

**SOCIAL WELFARE POLICY, SWK 6210
WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

COURSE DESCRIPTION

*“Never doubt that a small group of thoughtful, committed citizens can change the world;
indeed it’s the only thing that ever has.”*

Margaret Mead

The mission of the social work profession is “to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty” (NASW Code of Ethics, Preamble, Revised in 2017). To further this mission, the NASW Code of Ethics implores social workers to “engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully (NASW Code of Ethics, 6.04(a), 2017). Social workers should also “advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice” (NASW Code of Ethics, 6.04(a), 2017). In order to effectively serve the mission of our profession, social workers need to be “aware of the impact of the political arena on practice” (NASW Code of Ethics, 6.04(a), 2017).

The two-course policy sequence for the master of social work program at Wurzweiler School of Social Work is designed to competently prepare students to support the mission of the social work profession. The current course builds on the theory, knowledge and skills of Social Welfare Organizations (SWK 6201) and other foundational courses, to further develop student understanding of social workers’ ethical responsibility to engage in social and political action, and put newly acquired skills into action.

This Social Welfare Policy course prepares students to actively practice policy analysis and advocacy through an exploration of theory, and the introduction and exercise of policy practice. This course employs a problem solving approach, similar to that explored in both practice and research courses. This course builds upon theory introduced in Human Behavior and the Social Environment courses and content infused throughout the curriculum related to social justice, equity, and equality for populations in need and at-risk.

Students in this course learn how to use policy practice to address a social problem of importance to them. Students choose a social problem that connects with the social work profession as a whole. This problem may intersect with student field placement experiences, career/future practice goals, and/or social problems of personal significance. Through a deeper exploration of theory, knowledge and skills, students will develop an expertise in policy related to their chosen problem that informs how they design and implement a strategy to impact policy to create positive social change, in accordance with the NASW Code of Ethics.

SOCIAL WORK COMPETENCIES

This course will help students achieve the following competencies:

Competency 3- Advance Human Rights and Social, Economic and Environmental Justice

Students will 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. Students 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. Students will 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.

Specifically, students will:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 5 – Engaging in Policy Practice

Students will understand that human rights and social justice, as well as social welfare needs and services, are influenced by public policy, as implemented at the federal, state, and local levels. Students will understand the impact of policy in service delivery and the influence of practice in policy development. They will understand the role of social work in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and how social workers can actively engage in policy practice to effect change within these settings. Students will recognize and understand the historical, cultural, economic, organizational, environmental, and global influences that affect social policy. Students will become knowledgeable about policy formulation, analysis, implementation, and evaluation.

Specifically, students will:

- Identify social policy at the local, state, and federal levels that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, and social, economic, and environmental justice.

Assignments for this course are used to assess/measure Competencies 3A, 3B, 5A & 5B.

COURSE POLICIES

STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

HIPAA ALERT

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.

CONFIDENTIALITY

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

COLLEGIALITY

During this course, open dialogue is encouraged, while acknowledging that not everyone will feel comfortable contributing to each discussion. All students should remember that although you may hold a strong opinion or belief about a particular subject matter, you must remain sensitive to the fact that your peers may not share that belief or hold the same opinion. Everyone will be held to the expectation that they will be respectful of differing perspectives, in accordance with the Section III. E. (Professional Conduct) in the Wurzweiler MSW Student Manual, found here: <https://www.yu.edu/sites/default/files/inline-files/ADVOCACY%20MSW%20handbook%20Policy%20Manual%20-%20as%20of%2012.13.18.pdf>.

COURSE REQUIREMENTS

REQUIRED TEXTS

Lane, S.R., Palley, E. & Shdaimah, C. (2019). *Social policy in a changing world*. Thousand Oaks, CA: Sage Publishing. ISBN: 9781544316185. Hard copy: \$99.00; eBook: \$50.00 (rental).

National Association of Social Workers. (2018). *Social work speaks: National Association of Social Workers policy statements (11th Ed.)*. Washington, DC: NASW Press. ISBN: 9780871015266. Hard copy: \$52.99; eBook: \$49.99.

National Association of Social Workers. (2017). *Code of Ethics*. Washington, DC: Author. Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Note: Other required readings are available on-line through electronic reserve (E-RES). See instructions below.

RECOMMENDED TEXTS

Gilbert, N., & Terrell, P. (2012). *Dimensions of social welfare policy (8th Ed.)*. Englewood Cliffs, NJ: Prentice-Hall. ISBN: 0205096891. Hard copy: \$86.65; eBook: 34.99.

Pollack, D. & Kleinman, T.G. (2015). *Social work and the courts: A casebook (3rd Ed.)*. New York, NY: Routledge. ISBN: 113879984X. Hard copy: \$42.95; eBook: \$38.66 or \$21.48 through VitalSource.

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author. ISBN: 1433832178. Paperback: 31.99, Spiral-bound: \$44.99, Hardcover: \$54.99; eBook: \$35.99 or \$31.99 through VitalSource.

E-RESERVES (Electronic Reserve)

Most of the articles mentioned in the curriculum are available on electronic reserve (E-Reserve). You can access the full text articles from your home or from a university computer at no charge.

The easiest way to access e-reserves is to click on “Online library resources and e-reserves” on the course Canvas page.

You can also access e-reserves through <http://www.yu.edu/libraries/>

1. Click on online resources.
2. Click on eReserves
3. If you are off-campus, at this point you will be prompted for your Off-Campus Access Service login and password (obtain this from the library).
4. In the ‘search for Courses’ box, type in the name of your course.
5. Click on the link to your course.
6. Enter the password wurzweiler
7. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
8. When the article text or book record appears on the screen, you can print, email, or save it to disk.
9. If you have any problems, please contact eres@yu.edu.

Instructional Methods, Course Requirements and Grading

Class sessions include lectures that follow the progression of the course outline. Discussions focus on lecture content, reading assignments, current events relevant to social policy and student experiences in the field. A variety of techniques, including classroom exercises, audio-

visual presentations and guest speakers may be used.

Students are expected to complete all assigned readings on time, attend class and participate knowledgeably in class discussions. In addition to the assigned readings, students are expected to skim news sources such as major national newspapers (such as *The New York Times*, *Washington Post*, or *Wall Street Journal*), news radio (such as NPR), podcasts (such as Up First, The Daily, This Week with Sam Sanders, the Globalist, the Takeaway, or PRI's the World), television news (such as local news or BBC), and specialized or long form publications (Politico, the Hill, the Atlantic, or Vox). In-depth sources such as *Congressional Quarterly*, *Congressional Weekly*, and professional journals may also be useful. These sources will be extremely helpful to all students in preparing class assignments and participating in class discussions.

Assignments: (detailed descriptions can be found in the relevant units)

Title	Unit	Weight (%)
Advocacy in the Community	Varies	15
Values Inventory & Who Represents Me	Unit 1/2	5
Advocacy Project, Part 1: Social Problem Analysis	Unit 3	10
Advocacy Project, Part 2: Social Policy Research	Unit 4	10
Advocacy Project, Part 3: Social Policy Change & Advocacy Groups	Unit 5	15
Advocacy Project, Part 4: Practice Testimony <i>This assignment measures Competency 3A, 3B, 5A</i>	Unit 6	15
Advocacy Project, Part 5: Policy Advocacy in Action	Unit 7	10
Class participation <i>This assignment measures Competency 5B: In addition to being assigned an individual grade for participation, faculty will assess students' competency to collaborate with colleagues and clients for effective policy action for the purpose of program evaluation.</i>	Unit 1-7	20

Final Grading: A \geq 94 A- = 90-93 B+ = 87-89 B = 84-86 B- = 80-83
 C+ = 77-70 C = 74-76 F < 76

Assignment Descriptions:

Advocacy in the Community (Final product: 1 page reflection, using form provided)

Students will choose from one of the following options to complete this requirement of the course, or may propose their own idea to the professor. This assignment can be completed at any time during the semester, but must be completed in order to get a passing grade. This assignment gives students an opportunity to participate in advocacy within a community that is meaningful to them. More information will be provided on the first day of class. Students may choose to engage in these activities alone or as part of a group, and support from the instructor will be provided. This assignment is expected to take 10-15 hours of each student's time, including preparation, engaging in the activity, and reflection. Options include:

- 1) Organizing a voter engagement activity within a community (such as at field placement, at a workplace, or within another community of importance).
- 2) Attending the New York State Social Work Association's LEAD Day on March 3.
- 3) Organizing an activity to engage with community members around the 2020 Census

- 4) Meeting with a policymaker or staff member
- 5) Attending Social Work Day on the Hill in Washington, DC in March
- 6) Attending and participating in a policy meeting on the local, state, or federal level
- 7) Volunteering for a political campaign

Values Inventory (Final product: 2-3 page reflection, using questions provided)

In this assignment provided by your instructor, you will read statements about values and mark your personal agreement or disagreement. You will then indicate how knowledgeable you are about each of the issues. Keep in mind as you complete this inventory that there is no right or wrong answer to each question. The goal here is to understand what your own personal values are, what your knowledge is about these areas, and what the social work profession's official stance/value/position on the issues are.

Who Represents Me (2 page form, provided)

In this assignment, you will be asked to research information about your municipal (also called local), state, and federal governments in order to better understand which elected officials represent you in local, state, and federal government. Be sure to pay attention to the search hints throughout the questions that will guide you in finding the correct information. Stuck answering a question? Reach out to your instructor for help. For more information about state and local governments, listen to the Midterm Edition: State and Local Elections episode of Civics 101: A Podcast.

Advocacy Project Part 1: Social Problem Analysis (2 pages)

For this assignment and the remainder of the semester, you are going to focus on one social problem (such as homelessness, substance use such as opioid crisis, or voting rights). We are going to define your social problem in this unit and work toward creating change to improve the lives of those affected in future units. In this assignment, answer the following questions.

- A. What is the social problem that you would like to address?
 - Define the problem in one paragraph.
- B. Why did you choose to focus on this problem?
 - Answer in one paragraph; this section can be in first person.
- C. Who is affected by this problem?
 - Describe what groups of people are affected, how they are affected, and how much they are affected. Focus specifically on vulnerable or marginalized populations.

Advocacy Project, Part 2: Social Policy Research (1 page form, provided)

In the last assignment, you selected a social problem for your focus for this project. Now, your task is to find at least two policies that address this problem. They could be policies that contribute to causing the problem, making it worse, try to prevent the problem, or attempt to make it better. Research two policies and complete the template provided by your instructor.

Advocacy Project, Part 3: Social Policy Change & Advocacy Groups (3-5 pages)

Consider the changes that you would like to make to the policies you identified in the last assignment. In this assignment, explain the policy changes you would like to make. In answering this question, be sure to follow the following format:

- a. Briefly summarize the policy you want to change. What is the title, level (federal, state, local), geographic location of the policy? What is the goal of the policy?
- b. What change do you want to see in that policy?
- c. What kind of change is it (using one of the above descriptions where appropriate)?
- d. What benefit do you see to this change?
- e. How would this change specifically help vulnerable or marginalized groups affected by the social problem?
- f. Who are the interest groups working on this issue who might be good allies?
- g. Who might oppose your perspective on this? What work have both potential allies and opponents done, if any, on this issue?

Keep in mind that the world is not black and white, so that there are groups who you might generally agree with who might be opposed to this particular change. Or there might be groups who are not definitely for or against: they are potential allies or potential opponents, and you would need to use your interpersonal and coalition building skills to work with them to get them to your side.

Advocacy Project, Part 4: Practice Testimony (5 minutes; 2-3 pages)

Pretend that you are testifying in front of a committee of the legislative body most appropriate to your policy issue. Prepare and present no more than 5 minutes of testimony in support of your proposed policy changes outlined in Advocacy Project, Part 3. In addition to giving testimony, you will submit your written testimony. Your testimony should follow this format:

- a. Introduction: Who you are who you represent
- b. Body: Discuss the policy at hand and give your argument(s) for the specific changes you see necessary to the policy.
- c. Refute alternative suggestions, or potential arguments against your proposal.
- d. Closing remarks: Sum up your proposal, thank the committee.

(*This assignment measures Competency 3A, 3B, 5A)

Note: While there is no requirement that you testify in front of an actual policy-making body, if you do, you will automatically receive full credit on this assignment.

Advocacy Project, Part 5: Policy Advocacy in Action (depends on the option chosen, generally 1-3 pages)

For this Advocacy assignment, you will create a policy document from one of the options provided by the instructor and put it into action. Some options include:

- Letter to the editor that you send to a newspaper
- Letter to a policymaker that you send via snail mail or email
- Policy brief that you distribute to a policymaker or advocacy group
- Talking points for a meeting with a policymaker or staff member
- Infographic that you share with policymakers or community members

Your document will be assessed based on its professionalism, appropriateness for the audience, and factual content, and is expected to be put into action.

COURSE OUTLINE

Note: for units which cover multiple weeks, your instructor will let you know how readings and assignments are divided between the weeks.

Unit 1: Introduction to Social Policy and Policy Practice (Week 1-2)

Learning Objectives:

- Identify course objectives and requirements
- Introduce online library searching, and writing formats, specific to policy work
- Define social policy and related terms
- Review the history of policy practice
- Describe the professional and ethical responsibility of social workers to engage in the policy process
- Give examples of social workers' roles and responsibilities in the policy process

Required Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Thousand Oaks, CA: SAGE Publishing.

- Chapter 1: Social Work: A Values-Based Profession in a Historical Content
- Chapter 2: How Policy is Created and Influenced (pp. 21-26, 37-40)

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. Washington, D.C.: NASW Press.

- Role of Government, Social Policy, and Social Work
- Electoral Politics

Iatridis, D. S. (2013). Policy practice. In *Encyclopedia of Social Work*. New York, NY: Oxford University Press. (Available through E-Reserves)

Pollack, D. & Kleinman, T.G. (2015). *Social work and the courts: A casebook (3rd Ed.)*. New York, NY: Routledge. Chapter 7: Social workers in court.

Sewpaul, V., & Henrickson, M. (2019). The (r)evolution and decolonization of social work ethics: The Global Social Work Statement of Ethical Principles. *International Social Work*, 62(6), 1469–1481.

Stuart, P. (1999). Linking clients and policy: Social work's distinctive contribution. *Social Work*, 44(4):335-347.

Assignments:

- 1) Class participation
- 2) View video introduction to library and YU find:
<https://www.youtube.com/watch?v=Blw3Fy6EZrA>
- 3) Values Inventory

Unit 2: The Policy Process and Voter Engagement (Weeks 3-4)

Learning Objectives:

- Summarize the theory and practice of the policy process at the local, state, and federal levels
- Apply strategies to find elected officials at all levels
- Examine the history of voting laws in the United States through a social justice lens
- Describe the role of social workers in voter engagement
- Critique the intersections of voting and criminal justice

Required Readings (& listening):

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Thousand Oaks, CA: SAGE Publishing. Chapter 2: How Policy is Created and Influenced (pp. 27-37, 40-end)

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. Washington, D.C.: NASW Press.

- Social Work in the Criminal Justice System
- Voter Participation
- Racism

Abramovitz, M., Sherraden, M., Hill, K., Smith, T. R., Lewis, B., & Mizrahi, T. (2019). Voting is Social Work: Voices from the National Social Work Voter Mobilization Campaign. *Journal of Social Work Education*, 55(4), 626-644.

Domanski, M. (1998). Prototypes of social work political participation: an empirical model. *Social Work*, 43(2), 156-167.

LeRoux, K., & Krawczyk, K. (2014). Can nonprofit organizations increase voter turnout? Findings from an agency-based voter mobilization experiment. *Nonprofit and Voluntary Sector Quarterly*, 43(2), 272-292.

Lo Wang, H. & Devarajan, K. (2019, Dec. 31). 'Your body being used': Where prisoners who can't vote fill voting districts. *Morning Edition: National Public Radio* (6 minutes) <https://www.npr.org/sections/codeswitch/2019/12/31/761932806/your-body-being-used-where-prisoners-who-can-t-vote-fill-voting-districts>

Rutenberg, J. (2015, July 29). A dream undone: Inside the 50-year campaign to roll back the Voting Rights Act. *The New York Times Magazine*. Retrieved from <https://www.nytimes.com/2015/07/29/magazine/voting-rights-act-dream-undone.html>

Assignments:

- 1) Class participation
- 2) Who Represents Me?

Unit 3: Defining Social Problems (Week 5)

Learning Objectives:

- Describe the definition of a social problem, including the multiple ways of defining a problem
- Recommend possible solutions to social problems
- Analyze the disproportionate impact of social problems on marginalized populations

Required Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Thousand Oaks, CA: SAGE Publishing.

- Chapter 4: Family Policy
- Chapter 5: Child Welfare Policy

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. Washington, D.C.: NASW Press.

- Women in the Social Work Profession
- Transgender and Gender Nonconforming People
- Sovereignty, Rights, and the Well-Being of Indigenous Peoples
- People with Disabilities
- Immigrants and Refugees

Brick, Y. (1989). Judaism and social policy. *Social Policy and Administration* 23(3): 262-276.

Danziger, S.K. & Staller, K.M. (2013). Social problems. In *Encyclopedia of Social Work*. New York, NY: Oxford University Press. (Available through E-Reserves)

Stein, G.L., & Sherman, P.A. (2005). Promoting effective social work policy in end-of life and palliative care. *Journal of Palliative Medicine*, 8(6), 1271-1281.

Assignments:

- 1) Class participation
- 2) Advocacy Project, Part 1: Social Problem Analysis

Unit 4: Policy Analysis (Week 6-7)

Learning Objectives:

- Understand the theories that inform social policy analysis and action
- Find and evaluate existing policies that are relevant to social work practice
- Analyze social policies
- Using poverty as an example, research and evaluate social policies related to social problems

Required Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Thousand Oaks, CA: SAGE Publishing.

- Chapter 3: Practical Theories for Understanding and Analyzing Policy
- Chapter 9: Work and Employment Policy

Gilbert, N., & Terrell, P. (2012). *Dimensions of social welfare policy (8th Ed.)*. Englewood Cliffs, NJ: Prentice-Hall. Chapter 3.

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. Washington, D.C.: NASW Press.

- Economic Justice
- Welfare Reform
- Workplace Discrimination

Frakt, A. & Pearson, E. (2019, Dec. 31). How cutting food stamps can add costs elsewhere. *The New York Times*. Retrieved from <https://www.nytimes.com/2019/12/31/upshot/food-stamps-lower-health-care-costs.html>

Pimpare, S. (2013). Welfare reform at 15 and the state of policy analysis. *Social Work*, 58(1), 53-62.

Schuman, D.L. & Schuman, D.L (2016) A value-critical choice analysis of a policy to prevent suicide in veterans and service members, *Social Work in Public Health*, 31(6), 537-548.

Assignments:

- 1) Class participation
- 2) Advocacy Project, Part 2: Social Policy Research

Unit 5: Policy Advocacy: Creating plans, using theory, finding allies (Week 8-9)

Learning Objectives:

- Develop a plan for policy advocacy, using mental health as a sample topic
- Think critically about theory related to power and its uses in advocacy
- Compare theories and research that describe the use of coalitions and other organizing techniques
- Research advocacy organizations

Required Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Thousand Oaks, CA: SAGE Publishing., Chapter 11: Health Policy

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. Washington, D.C.: NASW Press.

- Mental Health

Lyons, P., Beck, E. & Lyons, M.J. (2011). Capitalizing capitol capital: Child welfare policy advocacy. *Families in Society: The Journal of Contemporary Social Services*, 92(3), 269-275.

Sanders, L., Martinez, R., Harner, M., Harner, M., Horner, P., & Delva, J. (2013). Grassroots responsiveness to human rights abuse: History of the Washtenaw Interfaith Coalition for Immigrant Rights. *Social Work*, 58(2), 117-125.

Assignments:

- 1) Class participation
- 2) Advocacy Project, Part 3: Social Policy Change & Advocacy Groups

Unit 6: Policy Advocacy: Putting your social work skills into action (Week 10-13)

Learning Objectives

- Apply foundation social work skills to advocacy work
- Apply advocacy skills to proposed policy change
- Identify the steps to successful advocacy

Required Readings:

Hoefer, R. (2001). Highly effective human services interest groups: Seven key practices. *Journal of Community Practice*, 9(2), 1-13.

Jackson-Elmoore, C. (2005). Informing state policymakers: Opportunities for social workers. *Social Work*, 50(3), 251-261.

Kleinkauf, C. (1981). A guide to giving legislative testimony. *Social Work*, 26(4), 297-303.

Noum, H. (2019). Between majority and minority: A model for understanding and promoting culturally competent policy practice in multicultural societies. *British Journal of Social Work* 2019(0), 1-19.

Rome, S. H., & Hoechstetter, S. (2010). Social work and civic engagement: The political participation of professional social workers. *Journal of Sociology & Social Welfare*, 37, 107-129.

Assignments:

- 1) Class participation
- 2) Advocacy Project, Part 4: Testimony

Unit 7: Future Directions in Policy Practice (Week 14)

Learning Objectives

- Identify skills used by others in advocacy campaigns
- Discuss future directions in policy practice
- Explore international considerations for policy practice

Required Readings:

National Association of Social Workers., Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. Washington, D.C.: NASW Press.

- Substance Use Disorder Treatment
- Health Care

Bowles, W, Boetto, H, Jones, P. & McKinnon, J. (2018). Is social work really greening? Exploring the place of sustainability and environment in social work codes of ethics. *International Social Work*. 61(4)503-517.

Larkin, H., Henwood, B., Fogel, S.J., Aykanian, A., Briar-Lawson, K.H., Donaldson, L.P., Herman, D., Little, S.B., Meyer-Adams, N., Padgett, D.K., Patchner, M.A., & Streeter, C.L. (2016). Responding to the grand challenge to end homelessness: The national homelessness social work initiative. *Families in Society: The Journal of Contemporary Social Services*, 97(3), 153-159.

Han, H. (2019, Dec. 16) When does activism become powerful? *The New York Times*. Retrieved from <https://www.nytimes.com/2019/12/16/opinion/activism-power-victories.html>

Padilla, Y. C., & Fong, R. (2016). Identifying grand challenges facing social work in the next decade: Maximizing social policy engagement. *Journal of Policy Practice*, 15(3), 133-144.

Assignments:

- 1) Class participation
- 2) Advocacy Project, Part 5: Policy Advocacy in Action

*This assignment measures Competency 3A, 3B, 5A)

Additional References for Further Study

- Bardash, E. (2011). A practical guide for policy analysis: The eightfold path to more effective problem solving, (4th ed.). Washington, DC: CQ Press College.
- Birkland, T.A. (2010). *An introduction to the policy process: Theories, concepts, and models for public policy making*. Armonk, NY: M.E. Sharpe.
- Blau, J. & Abramovitz, M. (2007). *The dynamics of social welfare policy*, (2nd ed.). Oxford University Press.
- Berzin, S.C. (2012). Where is social work in the social entrepreneurship movement? *Social Work*, 57, 185-188.
- Brzuzy, S. (2000). The vulnerability of American Indian women in the new welfare state. *AFFILIA*, 15(2), 244-259.
- Caputo, R.K. (2019) Policy analysis. In M. Reisch (Ed.), *Social policy and social justice: Meeting the challenges of a diverse society*, 3rd ed. (pp. 193-221). San Diego, CA: Cognella Academic Publishing.
- Caputo, R.K. (2012). *Basic income guarantee and politics: International experiences and perspectives on the viability of income guarantee*. New York: Palgrave Macmillan.
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