



<b>Course title:</b>	Introduction to Social Welfare Policy and Services
<b>Course #/term:</b>	U-M Class #19755 Section 001, Spring/Summer 2021
<b>Time/Place:</b>	Day/Time: MONDAY 6:00 - 10:00PM <a href="https://umich.zoom.us/j/93382567938">https://umich.zoom.us/j/93382567938</a> Meeting ID: 933 8256 7938
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	None
<b>Instructor:</b>	Marquan Jackson, MSW he/him/his
<b>Contact info:</b>	<b>Email:</b> Marquanj@umich.edu You may expect a response within 48 hours
<b>Office:</b>	3738 SSW Mail Box:177
<b>Office hours:</b>	Via Zoom by appointment

### Land Acknowledgement

We acknowledge that the University of Michigan, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are Ojibwe, Odawa, and Potawatomi along with their neighbours the Seneca, Delaware, Shawnee and Wyandot nations.

### Legacies

As we live and learn on these territories, we must keep in mind the community struggles for selfdetermination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.

## 1. Course Statement

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### a. Course description

This course surveys the history of social welfare policy, services, and the social work profession. It explores current social welfare issues in the context of their history and the underlying rationale and values that support different approaches. Emphasis is placed on major fields of social work service such as: income support, health care, mental health, child welfare, corrections, and services to the elderly. Analytic frameworks with regard to social welfare policies and services are presented. These frameworks identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services in relation to diverse 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).

### b. Course content

There are four main content areas for the course.

1. The philosophic and practical basis for social welfare provisions, including consideration of the respective roles and relationships of: the individual; the family; the community, groups, educational settings, churches, and workplaces; the nonprofit sector; the government at various geographic levels.
2. The history of the social work profession: from the altruistic philanthropist to the development of professional practice; the emergence of distinct methods of practice in their historical context; the influence of religious values, ethics, and social and political climates on the profession's development; the emergence of specific policies and programs within their historical, social and political contexts.
3. A critical analysis of current social welfare policies, and programs, nationally and crossnationally with attention to: the strengths and weaknesses of various policies and programs; evolving population needs; the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation issues, and social justice/social change perspectives.
4. Descriptions and analyses using recent social science theory/research knowledge of major areas of social welfare provision and patterns of their delivery, including, but not limited to: services for families, children, adolescents, adults, and the aging (including

income maintenance, protective services, health and mental health, corrections and criminal justice, and education) including those targeted toward promotion, prevention, treatment, and rehabilitation; and, community service programs.

### **c. Course objectives and competencies**

This course addresses the following competencies and practice behaviors:

**COMPETENCY 3**—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

**COMPETENCY 4**—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

4.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

**COMPETENCY 5**—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

5.1 understand the forms and mechanisms of oppression and discrimination

5.3 engage in practices that advance social and economic justice.

**COMPETENCY 6**—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

6.2 use research evidence to inform practice.

**COMPETENCY 8**—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

8.1 analyze, formulate, and advocate for policies that advance social well-being

**COMPETENCY 9**—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic and use knowledge and skill to respond proactively. Social workers

9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

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

1. Describe the historical basis for the current U.S. social welfare system, including the history and role of the social work profession. (Practice Behaviors 4.1, 5.1, 9.1)
2. Describe and critically analyze current social welfare policies, procedures, and programs including the role of behavioral and social science research and theory in their evolution. (Practice Behaviors 3.1, 4.1, 5.3, 9.1)
3. Discuss the strengths and limitations of the current social welfare system in terms of the functions of the provision of basic needs, protection of the vulnerable, prevention, promotion, treatment, rehabilitation, protection of society, and provision of social control. This discussion will incorporate state, national, and cross-national analyses. (Practice Behaviors 4.1, 5.1, 6.2, 9.1)

4. Describe and critically analyze major fields of social welfare service provision from a multicultural perspective, including but not limited to income security, health and mental health services, child welfare, educational practices, services to the elderly, and corrections. (Practice Behaviors 3.1, 4.1, 5.1, 6.2, 8.1, 9.1)
5. Discuss and critically analyze current debates, trends, and ethical issues in each specific field of service presented in the course including the implications for social work practice and promoting social justice and social change. (Practice Behaviors 4.1, 5.1, 5.3, 6.2, 8.1, 9.1)

#### **d. Course design**

It is anticipated that the multiple sections of this course will be coordinated and lectures, assignments, readings, class exercises, and examinations will be shared across instructors. Various classroom teaching strategies may be used, including lecture, multimedia presentations, video documentaries, small and large group discussion, and presentations by students and guest lecturers.

#### **e. Curricular themes**

- ***Multiculturalism and Diversity.*** The course examines how the diverse dimensions (such as 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) of individuals and groups influence their perspectives of and experiences with social welfare policies and practices. Specific fields of service are critically analyzed from multicultural, historical, and/or cross-national perspectives.
- ***Social Justice and Social Change.*** The course critically analyzes current trends and ethical issues and their implications for promoting social justice and social change.
- ***Promotion, Prevention, Treatment, and Rehabilitation.*** The course gives attention to the ways in which current policies and programs address promotion, prevention, treatment, and rehabilitation.
- ***Behavioral and Social Science Research.*** Analytic frameworks drawn from behavioral and social science literature and research are presented for each field of service.

#### **f. Relationship to social work ethics and values**

The historical overview in this course includes an analysis of the value base of the profession. Ethical responsibilities of social workers within fields of service will be reviewed. Differences among codes of ethics for several social work professional organizations will also be explored.

#### **g. 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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### a. Course materials

The course is organized by weekly *modules*. Each module is composed of two components: *pre-session and live-session*. The format for each module is almost the same.

### b. Course format

The class format is based on research regarding effective online pedagogy. Each week beginning after week one, you will be expected to complete several tasks prior to our synchronous meeting. Canvas will be used for all communication and information dissemination. Each week, you will see a list of asynchronous activities to complete *prior* to our Wednesday class period.

I take it as a given that there will be times when you are unable to attend our class period synchronously due to constraints related to COVID-19. This is acceptable and understood. All synchronous meetings will be recorded, and you will be expected to view the recording at a later date.

Synchronous time together will be primarily spent in activities and discussion, with some minilectures. The bulk of the lecture content will be available to you to view prior to class. This will ensure that our time together is as meaningful and engaging as possible:

*Pre-session (asynchronous)* consists of activities to be conducted by students before the corresponding live-session, including:

- **Read.** Weekly reading assignments.
- **Watch and/or Listen.** Video and podcast, including recorded lectures.
- **Discussion Post.** Worksheet, activities, and/or discussion threads requesting your response to be followed-up in live-sessions.
- **Supplement.** These materials are extra for further reading/viewing/listening and are not required.

*Live-session (synchronous)* is held at the specified class time. During our live-sessions, please plan to meet as a class for approximately 2 hours (6pm-8pm) via zoom.

All other scheduled class sessions will occur via Zoom at the following link:

Join URL: <https://umich.zoom.us/j/93382567938>

**Meeting ID: 933 8256 7938**

No passcode

- You must *sign in to zoom meetings using umich.edu email account or else you will not be able to enter*. Please turn on and leave your camera on if you can so we can remain engaged as a class. Please mute your microphone when you are not talking or participating in activities.
- Live-session activities will include mini-lectures, small and large group discussions, guest lectures, self-reflection/discussion prompts, and other interactive activities. All livesessions will be recorded and accessible via Canvas. Recordings of class activities cannot be shared with members outside of the class without prior consent from all students in the class.

**\*\*Important notes about assigned readings and media\*\***

1. Students are required to complete the readings prior to each week's class. Any readings filed under a "supplemental" folder in Canvas are completely optional and are for students who wish to learn more about a particular topic.
2. Please always consult the syllabus to make sure you have completed all the readings and viewings; chapters from the book will not be in the Canvas folder.
3. The readings reflect a diverse array of perspectives, including historical perspectives. Due to the age of some documents, language used may not be current. You may find some ideas expressed in certain readings to be controversial and not reflective of social work values. However, these ideas are part of the current political discourse in the United States, and as social workers, you need to be aware of these positions so that you are able to be a better advocate.
4. We may not always discuss each reading in class; however, each student is responsible for the material covered by the readings. Students will need to draw upon the readings in order to complete the final exam.

Important Supplementary Media. The best way to keep current on policy issues is to regularly read, watch and/or listen to legitimate sources of news coverage. Be careful to distinguish between news reports and editorial commentary or opinion pieces in all news sources.

- Recommended national newspapers include *The New York Times* ([www.nytimes.com](http://www.nytimes.com)), *The Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)), *The Los Angeles Times* ([www.latimes.com](http://www.latimes.com)), and *The Wall Street Journal* ([www.wsj.com](http://www.wsj.com)).
- *The New York Times* offers a student discount rate on student subscriptions to hard copy editions, and it's also accessible (with a day delay) through the library. Articles in *The Washington Post* can be freely accessed, and this paper covers the Congressional issues with great detail. *The Wall Street Journal*, although focused on business issues, often has very good feature articles on domestic policy. Many national newspapers are available free to students by logging into the university library website.
- Recommended local, national and international news sources include *PBS NewsHour*, *National Public Radio*, *MSNBC*, *CNN*, *BBC*, and *Al Jazeera*. *The PBS News Hour* is an excellent source of more in-depth discussion of ongoing and emerging policy issues and is available online at [www.pbs.org/newshour](http://www.pbs.org/newshour). *All Things Considered* and *Morning Edition* on *National Public Radio (NPR)* are readily available online and can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7). Local sources of news include the *Detroit Free Press* (<https://www.freep.com>) and *Mlive Michigan* ([www.mlive.com](http://www.mlive.com))
- Online news magazines such as *The Atlantic Monthly*, *Time*, *the Economist*, *U.S. News & World Report*, and *The New Republic* also cover many relevant local, national, and international policy issues.



**b. Class Schedule**

<b>Module</b>	<b>Topics</b>	<b>Pre-Session Activities</b> (discussion posts due 11:59pm the day before class on each Sunday night)	<b>Live-Session Activities</b>
Class 1 May 10th	Welcome and course overview	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Course syllabus</li> <li>• Arch Staller</li> </ul> <p><b>Watch</b></p> <ul style="list-style-type: none"> <li>• Social Policy Crash Course</li> </ul> <p><b>Post</b></p> <ul style="list-style-type: none"> <li>• Hello classmates! (see Canvas for instructions)</li> </ul>	<ul style="list-style-type: none"> <li>• • Brief introductions</li> <li>• • Q and A (e.g., syllabus, class logistics)</li> <li>• Course overview</li> <li>Class agreements</li> <li>Small group work - allocation exercise</li> </ul>

<p>Class 2 May 17th</p>	<p>Introduction to Social Welfare Policy: Structural Discrimination and Social Justice</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Staller, <i>Land Acknowledgement and Legacies</i></li> </ul> <p><b>Watch</b></p> <ul style="list-style-type: none"> <li>• Seefeldt, What shapes U.S. social welfare policy: Beliefs, myths, and values</li> <li>• Seefeldt, <i>What shapes U.S. social welfare policy: Ways we provide assistance</i></li> </ul>	<ul style="list-style-type: none"> <li>• Overview of module material</li> <li>• Small group work Exercise</li> <li>• Other activities - TBD</li> </ul>
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<b>Module</b>	<b>Topics</b>	<b>Pre-Session Activities</b> (discussion posts due 11:59pm the day before class on each Sunday night)	<b>Live-Session Activities</b>
		<p><b>Post</b></p> <ul style="list-style-type: none"> <li>• Land and Legacies Discussion</li> </ul>	

Class 3 May 24th	U.S. Government Structures and Policymaking for Social Workers	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Staller Chapter 2 U.S. Government Structures</li> </ul> <p><b>Watch</b></p> <ul style="list-style-type: none"> <li>• Frameworks for Thinking About Assistance</li> <li>• What is Social Policy and Why Does SW Care?</li> </ul> <p><b>Post</b></p> <ul style="list-style-type: none"> <li>• U.S. Governments Discussion</li> </ul>	Overview of module material Current Events - Small group exercise
Class 4 June 7th	U.S. Constitution as Supreme Law and Historical Record for Social Workers	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• United States Constitution and Amendments</li> <li>• Staller Ch 3 U.S. Constitution for Social Workers</li> <li>• Douglass F. July 4 1852</li> </ul> <p><b>Watch</b></p> <ul style="list-style-type: none"> <li>• Douglass's Descendants</li> </ul>	Overview of module material Small group exercise

<b>Module</b>	<b>Topics</b>	<b>Pre-Session Activities</b> (discussion posts due 11:59pm the day before class on each Sunday night)	<b>Live-Session Activities</b>
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		<p><b>Post</b></p> <ul style="list-style-type: none"> <li>• U.S. Constitution Discussion</li> </ul>	
<p>Class 5 June 14th</p>	<p>Government Budgets and Taxes for Social Workers</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Staller, K. M. (2018). "Federal and state budget basics for social workers: Social welfare impact and social justice implications." In Michael Reisch (Ed). <i>Social policy and social justice</i>. 3rd Edition.</li> </ul> <p><b>Watch</b></p> <ul style="list-style-type: none"> <li>• Seefeldt, Budget Lecture</li> </ul> <p><b>Post</b></p> <ul style="list-style-type: none"> <li>• Budget discussion</li> </ul>	<p>Overview of module material Other activities - TBD</p>
<p>Class 6 June 21st</p>	<p>Social Work and Welfare in Historical Context</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Reisch, M. (2017). U.S. Social Policy and Social Welfare: A Historical Overview. <b>Read pages 52-71</b></li> <li>• Carlton-LaNey, I. (2015). African American Social Welfare History.</li> </ul> <p><b>Watch (choose one)</b></p> <ul style="list-style-type: none"> <li>• Heart of Bassett Place</li> </ul>	<p>Overview of module material Other activities - TBD</p>

<b>Module</b>	<b>Topics</b>	<b>Pre-Session Activities</b> (discussion posts due 11:59pm the day before class on each Sunday night)	<b>Live-Session Activities</b>
		<ul style="list-style-type: none"> <li>• Women of Hull House</li> </ul> <p><b>Post</b></p> <ul style="list-style-type: none"> <li>• Regulating the poor discussion</li> </ul>	
Class 7 June 28th	Creation of the Welfare State	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Staller. Creation of the Welfare State.</li> <li>• Reisch, M. (2017). U.S. Social Policy and Social Welfare: A Historical Overview. <b>Read pages 71-81</b></li> </ul> <p><b>Watch</b></p> <ul style="list-style-type: none"> <li>• Film-Harry Hopkins</li> </ul> <p><b>Post</b></p> <ul style="list-style-type: none"> <li>• Creation of the Welfare State Discussion</li> </ul>	<p>Overview of module material</p> <p>Small group exercise – social security and solvency</p> <p>Activities TBD</p>

Class 8 July 5th	Equality, Opportunity, and Civil Rights: Activism to Policy	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lateef and Androff Black Panther Party's Free Breakfast Program.pdf</a>  <a href="#">Program.pdf</a></li> <li>• How the Black Panther's breakfast program inspired and threatened the government</li> </ul>	
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<b>Module</b>	<b>Topics</b>	<b>Pre-Session Activities</b> (discussion posts due 11:59pm the day before class on each Tuesday night)	<b>Live-Session Activities</b>
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		<ul style="list-style-type: none"> <li><i>The souls of poor folks: A preliminary report: Auditing America 50 years after the Poor People's Campaign challenged systemic racism, poverty, the war economy/militarism and our national morality. (2017). Institute for Policy Studies.</i></li> </ul> <p><b>Watch:</b></p> <p>John Lewis Choose one: Latino Americans Given a Chance After Stonewall ADA Now!</p>	
Class 9 July 12th	Judicial Advocacy, Social Movements & Patchwork Rights	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Staller Ch 6</li> </ul> <p><b>Watch</b></p> <ul style="list-style-type: none"> <li>What could happen to Roe v. Wade?</li> </ul> <p><b>Listen</b></p>	Activities - TBD

<b>Module</b>	<b>Topics</b>	<b>Pre-Session Activities</b> (discussion posts due 11:59pm the day before class on each Sunday night)	<b>Live-Session Activities</b>
		<ul style="list-style-type: none"> <li>• Supreme Court LGBTQ Employment Discrimination</li> </ul>	
Class 10 July 19th	Vanishing Welfare System	<p><b>Read</b> Edin ALICE (pgs 1-2, 14-15) Reisch (pgs 81-96)</p> <p>Watch</p> <ul style="list-style-type: none"> <li>• Professor Mcguire-Jack Vanishing Social Safety Net <a href="#">Link (Links to an external site.)</a></li> <li>• <a href="#">Reveal Podcast A Welfare Check.docx</a> </li> <li>• Doin' the Work: podcast-Antipoverty Organizing <a href="#">link</a></li> </ul> <p><b>POLICY WORKSHEET DUE</b></p>	<p><b>Turn in your policy worksheet.</b></p> <p>Activities TBD</p>



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<b>Module</b>	<b>Topics</b>	<b>Pre-Session Activities</b> (discussion posts due 11:59pm the day before class on each Tuesday night)	<b>Live-Session Activities</b>
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<p>Class 11 July 26th</p>	<p>Understanding Poverty and Income Inequality</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Edin, K. By Any Means Necessary.pdf</a> </li> <li>• <a href="#">Seefeldt chapter-1.pdf</a> </li> <li>• <a href="#">Desmond - Americans Want to Believe Jobs Are the Solution to Poverty. They're Not-1.pdf</a> </li> </ul> <p><b>Watch:</b> Understanding poverty Anti-poverty Income inequality Racial Wealth Gap</p> <p><b>Post</b></p>	<p>Watch - Asset Building Agenda (Dr. Willie Elliot) Other Activities - TBD</p>
<p>Class 12 August 2nd</p>	<p>The Complex Welfare State: Health Policy as an Example</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Michener, Jamila. 2018. "Federalism, Health Care, and Inequality." In <i>Fragmented Democracy: Medicaid, Federalism, and Unequal Politics</i>. New York: Cambridge University Press.</li> </ul> <p><b>SKIM two supplemental articles</b></p>	<p>Activities TBD</p>

<b>Module</b>	<b>Topics</b>	<b>Pre-Session Activities</b> (discussion posts due 11:59pm the day before class on each Sunday night)	<b>Live-Session Activities</b>
		<p><b>Watch</b></p> <ul style="list-style-type: none"> <li>• Weaver – Frameworks</li> <li>• Weaver – Mental Health Policy</li> <li>• Weaver – Reform in Action</li> <li>• Weaver – Current Events</li> </ul> <p><b>Post</b></p> <ul style="list-style-type: none"> <li>• Health Policy Discussion</li> </ul>	

### c. Assignments

Assignment	Due date	Percent of overall grade
Discussion posts	11:59pm the day before class (each Monday night)  On Canvas	20%
Read, Share Synthesis and Teach / Workheets	<b>TBD</b>	20%
Policy worksheet	11:59pm 7/19  Upload to Canvas	20%
Final exam	11:59pm 8/4/21  Upload to Canvas	40%

### d. Attendance and class participation

This is an unusual semester due to the COVID-19 pandemic. I understand that some of you may not be able to meet synchronously with the class, and that is acceptable. Circumstances such as child care, family care, illness, living in a vastly different time zone, and mental health concerns are all acceptable reasons to be unable to attend synchronously. If you will be unable to attend synchronously the entire semester, please email me as soon as possible so that we can come up with a creative plan to include you in the class to the fullest extent possible. If you are able to make the majority of classes but have to miss a few synchronous sessions, you do not need to email me.

All synchronous sessions will be recorded and posted to Canvas. If you are unable to attend synchronously, it is expected that you will view the recorded session later.

### e. Grading

Please see the following SSW Policies related to grading:

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[Policy for grading in special circumstances](#)

In this unusual semester, it is understandable that some assignments will be late. Please email me if you have a concern about turning in an assignment on time. Assignments must be uploaded into the Canvas Dropbox.

Grades are assigned as follows:

<b>A = 93-100%</b>	<b>B- = 80-82%</b>	<b>D+ = 67-69%</b>	
<b>A- = 90-92%</b>	<b>C+ = 77-79%</b>	<b>D = 60-66%</b>	
<b>B+ = 87-89%</b>	<b>C = 73-76%</b>	<b>F = 0-59%</b>	
<b>B = 83-86%</b>	<b>C- = 70-72%</b>		

### f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

### g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures.

Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

#### **h. Health-Related Class Absences**

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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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*

## **SW530 Policy Report Worksheet Spring/Summer 2021**

### **Assignment Overview**

This assignment consists of a policy worksheet. It is designed to help students identify a concise policy problem starting with a general interest area. The worksheet components are useful in developing the intellectual building blocks for writing other policy documents such as policy reports, policy memos, white papers, or policy briefs.

### **Due Dates, Grade Allocation and General Guidelines**

You will have several weeks to do this assignment. Please use this time wisely because the worksheet requires a thoughtful consideration of topics, narrowing your interest area, and library-based research in order to complete. The final version will be due on **November 4 at 11:59pm**.

This assignment is worth 20% of your final course grade.

### **Library Resources and Lectures**

If you log into the University of Michigan library system you will have access to a wide variety of policy sources which may not otherwise be available. In addition, you are encouraged to watch or re-watch the mini lectures presented by Darlene Nichols. Ms. Nichols is the University of Michigan librarian designated to work with the School of Social Work. She has developed the content of her mini lectures with this policy worksheet in mind. They should be particularly useful to you as you start this project. Ms. Nichols is also available to help at [dpn@umich.edu](mailto:dpn@umich.edu).

### **Learning Objectives**

The learning objectives for this assignment includes:

- § Identify and describe the difference between an issue and a problem;
- § Describe a well-defined problem that can be addressed by policy action;
- § Explain the historical background of the issues;
- § Identify and describe specific federal (or state) policy;
- § Evaluate the effectiveness of current policy
- § Identify barriers to fixing the problem;
- § Demonstrate an understanding of the moral underpinning of policy choices;
- § Decide what position social workers should take relative to a policy based on professional values.

## Policy Report Worksheet

Students will identify the particular policy domain, issue, problem, and policy which will be the focus of their assignment. Below please find a list of the domains, issues, and problems you will choose from.

Once you have selected your domain, issue, and problem area, you will need to conduct some research so that you can answer the 15 questions posed below. Depending on the question, you might consult news articles, journal articles, websites of policy advocacy organizations (although understand that some may have a particular ideological focus, you must present balanced sources), and reports from policy research organizations, federal agencies, and state agencies. Cite your sources in answering the questions and provide a comprehensive reference list at the end of your worksheet.

It will be up to the student to fully research the debates around this problem. What do proponents and opponents say about the problem? In addition, it will be the student's responsibility to identify specific policies with address the problem.

Please answer each question in sequence. Format your answers according to the list and label each with a proper subheading. Answers need not be lengthy and will range from a single sentence to two paragraphs per question.

### Policy Domains, Issues, and Problem Areas

Pick one of the following domains, identify an issue and then select a problem from the following list to complete this assignment:

- Domain: Criminal justice
  - Issue: Police tactics
    - Problem Areas:
      - Should chokeholds be allowed?
      - Under what circumstances, if any, should police be able to stop and frisk?
  - Issue: Police accountability
    - Problem Areas:
      - Should officers be required to wear body cameras?
      - Should police department have civilian oversight boards?
  - Issue: Incarceration
    - Problem Areas:
      - Should inmates be released early?



- Should there be mandatory sentences for certain crimes?
- Domain: Health
- Issue: Health insurance ■
  - Problem Areas:
    - Should birth control prescriptions be covered by health insurances?
    - Should recipients be required to work in order to be eligible for Medicaid?
- Issue: Public health ■
  - Problems Areas:
    - Should families with children impacted by lead poisoning from the Flint water crisis receive special services (extra food supplements)?
    - Should there be a mandatory requirement that people must wear masks in public during the COVID19 pandemic?
    - Domain: Housing
- Issue: Eviction ■ Social
  - Problem:
    - Should there be a moratorium on evictions during the COVID19 pandemic?
- Issue: Affordable Housing ■
  - Social Problem:
    - Should we do away with residential zoning restrictions?
    - Should the housing choice voucher be expanded?
  - Domain: Poverty/welfare ○ Issue: Food Security ■ Social Problem:
    - Should there be a work requirement as a prerequisite for food stamps?
- Issue: Economic Security ■
  - Social Problem:
    - Should unemployment benefits be time limited?
    - Domain: Labor
- Issue: Wages
  - Social Problem:
    - Should minimum wage be \$15/hour?
    - Should essential workers receive hazard pay during COVID-19?
  - Domain: Immigration ○ Issue: Border Detention ■ Social Problem:
    - Should undocumented families detained by U.S. officials be housed together?

- Should detainees who test positive for COVID-19 be deported?
  
- Domain: Environmental
- Issue: Water Access
  - Social Problem
  - Should there be a moratorium on water shut offs in Detroit during COVID-19?
  - Should Nestle be allowed to bottle and sell Michigan spring water?

## Policy Report Worksheet Questions

**A. Problem Identification. (Answers to question 1 should be one sentence. Answers to questions 2 through 5 should be 1-2 paragraphs).**

1. Identify the policy domain, issue, and problem you are focusing on?
2. What are some of the reasons this problem needs to be addressed?
3. What are the moral arguments informing the debates around this problem?
4. What historical background is important in order to understand the problem? (What has led to this issue being a problem?)
5. How is the problem related to structure/institutional or systemic racism?

**B. The Problem and Current Law (Answers 1-2 paragraphs for each question)**

6. What are the federal and/or state governments currently doing to address this problem? Provide at least **two examples** of existing policies.
7. How well are the government approaches working? (Hint: look at research studies on effectiveness. This is also where you might highlight the disparate impact based on social identity)
8. Provide one example of how the private or nonprofit sectors are addressing the problem. What services are being offered to help?

**C. Policy Recommendations. (Answers of about one paragraph for each).**

9. What are 1-2 barriers and facilitators for addressing this problem?
10. What are 1-2 specific actions Congress and/or state governments should take to fix the problem?
11. How does the policy recommendation advance dismantling of institutional racism and promote social justice?
12. What are the intended and potential unintended consequences of the policy recommendation?

**D. Professional Reflections. (Answer of about one paragraph for each).**

13. Why did you choose to focus on this problem? If you have done so for personal reasons, have you sorted out your professional responsibilities and values from personal ones?
14. What are the implications for social welfare if no action is taken to address this problem? (i.e., why should social workers care about this problem?)

15. After conducting the research and analysis for this assignment, how have your views or perspectives on the problem changed? What additional complexities have you discovered?

**E. References**

Please make sure all your references are included in your reference list.