University of Utah  
College of Social Work  
Bachelor of Social Work Program

SW 4301—001: Social Welfare Policy and Services (3 credit hours)

Instructor: Jason Castillo  
Telephone Number: (801) 585-9592  
Email Address: jason.castillo@socwk.utah.edu  
Office Number: 324  
Class Time: Wednesdays (12:55-3:55pm)  
Classroom: SW 133  
Office Hours: By appointment

Required Materials

All material will be made available to students electronically via CANVAS.

Course Description

Social Welfare Policy and Services focuses on the political and legislative processes that influence the development of social welfare policies and services. This course articulates the intersections between human rights, social justice, and social work practice in the social welfare system. Special emphasis is on the role of social workers as social welfare policy analysts and social justice advocates. This course reinforces and promotes social work as a perspective from which to enhance our understanding of post-modern social problems and improve our macro-practice as social workers. Students will be introduced to: (1) history of social welfare policies and programs in the U.S., (2) public policy process, (3) actors/stakeholders involved in the public policy process, and (4) models associated with policy analysis, with the goal of supporting students in practicing social justice as needed to enhance individual, family, group, organization, and community well-being.

Course Objectives

At the conclusion of this course, students will be able to:

1. Understand and describe the social, political, economic and cultural factors impacting the health and wellbeing of vulnerable, marginalized, and oppressed populations in the U.S. and internationally.
2. Understand and describe the values and theoretical concepts underlying the development and implementation of social welfare policies and programs in the U.S. and internationally.
3. Understand and describe different historical periods and events that led to the development and implementation of social welfare policies and programs in the U.S. and internationally.
4. Understand and describe the local, state, and federal stakeholders involved in the public policy-making process.
5. Understand and describe major social welfare policies and programs that affect vulnerable, marginalized, and oppressed populations in the U.S. and internationally.
6. Conduct a policy analysis that reports on alternative approaches to alleviate/eliminate an issue/problem impacting a vulnerable, marginalized, and oppressed populations in the U.S.
Prerequisites

SW 1010, SW 2300, POLS 1100

Council on Social Work Education (CSWE)

CSWE is the accrediting body for undergraduate and graduate social work programs in the United States. They developed the Educational Policy Accreditation Standards (EPAS) by which curriculum and programs are assessed and accredited (See Appendix A).

ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, (801) 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification from the Center for Disability Services.

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the University Counseling Center (801) 581-6826 and/or Center for Student Wellness (801) 581-7776.

Violence and Harassment

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kind of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office Equal Opportunity and Affirmative Action, 135 Park Building, (801) 581-8365, or the Office of the Dean of Students, 270 Union Building, (801) 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, (801) 581-7776. To report to the police, contact the Department of Public Safety, (801) 585-2677 (COPS).

Gender Pronoun and Name Preferences

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu
to schedule a time to drop by. The LGBT Resource Center hours are Monday through Friday 8:00am-5:00pm, and 8:00am-6:00pm on Tuesdays.

**Veteran Center**

If you are a student veteran, the University of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: Monday through Friday 8:00am-5:00pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

**Learners of English as an Additional/Second Language**

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class. In addition, please know that you are welcome to consult with Elizabeth Perez, Academic Advisor, BSW Program. Elizabeth may be reached at elizabeth.perez@utah.edu.

**Academic Integrity Statement**

Student Code of Conduct: While scholastic dishonesty is not anticipated, students shall be subject to The University of Utah’s policy on this subject. See Code of Student Rights and Responsibilities Policy at http://www.admin.utah.edu/ppmanual. Students are encouraged to familiarize themselves with this policy and standards. Please note that academic misconduct violates the NASW Code of Ethics, and represents a failure to achieve learning outcomes related to, social work ethics and professional conduct.

**Academic Misconduct**

The College of Social Work does not permit or tolerate academic misconduct. The following information is drawn from the University of Utah’s Code of Student Rights and Responsibilities (http://www.regulations.utah.edu/academics/6-400.html):

“Academic misconduct includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

1. Cheating involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student’s examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and
before resubmitting it, or violating any rules relating to academic conduct of a course or program.

2. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

3. Plagiarism means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

4. Fabrication or falsification includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.”

Official Drop/Withdrawal

The last day to drop classes is [date]; the last day to withdraw from this class is [date]. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student’s responsibility.

Content Accommodation

The content of this course is largely mandated by the requirements of CSWE. In accordance with University of Utah policy, students are encouraged to familiarize themselves with these requirements before requesting substantive content accommodations. In addition, please know that you are welcome to consult with Elizabeth Perez, Academic Advisor, BSW Program. Depending on your situation, she may recommend campus resources, a change in course schedule, or other forms of assistance. Elizabeth may be reached at elizabeth.perez@utah.edu.

Instruction and Learning Methods

The primary teaching methods utilized in the course include lectures, small and large group exercises, experiential exercises, group and community meetings, electronic media, guest speakers, and film/media. Students will have numerous opportunities to examine issues of individual interest that support their professional development. Students are responsible for their own learning; as such, students are expected to attend class and participate in a manner that will help them achieve the learning goals, objectives and practice behaviors for the course. This course requires critical thinking, skillful writing composition, and verbal discourse, where knowledge and information is shared with others.
Course Expectations

1. **Student Expectations:** Students are expected to demonstrate professional behavior, which means: attending class; arriving to and leaving class at the scheduled time; informing the instructor when leaving class early (please do so minimally), turning cell phones to silent, vibrate, or off; not texting, emailing, tweeting, etc. in class; coming to class alone and without children, family, and friends who are not registered in the course; returning to class on-time after breaks; coming prepared to participate in class discussion; asking questions and/or giving feedback; limiting the use of laptop computers (with the exception of taking class notes) and other electronic devices; engaging in courteous communication with instructors and peers inside and outside of the classroom; and showing respect for others’ opinions. If your use of electronic devices is distracting to anyone in the classroom, including the instructor, you will be asked to turn off the device and/or leave the classroom. When communicating with instructors or peers, in person or electronically, please be aware that standards of professional behavior apply. Integral to higher education is the exchange of ideas, which may include new, controversial and/or diverse ideas, and sometimes we will not agree with the ideas we encounter in readings, discussions, or class presentations. However, under all circumstances, we will treat others with respect and act professionally. Students are responsible for their own learning and contributing to a larger learning community in the classroom. It is imperative that students be present in order to learn valuable skills for social work practice. If a student misses three (3) or more classes, he/she risks not passing the course.

2. **Instructor Expectations:** Instructor is expected to demonstrate professional behavior, which means: attending class; arriving to and leaving class at the scheduled time; informing students of changes to the course syllabus; informing students of changes to the class schedule; providing students with classroom time to work on course assignments; providing clear expectations on course assignments; providing clear and concise feedback on course assignments; returning assignments to students in a timely manner, and replying promptly to e-mail. Integral to higher education is the exchange of ideas, which may include new, controversial and/or diverse ideas, and sometimes we will not agree with the ideas we encounter in readings, discussions, or class presentations. However, under all circumstances, we will treat others with respect and act professionally.

3. **Course Assignments:** All written assignments are due at the beginning of class on the date specified in this syllabus. All written assignments are to be submitted electronically via CANVAS. All written assignments that are submitted late will receive a one (1) point deduction for every day it is late (including weekends). All written assignments will be checked using anti-plagiarism software. The instructor reserves the right to grant an extension on course assignments. If the student anticipates that an extension is necessary (i.e., medical, personal, and/or familial), the student is strongly expected and encouraged to communicate with the instructor sooner rather than later. No extension requests will be approved on assignments that are due within the next 48 hours.

4. **Incompletes:** In accordance with University of Utah policies and procedures, Incomplete Grades are strongly discouraged. The University of Utah requires that a student has completed a minimum of 80% of the required course work before the instructor may grant an Incomplete. Please speak with the instructor before assuming an Incomplete will be granted.
5. **Safety**: As part of professional social work education, students will have assignments that involve working in agency settings and engaging with the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student’s responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the appropriate authority regarding any safety concerns.

6. **Confidentiality**: Personal disclosure is not an expectation or requirement of this course. However, it may be appropriate for students to share information during class as it relates to learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.

7. **E-mail Correspondence**: It is preferable that e-mail correspondence to the instructor come from a UMail account (ending in @ utah.edu). E-mail from non-UMail accounts may go to the instructor’s junk mail folder, which will not be reviewed. Senders must also validate that all submitted documents are in readable format (i.e., Microsoft Word). If the instructor receives corrupted documents, the instructor will inform the sender and the sender will be responsible for submitting a readable document. The use of e-mail correspondence has created expectations that the receiver of an e-mail receives and reads every e-mail within seconds of its activation by the sender. Unfortunately, these expectations are unreasonable for most people. The instructor will respond to e-mail correspondence in a timely manner and expects that students will respond in a similar fashion. “Timely” means within 48 hours. If you do not receive a response within this time frame, please re-send your e-mail and/or contact the instructor by phone.

8. At the end of the semester, students will have the opportunity to evaluate the course and the instructor using the official University of Utah course and instructor evaluation.

**Grading**

The University of Utah adheres to the following grading policy, which will be applied in this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-95%</td>
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<tr>
<td>A-</td>
<td>94-90%</td>
</tr>
<tr>
<td>B</td>
<td>86-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
</tr>
<tr>
<td>C</td>
<td>76-74%</td>
</tr>
<tr>
<td>C-</td>
<td>73-70%</td>
</tr>
<tr>
<td>D</td>
<td>66-64%</td>
</tr>
<tr>
<td>D-</td>
<td>63-60%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
</tr>
<tr>
<td>C+</td>
<td>79-77%</td>
</tr>
<tr>
<td>D+</td>
<td>69-67%</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

Grading in this course is based upon the following assignments. Since all graded assignments are related directly to course objectives, failure to complete any assignment will result in an unsatisfactory course grade. In accordance with the policy of the BSW Program, students earning a grade at or below 73% (C-) will be subject to dismissal from the program. Please consult with Elizabeth Perez, Academic Advisor, BSW Program and/or review the BSW Student Handbook for more details. Elizabeth may be reached at elizabeth.perez@utah.edu.

**Course Assignments**

Grading in this course is based upon the following assignments. Since all graded assignments are related directly to course objectives, failure to complete any assignment may result in an unsatisfactory course grade. In accordance with the policy of the BSW Program, students earning a grade at or below 73% (C-).
will be subject to dismissal from the program. Please refer to your academic adviser and/or BSW Student Handbook for more detail.

**Preparedness, Participation, and Contribution to Class (Individual)**

Attendance and punctuality are basic requirements for a learning environment. Beyond that, each person's frequency and quality of contribution to the class discussion will be assessed and reflected in the class participation score. Excessive tardiness, early departures, and absences will result in a deduction of classroom preparedness, participation, and contribution points. You are a member of a professional learning community, as such; you are expected to represent yourself as a professional. If you cannot attend a class it is a courtesy to inform the instructor in advance.

**Due: Weekly**
**Assignment Points: 30 Points**

**Utah State Legislator Assignment (Individual)**

For this assignment, each student will identify one issue/problem of interest and meet with one’s State of Utah Legislature District Representative (House or Senate) on this one issue/problem. Each student is expected to select an issue/problem that is salient to the social work profession—crime, economy, education, housing, immigration, poverty, substance abuse, transportation. Each student is encouraged to become knowledgeable on the: (1) particular issue/problem, (2) alternative solutions/strategies to alleviate or eliminate the issue/problem, (3) District Representative, (4) District Representative’s position on issue/problem, and (5) groups/organizations who are doing advocacy in the issue/problem area. Students may be interested in inquiring about policy, programming, funding, and/or regulatory issues. Each student will write and submit a single-spaced, two-page reflection paper reporting on the issue/problem, as well as the meeting with one’s state legislator. The reflection paper must report on: (1) the issue/problem, (2) the experience regarding the ease/difficulty in accessing one’s state legislator, (3) the legislators’ level of openness to addressing the issue/problem, (4) the legislators’ stated suggestions/recommendations to addressing the issue/problem, and (5) critique of the legislators’ stated suggestions/recommendations as they apply to the NASW Code of Ethics. Students are strongly encouraged to utilize the websites of the Utah State Legislature and advocacy agencies/organizations in completing this assignment. Students are required to include a reference page.

**Submission: Single-spaced, two-page reflection paper**
**Due: Anytime between September 1-November 1, 2017**
**Assignment Points: 30 Points**

**Mid-Term Examination (Individual)**

The mid-term examination will include multiple choice, true-false, and short-essay questions covering material from text readings, lectures, class discussions, and film/media. The examination will be close-booked and conducted during class.

**Submission: Written paper examination**
**Due: October 4, 2017**
**Assignment Points: 50 Points**
Social Policy Analysis and Policy Brief Assignment (SPAPB) (Group)

For this assignment, students will work as part of a small group (3-4 individuals). Each group will conduct a policy analysis, whereby they will write and present on the policy analysis addressing a local, state, or national issue/problem and recommended option to alleviating or eliminating the issue/problem. The assignment will be conducted in three parts.

**Part One:** The first part of the assignment should include a written brief including: (1) a statement of the issue/problem; (2) an overview of the root causes of the issue/problem; (3) implications associated with the issue/problem; and (4) three options to alleviate or eliminate the issue/problem. The writing should be conducted using scholarly sources (i.e., peer-reviewed articles; book chapters; federal, state, and local government evaluations, reports, and monographs; and/or think tank evaluations, reports, and monographs). Groups are required to cite and reference accordingly.

**Submission:** Written paper  
**Due:** September 20, 2017  
**Assignment Points:** 10 Points

**Part Two:** The second part of the assignment should include a written brief including: (1) a description of the three options; (2) a description of three criteria (ex. outcome effectiveness, cost efficiency, political feasibility, social acceptability, and equity) applied to the policy analysis; (3) a critical analysis of the three options to alleviate or eliminate the issue/problem; and (4) recommendation of one option to alleviate or eliminate the issue/problem. The analysis should examine each option by the established criteria and each option against one another on the established criteria. The analysis should be conducted using scholarly sources (i.e., peer-reviewed articles; book chapters; federal, state, and local government evaluations, reports, and monographs; and/or think tank evaluations, reports, and monographs). Students are required to cite and reference accordingly.

**Submission:** Written paper  
**Due:** November 15, 2017  
**Assignment Points:** 50 Points

**Part Three:** The final part of the assignment consists of each group facilitating a 15-20 minute PowerPoint presentation reporting on the policy analysis. The presentation should include: (1) a statement of the issue/problem; (2) an overview of the root causes of the issue/problem; (3) a statement on implications associated with the issue/problem; (4) a statement on the options to alleviate or eliminate the stated issue/problem; (4) a critical analysis of the three options to alleviate or eliminate the stated issue/problem; (5) a recommended option to alleviate or eliminate the stated issue/problem; and (6) a statement on the implications associated with the recommended option. Each member of the group is required to present during the presentation. The PowerPoint presentation must be emailed/forwarded onto the instructor by the morning of the day of the presentation.

**Submission:** PowerPoint Presentation  
**Due:** December 6, 2017  
**Assignment Points:** 30 Points

Each part of the assignment should be clear, succinct, focused, and evidence-based. A minimum of ten (10) references from scholarly sources (i.e., peer-reviewed articles; book chapters; federal, state, and
local government evaluations, reports, and monographs; and/or think tank evaluations, reports, and monographs) are required for the entire assignment. Following the completion of each part of the assignment, each member of the group will complete a review of one another—process and product. The data and information derived from the peer reviews will be used in calculating each group member’s participation and contribution to the assignment. Only the instructor will have access to the evaluative forms and no information from these forms will be communicated with group members/students. Given this, it is imperative that each group member: attend to and complete his/her expected responsibilities; communicate with one another throughout the assignment; and hold one another accountable throughout the assignment.

The maximum course points allotted for the required assignments are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness, Participation and Contribution</td>
<td>30</td>
</tr>
<tr>
<td>Utah State Legislator Assignment</td>
<td>30</td>
</tr>
<tr>
<td>Mid-term Examination</td>
<td>50</td>
</tr>
<tr>
<td>Social Policy Analysis and Policy Brief Assignment: Part One</td>
<td>10</td>
</tr>
<tr>
<td>Social Policy Analysis and Policy Brief Assignment: Part Two</td>
<td>50</td>
</tr>
<tr>
<td>Total Points:</td>
<td>200</td>
</tr>
</tbody>
</table>

**Comprehensive Course Outline: Weekly Topics**

**Week 1**

**Introduction**

**Learning Objectives:**

- Students will examine the course syllabus.
- Students will examine the definition of social welfare policy.
- Students will examine the values underlying social welfare policy.

**Required Readings:**


**Week 2**

**Historical Foundations of U.S. Social Welfare Policy**

**Learning Objectives:**

- Students will examine different periods associated with social welfare policy in U.S.
- Students will examine the social welfare policies of the U.S. and other nations.
Required Readings:


Week 3  
**Conceptual Foundations of U.S. Social Welfare Policy**

**Learning Objectives:**

- Students will examine the values and ideologies underlying social welfare policy.
- Students will examine the impact these values and ideologies have had on social welfare policy.

**Required Readings:**


Week 4  
**Poverty and Income Inequality**

**Learning Objectives:**

- Students will understand the definition and measurement of poverty in the U.S. and abroad.
- Students will examine theories associated with poverty.

**Required Readings:**


Week 5  
**The Making of Public Policy**

**Learning Objectives:**

- Students will examine the public policy process.
- Students will examine the institutions involved in the public policy process.

**Required Readings:**

Bird, M. (2016). *Social justice advocacy in the belly of the beast: An illustration of policy change for social


**Week 6  Social Welfare Policy Analysis**

**Learning Objectives:**

- Students will examine models associated with social welfare policy analysis.
- Students will examine approaches to conducting a social welfare policy analysis.

**Required Readings:**


**Week 7  Social Welfare Policy Analysis (cont)**

**Learning Objectives:**

- Students will examine approaches to conducting a social welfare policy analysis.

**Required Readings:**


**Week 8  Fall Break: No Class Meeting**
Week 9  Social Insurance and Public Assistance Programs in the U.S.

Learning Objectives:

- Students will examine major social insurance and public assistance programs.
- Students will examine rationale and impact of social insurance and public assistance programs.

Required Readings:


Week 10  Health Care in the U.S.

Learning Objectives:

- Students will examine historical and contemporary issues in health care in the U.S.
- Students will examine major health care programs in the U.S.
- Students will examine health care from a domestic and international perspective.

Required Readings:


Week 11  Mental Health and Substance Abuse in the U.S.

Learning Objectives:

- Students will examine historical and contemporary issues in mental health and substance abuse in the U.S.
- Students will examine the structure and financing of mental health and substance abuse services in the U.S.

Required Readings:

Week 12  Criminal Justice

Learning Objectives:

- Students will examine historical and contemporary issues in criminal justice in the U.S.
- Students will examine the criminal and juvenile justice systems in the U.S. and abroad.
- Students will examine the effects that criminalization and incarceration have on society.

Required Readings:


Week 13  Child Welfare in the U.S.

Learning Objectives:

- Students will examine historical and contemporary issues in child welfare in the U.S.
- Students will examine child welfare policies and programs in the U.S.

Required Readings:


Week 14  Housing in the U.S.

Learning Objectives:

- Students will examine historical and contemporary issues in housing in the U.S.
- Students will examine housing policies and programs in the U.S.

Required Readings:


Week 15  Hunger and Food Insecurity in the U.S.

Learning Objectives:

- Students will examine historical and contemporary issues in food security in the U.S.
- Students will examine food policies and programs in the U.S.
Required Readings:


**Week 16**  
**Social Policy Analysis and Policy Brief Assignment: PowerPoint Presentation**

**Learning Objectives:**

- Students will prepare a professional presentation.
- Students will conduct and facilitate a professional presentation.

**Required Readings:**
### Condensed Course Outline: Weekly Topics and Assignment Due Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>8/23</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8/30</td>
<td>Historical Foundations of U.S. Social Welfare Policy</td>
<td></td>
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<tr>
<td>3</td>
<td>9/6</td>
<td>Conceptual Foundations of U.S. Social Welfare Policy</td>
<td></td>
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<tr>
<td>4</td>
<td>9/13</td>
<td>Poverty and Income Inequality</td>
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<tr>
<td>5</td>
<td>9/20</td>
<td>The Making of Public Policy</td>
<td>SPAPB: Part One</td>
</tr>
<tr>
<td>6</td>
<td>9/27</td>
<td>Social Welfare Policy Analysis</td>
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<tr>
<td>7</td>
<td>10/4</td>
<td>Social Welfare Policy Analysis (cont)</td>
<td>Mid-Term Examination</td>
</tr>
<tr>
<td>8</td>
<td>10/11</td>
<td>Fall Break: No Class Meeting</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/18</td>
<td>Social Insurance and Public Assistance in the U.S.</td>
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<tr>
<td>10</td>
<td>10/25</td>
<td>Health Care in the U.S.</td>
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<tr>
<td>11</td>
<td>11/1</td>
<td>Mental Health and Substance Abuse in the U.S.</td>
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<tr>
<td>12</td>
<td>11/8</td>
<td>Criminal Justice in the U.S.</td>
<td></td>
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<tr>
<td>13</td>
<td>11/15</td>
<td>Child Welfare in the U.S.</td>
<td>SPAPB: Part Two</td>
</tr>
<tr>
<td>14</td>
<td>11/22</td>
<td>Housing in the U.S.</td>
<td></td>
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<tr>
<td>15</td>
<td>11/29</td>
<td>Hunger and Food Insecurity in the U.S.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/6</td>
<td></td>
<td>SPAPB: Part Three</td>
</tr>
</tbody>
</table>

Note: Utah State Legislator Assignment due anytime between September 1-November 1, 2017
Note: If you are having difficulty meeting the expectations of this course or if you have any needs that require immediate attention, please speak with the instructor as soon as possible.
Note: The syllabus is not a binding legal contract and is a guideline for the course and may be modified by the instructor (students will be given reasonable notice of modifications).
Resources

American Enterprise Institute: https://www.aei.org/
Administration for Children and Families: http://www.acf.dhhs.gov
Brooks World Poverty Institute: http://www.bwpi.manchester.ac.uk/
Center for American Progress: https://www.americanprogress.org/
Center on Budget and Policy Priorities: http://www.cbpp.org
Center for Community Change: http://www.communitychange.org/
Center for Public Policy and Administration: http://cppa.utah.edu/portfolio/portfolio.php
Children’s Defense Fund: http://www.childrensdefense.org
Community Action Partnership of Utah: http://utahcap.org/
Economic Policy Institute: http://www.epi.org/
Five County Association of Governments: http://www.fcaog.state.ut.us/
Future of Children: http://www.futureofchildren.com
HEAL Utah: http://www.healutah.org/
Heritage Foundation: http://www.heritage.org
Institute for Research on Poverty: http://www.ssc.wisc.edu/irp
Joint Center for Poverty Research: http://www.jcpr.org
Kaiser Family Foundation: http://www.kff.org/
Manpower Demonstration Research Corporation: http://www.mdrc.org
National Center for Children in Poverty: http://www.nccp.org/
National Conference of State Legislatures: http://www.ncsl.org/
National Congress for Community Economic Development: http://www.ncced.org/
National Poverty Center: http://www.npc.umich.edu
PEW Research Center: http://people-press.org
Sutherland Institute: http://sutherlandinstitute.org/
United for a Fair Economy: http://www.faireconomy.org
United Way of Salt Lake: http://www.uw.org/
Urban Institute: http://www.urban.org
U.S. Census Bureau: http://www.census.gov
Utahns Against Hunger: http://www.uah.org/
Utah Foundation: http://www.utahfoundation.org/
Utah Health Policy Project: http://www.healthpolicyproject.org/
Voices for Utah Children: http://www.utahchildren.org/
White House Policy Issues: http://www.whitehouse.gov/issues/
Appendix A

Council on Social Work Education (CSWE)

The EPAS Competencies and Practice Behaviors Relationships to the Instructional Materials and Assessment Methods....

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<tr>
<th>Course Competency</th>
<th>Instructional Materials</th>
<th>Assessment Methods</th>
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<tr>
<td><strong>Competency 1: Demonstrate ethical and professional behavior.</strong> Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</td>
<td>Barsky; Finn &amp; Jacobson; and Segal Readings and Lectures</td>
<td>Mid-term examination; Social Policy Analysis and Policy Brief Assignment</td>
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<tr>
<td><strong>1.A.</strong> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
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<td><strong>Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice.</strong> Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</td>
<td>Barusch; Bird; Blau &amp; Abramovitz; Jimenez, Pasztor, Chambers, &amp; Fuji; Karger &amp; Stoesz; Matthews; Segal; Suppes &amp; Wells; and Universal Declaration of Human Rights Readings and Lectures</td>
<td>Mid-term examination; Utah State Legislator Assignment; Social Policy Analysis and Policy Brief Assignment</td>
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<tr>
<td><strong>3. A.</strong> Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
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<td><strong>3. B.</strong> Engage in practices that advance social, economic, and environmental justice.</td>
<td>Barusch; Bird; Blau &amp; Abramovitz; Jimenez, Pasztor, Chambers, &amp; Fuji; Karger &amp; Stoesz; Matthews; Segal; Suppes &amp; Wells; and Universal Declaration of Human Rights Readings and Lectures</td>
<td>Utah State Legislator Assignment; Social Policy Analysis and Policy Brief Assignment</td>
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**Competency 4—Engage In Practice-informed Research and Research-informed Practice.** Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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<td><strong>4. B.</strong> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td>Barsky; Kraft &amp; Furlong; and McNutt &amp; Hoefer Readings and Lectures</td>
<td>Mid-term examination; Utah State Legislator Assignment; Social Policy Analysis and Policy Brief Assignment</td>
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<tr>
<td><strong>4. C.</strong> Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td>Barsky; Kraft &amp; Furlong; and McNutt &amp; Hoefer Readings and Lectures</td>
<td>Utah State Legislator Assignment; Social Policy Analysis and Policy Brief Assignment</td>
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**Competency 5—Engage in Policy Practice.** Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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<td><strong>5. A.</strong> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
<td>Barusch; Bird; Blau &amp; Abramovitz; Bradshaw; Finn &amp; Jacobson; Jimenez, Pasztor, Chambers, &amp; Fuji; Karger &amp; Stoesz; Kraft &amp; Furlong; Matthews; McNutt &amp; Hoefer; Segal; and Suppes &amp; Wells Readings and Lectures</td>
<td>Utah State Legislator Assignment; Social Policy Analysis and Policy Brief Assignment</td>
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<td><strong>5. B.</strong> Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td>Barusch; Bird; Blau &amp; Abramovitz; Bradshaw; Finn &amp; Jacobson; Jimenez, Pasztor, Chambers, &amp; Fuji; Karger &amp; Stoesz; Kraft &amp; Furlong; Matthews; McNutt &amp; Hoefer; Segal; and Suppes &amp; Wells Readings and Lectures</td>
<td>Mid-term examination; Utah State Legislator Assignment; Social Policy Analysis and Policy Brief Assignment</td>
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<tr>
<td><strong>5. C.</strong> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td>Barusch; Bird; Blau &amp; Abramovitz; Bradshaw; Finn &amp; Jacobson; Jimenez, Pasztor, Chambers, &amp; Fuji; Karger &amp; Stoesz; Kraft &amp; Furlong; Matthews; McNutt &amp; Hoefer; Segal; and Suppes &amp; Wells Readings and Lectures</td>
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