



CONNECTING CORE COMPETENCIES SERIES

Instructor's Manual and Test Bank

for

Social Work Policy Practice *Changing Our Community, Our Nation, and the World*

First Edition

prepared by

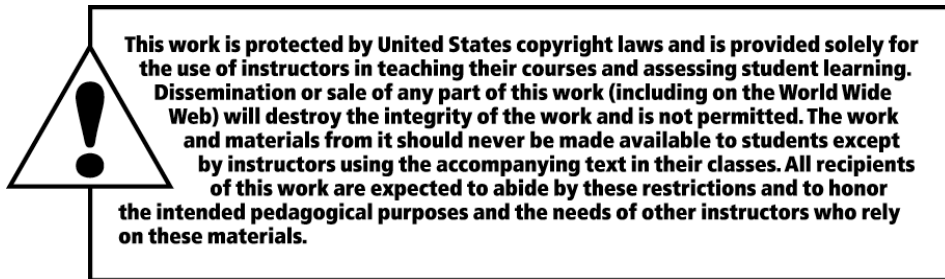
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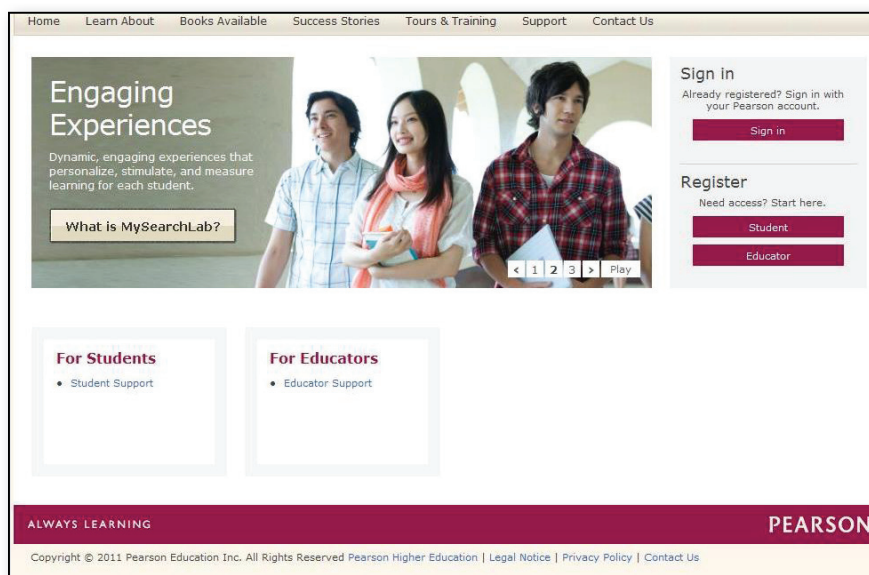
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CSWE's Core Competencies and Practice Behavior Examples in this Text

Competency	Chapter
Professional Identity	
<i>Practice Behavior Examples...</i>	
Serve as representatives of the profession, its mission, and its core values	1,3,11,13
Know the profession's history	2,11
Commit themselves to the profession's enhancement and to their own professional conduct and growth	9
Advocate for client access to the services of social work	
Practice personal reflection and self-correction to assure continual professional development	13
Attend to professional roles and boundaries	
Demonstrate professional demeanor in behavior, appearance, and communication	
Engage in career-long learning	
Use supervision and consultation	
Ethical Practice	
<i>Practice Behavior Examples...</i>	
Obligation to conduct themselves ethically and engage in ethical decision-making	11
Know about the value base of the profession, its ethical standards, and relevant law	1
Recognize and manage personal values in a way that allows professional values to guide practice	3,10
Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	
Tolerate ambiguity in resolving ethical conflicts	
Apply strategies of ethical reasoning to arrive at principled decisions	
Critical Thinking	
<i>Practice Behavior Examples...</i>	
Know about the principles of logic, scientific inquiry, and reasoned discernment	2
Use critical thinking augmented by creativity and curiosity	2,5,13
Requires the synthesis and communication of relevant information	6,10
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	3
Analyze models of assessment, prevention, intervention, and evaluation	
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	6,7,12
Diversity in Practice	
<i>Practice Behavior Examples...</i>	
Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity	
Understand the dimensions of diversity 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	3
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	4,7
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	12
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	8
Recognize and communicate their understanding of the importance of difference in shaping life experiences	
View themselves as learners and engage those with whom they work as informants	

Adapted with the permission of Council on Social Work Education



CSWE's Core Competencies and Practice Behavior Examples in this Text

Competency	Chapter
Human Rights & Justice	
<i>Practice Behavior Examples...</i>	
Understand that 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	2,8,9
Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights	9
Incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice	
Understand the forms and mechanisms of oppression and discrimination	6
Advocate for human rights and social and economic justice	1,12
Engage in practices that advance social and economic justice	5,11,12
Research Based Practice	
<i>Practice Behavior Examples...</i>	
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	
Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge	5
Use practice experience to inform scientific inquiry	
Use research evidence to inform practice	4
Human Behavior	
<i>Practice Behavior Examples...</i>	
Know about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being	
Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development	
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	
Critique and apply knowledge to understand person and environment.	
Policy Practice	
<i>Practice Behavior Examples...</i>	
Understand that policy affects service delivery and they actively engage in policy practice	
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	6,7
Analyze, formulate, and advocate for policies that advance social well-being	1,5,8,10,13
Collaborate with colleagues and clients for effective policy action	4,7,8,9,10
Practice Contexts	
<i>Practice Behavior Examples...</i>	
Keep informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice	
Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively	4
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	



Engage, Assess Intervene, Evaluate	
<i>Practice Behavior Examples...</i>	
Identify, analyze, and implement evidence-based interventions designed to achieve client goals	
Use research and technological advances	
Evaluate program outcomes and practice effectiveness	
Develop, analyze, advocate, and provide leadership for policies and services	
Promote social and economic justice	
A) ENGAGEMENT	
Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities	
Use empathy and other interpersonal skills	
Develop a mutually agreed- n focus of work and desired outcomes	
B) ASSESSMENT	
Collect, organize, and interpret client data	
Assess client strengths and limitations	
Develop mutually agreed-on intervention goals and objectives	
Select appropriate intervention strategies	
C) INTERVENTION	
Initiate actions to achieve organizational goals	
Implement prevention interventions that enhance client capacities	
Help clients resolve problems	
Negotiate, mediate, and advocate for clients	
Facilitate transitions and endings	
D) EVALUATION	
Critically analyze, monitor, and evaluate interventions	

**PACIFIC UNIVERSITY OREGON
SOCIAL WORK PROGRAM**

Dr. Jessica Ritter

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SOCWK 351: Social Policy & Social Justice

Course Syllabus

In these times of difficulty, we Americans everywhere must and shall choose the path of social justice, the path of faith, the path of hope and the path of love toward our fellow man.

~Franklin Delano Roosevelt, October 2,
1932

*Each time a person stands up for an ideal, or acts to improve the lot of others.....
she/he sends forth a tiny ripple of hope,
and crossing each other from a million different centers of energy and daring,
those ripples build a current that can sweep down the mightiest walls of oppression and
resistance.*

~Robert F. Kennedy
(1925-1968)

Let us realize the arc of the moral universe is long, but it bends toward justice
~Dr. Martin Luther King, Jr.

Prerequisites: SOCWK 201 with a minimum grade of C- for social work majors.
No prerequisite for other majors.

Course Description

This course provides an examination of both the historical and contemporary context of social policies, programs, and legislation. It provides an analysis of various social welfare policies and the ways in which legislation is developed, enacted, and implemented in our society, including how policies have emerged in response to social problems at the local, national, and international levels. It explores and assesses existing policies and programs with particular emphasis on how they impact populations at risk. Social welfare policy will be investigated as a dimension of generalist social work practice and the course will include content related to human diversity, social and economic justice, and political advocacy as a means to achieving social and political change. U.S. social welfare policy will be examined in a global and human rights context.

Course Objectives:

By the end of the course, students will be able to:

- Identify how social welfare policies and programs are developed, implemented, analyzed, and evaluated in the U.S. (Objective 1.8)
- Understand how social welfare policies and legislation influence the social delivery system in the U.S. (Objective 1.6)
- Analyze social problems and the relationship between problem analysis and the enactment of social policies. (Objective 1.8)
- Use scientific methodology to gather data and analyze policy alternatives. (Objective 1.2)
- Identify the positions and activities of key players in support of or opposition to various social policies (Objective 1.8)
- Assess the impact of various social welfare policies on diverse populations and populations at risk (i.e., children, women, those living in poverty, non-whites, gays and lesbians, older adults, those with mental or physical disabilities, etc.) (Objective 3.1)
- Examine social work values and ethics in relation to the implementation of social welfare policies (Objective 1.3)
- Develop self-awareness by challenging one's own values and attitudes in relation to pressing social problems and proposed policy solutions (Objective 1.3)
- Develop political advocacy skills that are needed to promote social change and advance social and economic justice (Objectives 1.4, 1.8, and 3.1)
- Identify current policies and advocacy groups in the areas of child welfare, mental health, health care, income and poverty, aging, education, immigration, human rights, race, gender, and sexual orientation (Objective 1.6)

Relevant Program Goals:

- Prepare students for beginning generalist baccalaureate level social work practice with client systems of all sizes.
- Lay a foundation that prepares students for graduate level social work education or beginning practice with a commitment to life-long learning and ongoing professional development.
- Promote social and economic justice
- Develop new social work knowledge and provide service and leadership to the community.

Relevant Program Objectives:

Objective 1.2: Students will apply critical thinking skills within the context of professional social work practice.

Objective 1.3: Students will understand the value base of professional social work including guiding ethical standards and principles, and practice accordingly.

Objective 1.4: Students will use oral and written communication skills differentially across client populations, colleagues, and communities.

Objective 1.6: Students will understand and interpret the history of the social work profession and its contemporary structures and issues.

Objective 1.8: Students will analyze, formulate, and influence social policies.

Objective 3.1: Students will understand the forms of oppression and discrimination and will engage in strategies of advocacy and social change that advance social and economic justice on behalf of marginalized groups.

Vulnerable Populations

Readings, lectures, class discussions and assignments include content on vulnerable populations including women, individuals with disabilities, and racial, ethnic and sexual minorities. Vulnerable persons are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses, which are not valued by the dominant society. Vulnerable persons are at risk of social isolation and economic disadvantage and other consequences because of the pervasive effects of structural inequality and lack of access to power.

Attendance Policy:

Attendance and participation are crucial to your learning, the learning of others and the maximization of all teaching methods used. Therefore, class involvement and attendance will be seriously considered when assigning grades. Students are expected to attend all classes on time and to develop and demonstrate their knowledge through class discussions. Students are responsible for any changes in the course outline or assignments that may be announced when they are absent. If you must miss a class, it is advisable to contact a classmate prior to the next class. "Not knowing" about changes will not be regarded as an acceptable excuse for not keeping current with class assignments. Students who miss class, or arrive late to class, frequently will be penalized in the class participation portion of their grade. Missing more than 5 classes can result in being penalized a full letter grade.

Learning Support Services/Students with Disabilities

Services and accommodations are available to students covered under the American with Disabilities Act. If you require accommodations in this course, you must immediately contact Edna K. Gehring, Director of Learning Support Services for Students with Disabilities at ext. 2107 or email her at gehringe@pacificu.edu. She will meet with you, review the documentation of your disability and discuss the services Pacific offers and any accommodations you require for specific courses. It is extremely important that you begin this process at the beginning of the semester.

Academic Misconduct:

Pacific University has no tolerance for academic misconduct. It is university policy that all acts of academic misconduct be reported to the Dean's Office. Sanctions that may be imposed for academic dishonesty range from an "F" for the assignment, an "F" for the course, and suspension or dismissal from the university. Forms of academic dishonesty include, but are not limited to plagiarism, fabrication,

cheating, tampering with grades, forging signatures, and using electronic information resources in violation of acceptable use policies. Plagiarism is the use of someone else's words, ideas, or data without proper documentation or acknowledgment; it may entail self-plagiarism, i.e. reusing/resubmitting your own work without approval. Quotations must be clearly marked, and sources of information must be clearly indicated in all student work. Please consult the Academic Conduct Policies in the A&S Catalog.

General Expectations

Strong writing skills are crucial. All written materials submitted in this class will be evaluated on content as well as construction, grammar, spelling, and usage. If you have difficulty writing, you are encouraged to get outside help.

For this course, assignments will not be accepted via email unless a student receives special permission from the Instructor.

Strong attendance and class participation is expected. Students are also expected to arrive to class on time.

Papers and presentations are due on the assigned dates and will not be accepted late. A computer crash or printing failure are not regarded as acceptable excuses for late assignments. Students may be able to negotiate a later due date in special circumstances and if discussed with the Instructor in advance.

Students are expected to demonstrate proper behavior in the classroom in order to not impact other students in a negative manner. Social workers respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.

It is important for social workers to practice the skill of being fully present. It is not good social work practice to be distracted by technology while you are practicing. Thus, cell phones should be turned off or silenced during class. Texting during class is not allowed. Laptops should be used only for class purposes such as taking notes. You may be asked to leave the class if this policy is not followed.

Students are welcome and encouraged to contact the Instructor with any questions or concerns. A positive relationship between the student and the Instructor is important. Constructive comments about the course are welcomed since this course will be viewed as a joint effort between the student and the Instructor. Students may also contact the Instructor by telephone or email. At the end of the semester, students will have the opportunity to evaluate the course and the Instructor.

Class Participation:

The primary teaching approach in this course will be collaborative learning. Collaborative learning involves student/student and student/instructor dialogue and interaction in terms of guiding the discussion. Thus, good attendance is necessary for this course in order to meet the course objectives. The following methods of

instruction will be used in this course: classroom lecture, class discussion, films and other visual media, and small group exercises. Since this is a policy course, students are encouraged to read the political section of the NY Times and/or the Washington Post and to watch political programming on television such as The Daily Show with Jon Stewart, Meet the Press, and This Week (ABC).

Social Work Program Grading Scale & Calculation of Final Grade:

Final grades will be determined by averaging points earned on assignments and exams, with all points being equally weighted. The grading policy outlined in the A & S catalog will be followed.

Grading Scale & Calculation of Final Grade

A (93-100)	A- (90-92)
B+ (87-89)	B (83-86)
B- (80-82)	C+ (77-79)
C (73-76)	C- (70-72)
D+ (67-69)	D (63-66)
D- (60-62)	F (below 60)

A---- Work is exceptional with regard to all criteria
B---- Work is very good with regard to all criteria
C---- Work is adequate with regard to all criteria
D---- Work is inadequate with regard to most criteria
F---- Work is inadequate with regard to most or all criteria

Required Textbooks:

Ritter, J. A. (2012). Social work policy practice: Changing our community, our nation, and the world. Boston, MA: Pearson.

Rank, M. (2005). One nation underprivileged: Why American poverty affects us all. New York, NY: Oxford University Press.

Kush, C. (2004). *The one hour activist: The 15 most powerful actions that you can take to fight for the issues and candidates you care about.* San Francisco, CA: Jossey Bass.

Other readings as assigned. A number of Op-eds and articles from various newspapers such as the *New York Times* will be assigned throughout the semester.

Recommended Reading:

National Association of Social Workers. (2012). Social work speaks (9th edition). NASW Policy Statements 2012–2014. Washington, DC: NASW Press.

Assignments for the Course

Student learning and achievement will be assessed as follows:

• Policy Analysis Brief 1	20	Oct 12
• Policy Analysis Brief 2	20	Nov 2nd
• Testimony at Mock Committee Hearing	20	Nov 16 & 18
• One page fact sheet	20	Nov 16 & 18
• Book Report	50	Dec 7
• Class participation	30	n/a

Total Points: 160

The purpose of the course assignments is to provide an opportunity to learn more about the legislative process and an important contemporary legislative issue of particular interest to the student, and to develop skills in policy analysis and writing.

I. Policy Analysis Briefs (2):

This project involves selecting a social welfare policy bill introduced in a **recent** session of the Oregon state legislature or the U.S. Congress. Bill topics may include child welfare, health care, public assistance (welfare, food stamps), mental health services, services to people with disabilities, poverty and homelessness, substance abuse, women’s issues, criminal justice, aging, immigration, gay rights, human rights protections, educational issues affecting at-risk youth, faith-based social services, or other social welfare policy issues. Students are advised to meet with the Instructor to discuss selected topic to make sure it is an appropriate one for this course.

Selecting your policy: Examples of policy issues are listed below. The **first step** is to think about one of these general topics to find an area of interest. **Next**, you will need to find a specific piece of legislation that addresses this issue. However, students are not limited to these topics below. Students can get ideas by visiting the websites of various advocacy organizations and by searching for bills that have been introduced in the Oregon state legislature or the United States Congress on these respective websites. For bills introduced in the U.S. Congress, please visit: www.thomas.gov For bills introduced in the state of Oregon, visit: http://www.leg.state.or.us/bills_laws/

- mental health (e.g., parity)
- legislation affecting family planning
- early childhood education (e.g., Universal Pre-K)
- public school reform

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- disabilities
- child welfare
- sex education policies
- living wage or minimum wage legislation
- human trafficking or sex trafficking
- health care reform
- race and gender
- older adults
- criminal justice/juvenile justice policies
- policies affecting Medicaid or Medicare programs
- legalization of marijuana or other drugs
- stem cell research
- policies addressing the rights of gays and lesbians
- hate crime legislation
- policies to reform our government (e.g., term limits, campaign finance reform; ethics reform, etc.)
- immigration policies at state or federal level
- International human rights treaties (United Nations)
- physician assisted suicide/end of life policies
- policies promoting marriage or other 'traditional' values
- policies affecting changes to government programs (e.g., social security; TANF program; other income assistance programs)
- other topic, with permission of the Instructor

Students will write two policy briefs that will help them analyze the piece of legislation in sufficient depth. The goal is to prepare a balanced and objective analysis to educate others about the issue. No matter how strongly you feel about this piece of legislation, you are presenting an objective analysis to help others make decisions. You will be able to provide your own opinion and recommendations in your oral testimony in class.

Each policy brief should include a number of references drawn from a mix of the following: scholarly references, government documents, materials from coalitions or advocacy organizations, websites from respected national and/or advocacy organizations, policy think tanks (both conservative and liberal), popular press (newspapers such as the NY Times and Washington Post, magazines such as Time and Newsweek), and personal interviews (with elected officials, legislative aides, human service providers, advocacy groups, etc.). It is important to gain as comprehensive an understanding of the issue as possible----make sure that you use sources that can speak to **all** sides of the debate. Wikipedia, or similar sources, should **NOT** be used as a source in this paper.

Note: The variety and number of references consulted/cited in the policy briefs will be a factor in the grading of this assignment.

Policy Analysis Brief #1: Description of your selected piece of legislation

Part I: Provide the reader with a nice overview of this piece of legislation. Introduce your audience to the bill stating its importance for social welfare policy in Oregon or the nation.