 - 3. unrealistic given current moral philosophies and sentiment

7. Recommendations for Action

- a. indicate possible policy alternatives (i.e., modifications to what is being proposed to include an incremental approach [steps])
- b. modification of eligibility requirements, etc. Note: use the handout “Implementation Consideration in the Development of Social Policy”

Note: The paper should use standard APA organization, grammar, and referencing. Double space the paper.

Debate – Due Week 11: The debate will be a total of 15 minutes in length for each side. It should be designed as a presentation of your position to a congressional subcommittee or board of supervisors’ meeting. The appendix section of Richan’s Lobbying for Social Change (p. 254) will be helpful to review.

Topics for the policy analysis paper and the debate should be finalized by the second week of the quarter to provide adequate time to obtain any relevant governmental publications or reports. If there are any questions, please make an appointment with the instructor to discuss them.

The debate should demonstrate application of the policy/program analysis models learned in this class. The grading of the project is shown on following page.

GRADING

The Course requirements add up to 100%. The breakdown is as follows:

Take-Home Midterm Exam	30%
Policy Analysis Paper	35%
Debate	<u>35%</u>
TOTALS	100%

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	82-80	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0	<i>Assigned value for calculation of grade point averages.</i>

*Faculty members may choose to incorporate a + or - 1% tolerance range in the above grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation. Faculty members also reserve the right to make adjustments in assignment weights so as to benefit the grade distribution for students.

**Disclaimer: The attendance policy used in the MSW, Case Management and other department programs is currently under review.

ACADEMIC POLICIES AND STANDARDS FOR PERFORMANCE

All students receive copies of the MSW Program Student Handbook and the Loma Linda University Student Handbook upon admission to the University and program. Students are held responsible for becoming familiar with the policies contained in these documents. Specifically, students need to know and understand the academic policies that guide their classroom and practicum experiences. These include but are not limited to policies for assignment standards, late assignments, attendance, identification of codes for course assignments, and academic dishonesty. Students should address any questions they may have regarding these policies to the Department's Academic Standards Committee.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY

If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean's Office of your school. To view the Disability Accommodation Policy please go to: <http://www.llu.edu/llu/handbook/6e.htm>

ACADEMIC INTEGRITY POLICY

[Sample; pending approval of a university-wide policy] Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: <http://www.llu.edu/llu/handbook/6r.htm>

Loma Linda University
All Undergraduate & Graduate Programs
Requirements for the Appropriate Use of PHI
Addendum to Syllabus, Prospectus Guidelines or other Program Material

- Applicability:** All Students (LLU Students in all schools/programs & Non-LLU Students)
- Purpose:** To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.
- Scope:** PHI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

Requirements & Expectations

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient Identifiers” section below for the fields that must be removed in order to de-identify data. Copies of PHI can only be made with written

approval by the entity holding the data. The written approval must include acknowledgement by the authorizing individual of the specific purpose of use of copies. Copies of PHI must be de-identified prior to leaving the hospital or entity.

4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>.

5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term "photograph" means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and use of PHI.

List of Patient Identifiers to be Removed for De-Identification

Developed: 08/03/04. Last Revision Date: 09/16/04. Version 4. Corporate Compliance

To de-identify data, the following fields for the patient and of the patient's family or employer must be removed:

<i>List of Patient Identifiers</i>	
Names	Health plan beneficiary numbers
Addresses (geographic subdivisions smaller than a state)	Account numbers
Zip codes	Certificate/License Numbers
All elements of dates (except year) (e.g. birth/death; admission/discharge)	Vehicle identifiers/Serial numbers (e.g., driver's license numbers)
All ages over 89 and all elements of dates (including year)	Device identifiers
Telephone Numbers	Web Universal Resource Locators (URLs)
Fax Numbers	Internet Protocol (IP) address numbers
Email addresses	Biometric identifiers, including voice and finger prints
Social security numbers	Full face photographic images and any comparable images
Medical record numbers	Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies)

SOWK 615 Social Policy II COURSE SCHEDULE

Developed: 08/03/04. Last Revision Date: 09/16/04. Version 4. Corporate Compliance

WEEK ONE-January 4, 2007

LECTURE TOPICS:

- I. Orientation to Course
- II. Relevance of Policy Studies to Social Work Practice
- III. Ideological Approaches to Public, Social, and Social Welfare Policies
 - A. Conservatism (communalist)
 - B. Liberalism (protective paternalism & reluctant collectivism)
 - C. Radicalism (collectivist)
- IV. Locating a Public Interest
 - A. Social problems and social needs
 - B. Public needs and private wants
 - C. Public interests from perspective of:
 1. political science (process)
 2. sociology (deviancy)
 3. social Work (morality)
- V. The Process of Policy Development

READINGS/ASSIGNMENTS (*REQUIRED*):

- Ginsberg, L. (1999). *Understanding social problems, policies, and programs* (3rd ed.). Columbia, SC: University of South Carolina.
Chapter 1 Social policy in social work and the other human services professions, pp. 1-16.
Chapter 3 The social problems and social issues component, pp. 52-69.
- Bullard, R. (1993). Anatomy of environmental racism and the environmental justice movement. In *Confronting environmental racism: Voices from the grassroots* (pp. 15-39). Boston: South End Press.
- Ginsberg, L. (1998). Political orientation and social welfare. In *Conservative social welfare policy* (pp. 41-55). Chicago, IL: Nelson-Hall.
- Zedlewski, S., & Sawhill, I. V. (1995). Assessing the personal responsibility act. In I. V. Sawhill (Ed.), *Welfare reform: An analysis of the issues*.

READINGS/ASSIGNMENTS (*RECOMMENDED*):

- Gilbert, N., Specht, H., & Terrell, P. (1993). The field of social welfare policy. In *Dimensions of social welfare policy* (pp. 1-30). Englewood Cliffs, NJ: Prentice Hall.
- Gilbert, N., Specht, H., & Terrell, P. (1993). A framework for social welfare policy analysis. In *Dimensions of social welfare policy* (pp. 31-69). Englewood Cliffs, NJ: Prentice Hall.

WEEK TWO-January 11, 2007

LECTURE TOPICS:

- I. Conceptual Context: The Social Market and Mixed Economy of Welfare
 - A. Structure of the Delivery System
 - B. The Ideology Behind Social Allocation

- II. Human Service Goals and Dimensions of Choice
 - A. Social values and choice
 - B. Theory and social choice
 1. functionalism
 2. systems view of human needs and implications for the application of human behavior theories in policy analysis.

- III. Defining and Measuring Social Problems
 - A. The political context
 - B. Basis of social allocations
 1. residual vs. institutional
 2. equity vs. equality
 3. economics (cost/benefit analysis)

READINGS/ASSIGNMENTS (*REQUIRED*):

Ginsberg, L. (1999). *Understanding social problems, policies, and programs* (3rd ed.). Columbia, SC: University of South Carolina.

Chapter 4 Public policy: How governments make decisions about social policy, pp. 70-118.

Chapter 5 Public economic policy, pp. 119-143.

Heffernan, J., Shuttlesworth, G., & Ambrosino, R. (1992). The systems/ecological perspective: Understanding social work and social welfare. In *Social work and social welfare: An introduction* (6th ed., pp. 49-80). St. Paul, MN: West.

Navarro, V. (1994). The welfare state and its redistributive effects: Part of the problem or the solution? In *Politics of health policy: The U. S. reforms, 1980-1994* (pp. 111-134). Cambridge, MA: Blackwell.

Navarro, V. (1994). Why some countries have national health insurance, others have national health services, and the United States has neither. In *The politics of health policy: The U. S. reforms, 1980-1994* (pp. 171-193). Cambridge, MA: Blackwell.

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Schiller, B. R. (1984). Culture and race. In *The economics of poverty and discrimination* (4th ed., pp. 99-113). Englewood Cliffs, NJ: Prentice-Hall.

Schiller, B. R. (1984). Discrimination in the labor market. In *The economics of poverty and discrimination* (4th ed., pp. 147-163). Englewood Cliffs, NJ: Prentice-Hall.

WEEK THREE-January 18, 2007

LECTURE TOPICS:

- I. The Nature of Social Provisions
 - A. In cash
 - B. In kind

- II. Funding Sources and Systems
 - A. Sources: Private vs. public
 - B. Modes of transfer
 - C. Centralization vs. decentralization

Topic for major assignment due

READINGS/ASSIGNMENTS (*REQUIRED*):

- Ginsberg, L. (1996). *Understanding social problems, policies, and programs* (2nd ed.). Columbia, SC: University of South Carolina.
Chapter 6 The descriptive component: Economic assistance and entitlements, pp. 144-172.
- Dolgoft, R., & Feldstein, D. (1992). Voluntary and private social welfare in the United States. In *Understanding social welfare* (pp. 251-269). Reading, MA: Longman.
- Gilbert, N., Specht, H., & Terrell, P. (1993). Basis of social allocations. In *Dimensions of social welfare policy*, (pp. 84-93 only). Englewood Cliffs, NJ: Prentice Hall.
- Gilbert, N., Specht, H., & Terrell, P. (1993). The structure of the delivery system. In *Dimensions of social welfare policy*, (pp. 125-158). Englewood Cliffs, NJ: Prentice Hall.
- Ginsberg, L. (1998). The practical consequences: Conservative incomes maintenance. In *Conservative social welfare policy* (173-196). Chicago, IL: Nelson-Hall.
- Peterson, G. (1997). A block grant approach to welfare reform. In I. V. Sawhill (Ed.), *Welfare reform: An analysis of the issues*. Retrieved from Urban Institute at <http://www.urban.org/url.cfm?ID=306620>.

READINGS/ASSIGNMENTS (*RECOMMENDED*):

- Gilbert, N., Specht, H., & Terrell, P. (1993). Mode of finance: Sources of funds. In *Dimensions of social welfare policy*, (pp. 125-158). Englewood Cliffs, NJ: Prentice Hall.
- Gilbert, N., Specht, H., & Terrell, P. (1993). Mode of finance: Systems of transfer. In *Dimensions of social welfare policy*, (pp. 194-214). Englewood Cliffs, NJ: Prentice Hall.

WEEK FOUR-January 25, 2007

LECTURE TOPICS:

- I. Models of Policy Analysis
 - A. Behavioral model
 - B. Incremental model
 - C. Criteria-based model
- II. Analysis Design
- III. Information Gathering

READINGS/ASSIGNMENTS (*REQUIRED*):

Ginsberg, L. (1996). *Understanding social problems, policies, and programs* (2nd ed.). Columbia, SC: University of South Carolina.

Chapter 8 Analyzing social policies and models for policy analysis, pp. 207-237.

Halpern, R. (1991). Supportive services for families in poverty: Dilemmas of reform. *Social Service Review*, 65 (3), 343-363.

MacRae, D., Jr., & Haskins, R. (1981). Models for policy analysis. In R. Haskins & J. J. Gallagher (Eds.), *Models for analysis of social policy: An introduction* (pp. 1-36). Norwood, NJ: Ablex.

Moroney, R. M. (1981). Policy analysis within a value theoretical framework. In R. Haskins & J. J. Gallagher (Eds.), *Models for analysis of social policy: An introduction* (pp. 78-102). Norwood, NJ: Ablex.

WEEK FIVE-February 1, 2007

LECTURE TOPICS:

- I. Midterm Examination (Take-Home)-**DUE NEXT CLASS PERIOD**

WEEK SIX-February 8, 2007

LECTURE TOPICS:

- I. Lobbying and the Legislative Process
- II. Application of Policy Models and Professional Expertise

DUE TODAY: Midterm Exam

READINGS/ASSIGNMENTS (*REQUIRED*):

Richan, W. (1996). *Lobbying for social change*. New York: The Haworth Press.
Chapter 01 Assessing your strengths and limitations, pp. 18-33.
Chapter 02 Setting the action agenda, pp. 34-49.
Chapter 03 Understanding policy makers, pp. 50-71.

Dolgoff, R., & Feldstein, D. (1992). Social trends affecting social welfare. In *Understanding social welfare* (pp. 324-359). Reading, MA: Longman.

Kinder, D. R., & Sanders, L. M. (1990). Mimicking political debate with survey questions: The case of White opinion on affirmative action for Blacks. Special Issue: Thinking about politics. *Social Cognition*, 8 (1), 73-103.

Sell, J., & Wilson, R. K. (1991). Levels of information and contributions to public goods. *Social Forces*, 70 (1), 107-124.

WEEK SEVEN-February 15, 2007

LECTURE TOPICS:

- I. Policy Position Development
- II. Concerns for Special Populations
 - A. Women
 - B. Race and ethnic groups
 - C. Aged

READINGS/ASSIGNMENTS (*REQUIRED*):

Richan, W. (1996). *Lobbying for social change*. New York: The Haworth Press.
Chapter 04 Gathering evidence, pp. 73-92.
Chapter 05 Preparing the case, pp. 94-116.

Cox, D. M. (1993). The influence of class on aging policy: Why catastrophic was repealed. *Journal of Aging Studies*, 7 (1), 55-65.

Gibson, J., & Tedin, K. (1988). The etiology of intolerance of homosexual politics. *Social Science Quarterly*, 69 (3), 587-604.

WEEK EIGHT-February 22, 2007

LECTURE TOPICS:

- I. Concerns for Special Populations (cont'd)
 - A. Gay and lesbian issues

- II. Testifying in a Hearing

DUE TODAY: Policy Analysis Paper

READINGS/ASSIGNMENTS (*REQUIRED*):

Richan, W. (1996). *Lobbying for social change*. New York: The Haworth Press.
Chapter 08 Testifying in a hearing, pp. 176-201.

Hagen, J. L., & Davis, L. V. (1992). Working with women: Building a policy and practice agenda. *Social Work, 37* (6), 495-502.
Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Hutchinson, E. D. (1992, February). Child welfare as a women's issue. *Families in Society, 73* (2), 67-78.
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WEEK NINE-March 1, 2007

LECTURE TOPICS:

- I. Lobbying Alternatives
 - A. Difference and similarities between local, state, and national officials
 - B. Face-to-face opportunities
 - C. Organizing group meetings
 - D. Letter writing
 - E. Telephone
 - F. Developing and maintaining and information/legislative network
 - G. "Timing is everything"
 - H. Using the mass media

READINGS/ASSIGNMENTS (*REQUIRED*):

Richan, W. (1996). *Lobbying for social change*. New York: The Haworth Press.
Chapter 02 Lobbying in the Information Age, pp. 47-66.
Chapter 08 Lobbying one-on-one, pp. 185-220.
Chapter 09 Using the mass media, pp. 279-320.

Boyd, R. L. (1991). A contextual analysis of black self-employment in large metropolitan areas. *Social Forces, 70* (2), 409-429.

WEEK TEN-March 8, 2007

LECTURE TOPICS:

- I. Preparing a Testimony
 - A. Learn the rules of decorum of the setting
 - B. Obtaining background information of panel committee members
 - C. Working with legislative staff
 - D. Preparing and giving the testimony
 - E. Follow-up protocols
 - F. Call again: "Once is not enough"

READINGS/ASSIGNMENTS (*REQUIRED*):

Richan, W. (1996). *Lobbying for social change*. New York: The Haworth Press.
Chapter 07 Preparing the case, pp. 155-182.
Chapter 09 Working with a live audience, pp. 221-248.
Chapter 10 Testifying in a hearing, pp. 249-278.

WEEK ELEVEN-March 15, 2007

LECTURE TOPICS:

- I. Instructor and Student Comments/Critiques
- II. Course Evaluation

DUE TODAY: Debate & Debate Outline

SOWK 615 Social Welfare Policy II
REFERENCE LIST AND SUGGESTED READINGS

- Bazemore, G., & Day, Susan. (1995). The return to family intervention in youth services: A juvenile justice case study. *Journal of Sociology and Social Welfare*, 22 (3), 25-50.
- Bowen, G. L., Desimone, L. M., & McKay, J. K. (1995). Poverty and the single mother family: A macroeconomic perspective. *Marriage and Family Review*, 20 (1-2), 115-142.
- Butler, S. S., & Weatherly, R. A. (1992). Poor women at midlife and categories of neglect. *Social Work*, 37 (6), 510-515.
- Clark, C. R. (1993). Social responsibility ethics: Doing right, doing good, doing well. *Ethics and Behavior*, 3 (3-4), 303-327.
- Gamst, A., & Gamst, B. (1995). From welfare state to welfare society. In Hess, R. E., & Stark, W. (Eds.). *International approaches to prevention in mental health and human services*, (pp. 151-161). New York: Haworth Press.
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- Lavalette, M., & Pratt, A. (Eds.) (1997). *Social policy: A conceptual and theoretical introduction*. London: Sage Publications, Inc.
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- McInnis, D., & Kathleen, M. (1992). The economic well-being of Asian/Pacific Islander female-headed households: Implications for social welfare policy. In Furuto, S. M., & Biswas, R. (Eds.). *Social work practice with Asian Americans*, (pp. 143-166). Newbury Park, CA: Sage Publications.
- Midgley, J. (1997). *Social welfare in global context*. Thousand Oaks, CA : Sage Publications.
- Pratto, F., Stallworth, L., & Conway-Lanz, S. (1998). Social dominance orientation and the ideological legitimization of social policy. *Journal of Applied Social Psychology*, 28 (20), 1853-1875.
- Rocheftort, D. A. (1997). *From poorhouses to homelessness: Policy analysis and mental health care*. (2nd ed.) Westport, CT: Praeger Publishers/Greenwood Publishing Group, Inc.
- Saulnier, C. F. (1996). *Feminist theories and social work: Approaches and applications*. New York: Haworth Press.
- Schiele, J. H. (1997). An Afrocentric perspective on social welfare philosophy and policy. *Journal of Sociology and Social Welfare*, 24 (2), 21-39.
- Takeuchi, D. T., Uehara, E., & Maramba, G. (1999). Cultural diversity and mental health treatment. In Horwitz, A. V., & Scheid, T. L. (Eds), *A handbook for the study of mental health: Social contexts, theories, and systems* (pp. 550-565). New York: Cambridge University Press.
- Trattner, W. I. (1999). *From poor law to welfare state: A history of social welfare in America*. (6th ed.) New York: The Free Press.
- Wilkinson, D. (2000). Rethinking the concept of "minority": A task for social scientists and practitioners. *Journal of Sociology and Social Welfare*, 27 (1), 115-132.
- Wilson, P. I. (2000). Deficit reduction as causal story: Strategic politics and welfare state retrenchment. *Social Science Journal*, 37 (1), 97-112.
- Wolfendale, S. (1999). Reframing special educational needs: Shaping a shared agenda. *Child Care, Health and Development*, 25 (3), 175-178.
- Wong, C. K. (1998). Rethinking selectivism and selectivity by means test. *Journal of Sociology and Social Welfare*, 25 (2), 119-135.
- Yeung, A. K. C., Fung, K.K., & Lee, K. M. (1999). Implementation problems in the development of urban community services in the People's Republic of China: The case of Beijing. *Journal of Sociology and Social Welfare*, 26 (3), 151-171.