



**Course title:** Policies and Services for Social Participation and Community Well Being

**Course #/term:** SSW 647, 004 Winter 2019

**Time and place:** Monday, 9:00am, Room # B770 SSWB

**Credit hours:** 3

**Prerequisites:** SW 530

**Instructor:** Rick Barinbaum

**Pronouns:** *He/Him/His*

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You may expect a response within 48-72 hours

**Office:** 2738 SSWB

**Office hours:** By appointment

## 1. COURSE STATEMENT

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**Course description:** This course will survey the policies and services that promote a civil society and enhance human rights in the framework of American democracy. Emphasis will be placed on those policies and services which serve to enhance social participation, economic security, respect for diversity, voluntary action, and community and corporate responsibility. Students will learn to describe and analyze how complex and emerging social problems arise within society, and how social problems impact individuals, groups, organizations, and communities. Programs within various units of government, nonprofit and social service organizations, and corporations will be reviewed. Various partnerships and collaborations among funders and service providers will be examined.

**Course content:** SW 647 Students will learn that community well-being is enhanced when social problems are managed, human needs are met, and social opportunities and human rights are optimized. Students will learn to utilize social work values, methods, and skills to challenge individual, group, organizational, and community differences in power, privilege, and oppression; and to promote social justice. These interactions will be examined, with special attention given to those leading to policies and programs that enhance opportunities for social participation, economic security, respect for diversity, voluntary action, and community and corporate responsibility.

Selected public laws, programs, and structures that enhance citizen participation, rights, and responsibilities will be described and compared within diverse populations (e.g. the diversity dimensions including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation). Emphasis will be placed on those that address participation of diverse and socially excluded populations and on the social worker's responsibility for facilitating such social and political participation and engagement. Examples will include the use of mediating structures, such as citizen boards, advisory groups, commissions, and the involvement of citizens and other in promoting and guiding positive social change. In many of these structures, participation is intended to enhance citizen capacity to initiate and oversee action.

However, participatory structures are also intended to assure the responsiveness of programs of a promotional, service, or preventive nature. These programs are designed to: 1) diminish poverty and economic insecurity; 2) address personal crises and community emergencies (such as those brought about by violence against persons and property, natural and environmental disasters, or economic dislocation); 3) resettle and integrate refugees and other immigrant and migrant populations; and 4) respond to the needs of social identity groups seeking social justice (e.g., feminist, faith-based, ethnic, gay/lesbian/bisexual/transgender, and other discriminated against groups). Students will also gain and apply knowledge about social group memberships and identities, their histories and meanings, how they intersect with each other in people's lives and the larger society, and how they are affected by particular social contexts. In addition, the participatory opportunities provided via self-help, grass roots associations and informal networks, and congregationally- based service providers will be considered

**Course objectives and competencies:** On completion of this course, students using a generalist social work practice framework will be able to:

1. Develop the skills in critical consciousness and reflective professional practice.
2. Access and use traditional and non-traditional sectors that engage, strengthen, and build well-being and social justice at all levels of social systems.
3. Demonstrate knowledge of social policies that social workers use to effectively interface with individuals, families, communities, and other social systems.
4. Recognize key aspects of the structures, legal standing, and roles of the nonprofit sector in providing human services, advocating for human rights, and promoting well-being.
5. Identify and apply commonly used indicators of social, economic, and other measures of community well-being.
6. Compare the levels and types of participation for members or representatives of groups experiencing discrimination in mediating structures that are intended to promote well-being.
7. Gain skills for engagement with relevant systems and communities needed to work together for desired goals in both traditional and nontraditional settings for social work.
8. Develop skills for interaction, collaboration, and communication between different types of social care systems, including government, voluntary and nonprofit organizations, and private-pay systems.
9. Identify the factors that lead to or detract from such participation (from the perspectives of socially excluded groups and the social work practitioners who bear some responsibility for promoting participation.)

**Course design:** In-class activities, readings, and course assignments will be coordinated so as to enhance course objectives. For example, simulations of real-work processes, films, and videos presented in the classroom will provide the contextual background for student observation and interview assignments in the community. Lectures by the instructor will be complemented by student presentations and by panels of guests representing consumers, providers, professionals, and volunteers involved in advocacy and community education as well as in service delivery

## **Curricular Themes:**

**Relation to Social Justice:** Social Justice underlies the creation of mediating structures, programs, and policies expressly designed to enhance community well-being. Students will examine these issues, as well as Social Work's historic commitment to social justice and engagement in planned change.

**Relation to Behavioral and Social Science Research:** This course will be based on the twin assumptions that the programs and policies to be studied can be understood through social scientific methods and that scientific concepts can also be used in the design of effective programs and policies. Students will learn to apply advanced analytical techniques to assess the strengths, needs, and capacities of individuals, groups, organizations and communities. However, even this assumption needs analysis. Scientific perspectives can lead to very different understandings and policies. For example, much of sociology can be divided into two perspectives:

1. structuralist/functionalist perspectives advocate for eliminating the cultural and behavioral skill differences between groups and the legal, economic, and other barriers to full participation, whereas
2. conflict perspectives assume that societies tend towards conflict because power and resources are inequitably distributed, and that conflict is, in the long run, positive because it increases the likelihood of expanding access to social goods.

These perspectives infuse many of the readings and analyses presented in this course. Applying one or the other can lead to different interpretations of events and social processes and to very different social agendas and programs for social change. For this reason, even the social science knowledge base of this course will itself be subject to examination.

**Relationship to social work ethics and values:** This course will address ethical and value issues related to policies and services for social participation and community well-being. The NASW Code of Ethics and other professional and organizational codes (e.g. IFSW) will be used to inform practice in this area. Special emphasis will be placed on the social worker's responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, ethical issues related to working with various client systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client's

best interest, proper and improper relationships with clients, interruption of services, and termination.

**Intensive focus on PODS:** This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

## 2. CLASS REQUIREMENTS

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### **Text and class materials:**

Bardach, E., & Patashnik, E. M. (2016). *A practical guide for policy analysis: The eightfold path to more effective problem solving*.

I will place additional required readings in the “Readings” section on Canvas, arranged by date. Students are expected to have completed all assigned readings prior to class.

In addition to Canvas Readings, we will regularly discuss current events. I expect you to stay up to date on local, state, and federal issues. I will also share articles that we will discuss in detail in class.

Readings may be changed due to visits by guest lecturers, special circumstances, and student needs.

**Class schedule(subject to change):**

Topics may be modified throughout the course, but ample notice will be provided. Refer to Canvas for the most updated class schedule.

<b>Date/Time</b>	<b>Agenda</b>	<b>Required readings &amp; assignments</b>
Week 1: 1/14/19	Introduction & Course Overview	Syllabus
Week 2: 1/21/19	<b>Martin Luther King Jr. Birthday Observance - NO CLASS</b>	watch recorded lecture
Week 3: 1/28/19	Topic Workshop	Eightfold Path:Part I
Week 4: 2/4/19	Government Engagement Topic workshop	Eightfold Path: Part II & Appendix B
Week 5: 2/11/19	Government Engagement	Canvas Readings <i>Assignment 1 part 1</i> <i>Due 2/10</i>
Week 6: 2/18/19	Advocacy & Interest Groups	Canvas Readings <i>Assignment 1 Part 2</i> <i>Due 2/17</i>
Week 7: 2/25/19	Advocacy & Interest Groups	Canvas Readings <i>Assignment 1 Part 3</i> <i>Due 2/25</i>
Week 8: 3/4/19	<b>Spring Break - NO CLASS</b>	<i>Policy Brief Due</i> <i>3/3/19</i>
Week 9: 3/11/19	Non-Profits, Faith Organizations, Grassroots Organizations *Presentation: RISE	Canvas Readings
Week 10: 3/18/19	Non-Profits, Faith Organizations, Grassroots Organizations	Bardach Appendix C
Week 11: 3/25/19	Non-Profits, Faith Organizations, Grassroots Organizations:  *Presentation: Michigan League for	Canvas Readings

	Public Policy	
Week 12: 4/1/19	Think Tanks	Canvas Readings
Week 13: 4/8/19	Private Sector	Canvas Readings
Week 14: 4/15/19	Final Project Presentations	
Week 15: 4/22/19	Final Project Presentations	

**Assignments:**

Assignment instructions and rubrics will be also be posted on Canvas as well as listed below. Assignments are due at 11:59pm on the date assigned.

Assignment	Due date	Percent of overall grade
Policy Analysis and Brief	Part 1: 2/10/19 Part 2: 2/17/19 Part 3: 2/24/19 Policy Brief: 3/3/19	40% Total Part 1: 10% Part 2: 10% Part 3: 10% Policy Brief: 10%
Final Project	4/14/18	40% Total Final Product: 20% Class Presentation: 20%
Attendance & Participation	Ongoing	20%

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 20% of the final grade will consist of course engagement.

This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information. It is necessary that

students attend each class and attend class for the entire time period. Prompt arrival for class is expected; those who arrive late miss important information and disturb others.

## **Assignment Policy Analysis and Policy Brief**

### **Overview**

For this assignment, you will complete an analysis on a policy that impacts social participation and community well-being. This is a multipart assignment that tasks you with completing each step of the Eightfold Path and eventually culminates in the completion of a policy brief.

### **Part 1 (10 Points)**

*Step One: Define the Problem (1 to 2 Pages)*

*Step Two: Assemble Some Evidence (1 to 2 Pages)*

*Step Three: Construct the Alternatives (1 to 2 Pages)*

### **Part 2 (10 Points)**

*Step Four: Select the Criteria (1 to 2 Pages)*

*Step Five: Project the Outcomes (Complete a matrix)*

*Step Six: Confront the Trade-Offs (1 to 2 Pages)*

### **Part 3 (10 Points)**

*Step Seven: Stop, Focus, Narrow, Deepen, Decide! (1 to 2 Pages)*

- Reflect on your review of the material and make changes as needed

*Step Eight: Tell Your Story*

- Compose a 1-minute pitch for your idea
- Compose a 5-minute pitch for your idea

### **Policy Brief (10 Points)**

Using the information that you have collected in the previous components, complete a professional quality policy brief. This brief is intended to be shared with someone in the community, such as a policymaker or advocacy group. See the following websites for examples of well-designed policy briefs:

- <https://mlpp.org/>
- <https://poverty.umich.edu/research-publications/policy-briefs/>

## **Final Project**

### **Overview**



For this assignment, you will select a policy issue that impacts social participation and community well-being to create a policy deliverable that provides an overview and recommendations. This is to be done in two parts.

### **Deliverable (20 Points)**

The deliverable is to be in medium of your choice, such as: PowerPoint, Prezi, podcast, policy factsheet, policy brief, policy memo, op-ed, professional poster, or recorded video presentation. If you are exploring the same policy from your previous assignment, you may not select a policy brief.

These deliverables should be concise and easily consumed by the reader/viewer/listener (so no 15 page reports). No matter the form used, the final product should communicate and will be graded on the following:

- What the “problem” is and why it’s relevant to the target audience (5 Points)
- How the “problem” arose (5 Points)
- What the current service, program, and policy landscape across various domains looks like with respect to this problem (5 Points)
- Recommendations for services, programs, and/or policies to solve this problem supported by theories of social change (5 points)

### **Presentation (20 Points)**

You will facilitate a presentation that provides a summary of the background research that you conducted. In addition to a list of all resources used and consulted, the report should explain where you got your information and data and how you arrived at your conclusions. Additionally, you should reflect on any challenges, surprises, and insights throughout the process, as well as variations between your initial assessment of the issue and the final product.

You have discretion to be creative with the presentation, whether simply speaking on their project, pitching the project to a government body, community board, service organization or funder, etc.

- List of all resources used and consulted, including data sources (5 points)
- How the data supported the conclusions (5 points)
- Challenges, surprises, and insights (5 points)
- Variations between initial assessment and final product (5 points)

### **Participation:**

The class participation grade is a subjective grade – I will use this matrix to determine the class participation grade:

(0 – 19) Poor Participation	<ul style="list-style-type: none"> <li>● Does not attend in-person class sessions</li> <li>● No effort, disruptive, and disrespectful</li> <li>● Uses harmful language in class and does not respect other students' identities</li> </ul>
(20-39) Marginal Participation	<ul style="list-style-type: none"> <li>● Does not attend 1-2 in-person class sessions</li> <li>● Late most/all in-person class sessions</li> <li>● Little effort, texting or web surfing (irrelevant to course)</li> <li>● Demonstrates infrequent involvement in class or class discussions</li> <li>● Uses harmful language at times in class and sometimes does not respect other students' identities</li> </ul>
(40-59) Moderate Participation	<ul style="list-style-type: none"> <li>● Late to multiple in-person class sessions</li> <li>● Moderate effort, texting or web surfing on occasion (irrelevant to course)</li> <li>● Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them</li> <li>● Rarely offers to contribute to discussion, but contributes to a moderate degree when called on</li> <li>● May seem occasionally distracted or uninterested</li> <li>● Uses inclusive language at times and respects other students' identities to an extent</li> </ul>
(60-79) Strong Participation	<ul style="list-style-type: none"> <li>● Rarely late and no in-person class absences</li> <li>● Engaged in classroom activities only while in the class</li> <li>● Has clearly read and asks pertinent questions about course material</li> <li>● Offers interpretations or analysis of course material (more than just facts) to class</li> <li>● Contributes well to discussion in an ongoing way</li> <li>● Responds to other students' points, thinks through own points, questions others in a constructive way</li> <li>● Demonstrates consistent ongoing involvement by active visual and /or verbal engagement</li> <li>● Uses inclusive language in class and respects other students' identities</li> </ul>
(80--100) Excellent Participation	<ul style="list-style-type: none"> <li>● Consistently on time and no absences</li> <li>● Engaged in classroom activities only while in the class</li> <li>● Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.)</li> <li>● Participates actively and equally during in class discussions, and group activities</li> <li>● Contributes in a very significant way to ongoing discussion keeps discussion focused, responds very thoughtfully to</li> </ul>

	<p>other students' comments, contributes to the cooperative dialogue-building</p> <ul style="list-style-type: none"> <li>• Demonstrates ongoing active involvement and active visual and/or verbal engagement</li> <li>• Always uses inclusive language in class and respects other students' identities</li> </ul>
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## Grading:

Letter grades for the class will be allocated as follows:

97-100	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
		<60	E

Additional School and University policies, information and resources are available here:

<https://ssw.umich.edu/standard-policies-information-resources>. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism