

**ST. CATHERINE UNIVERSITY AND UNIVERSITY OF ST. THOMAS  
SCHOOL OF SOCIAL WORK: BSW PROGRAM**

**SYLLABUS: SOWK 391: SOCIAL POLICY FOR SOCIAL CHANGE**

**I. GENERAL COURSE & INSTRUCTOR INFORMATION**

Semester: Fall 2009  
Course: SOWK 391-01: Social Policy for Social Change (4 credits)  
Time: 8 - 9:40 AM, Tuesdays and Thursdays  
Location: SCB 324  
Instructor: Katharine Hill, MSW, MPP, LiSW  
Email Address: [kmhill11@stthomas.edu](mailto:kmhill11@stthomas.edu)  
Mailing Address: 2115 Summit Avenue MS# SCB 201, St. Paul, MN 55105  
Office: 309 Summit Classroom Building  
Phone: 651-962-5809 Fax: 651.690-8821  
Office Hours: Tuesday 10-11, Wednesday 3-4, and by appointment

**II. REQUIRED TEXTS**

Chapin, R.K. (2006). *Social Policy for Effective Practice: A Strengths Approach*. Boston, Ma.: McGraw-Hill.

*Social Work for Social Justice: Ten Principles*. (laminated document available for purchase in the bookstore) School of Social Work, College of St. Catherine/University of St. Thomas, 2006.

And other readings as the semester progresses.

**III. COURSE BIBLIOGRAPHY**

A course bibliography which includes a comprehensive list of related and recommended readings is posted on the SOWK 391 electronic BlackBoard.

**IV. ELECTRONIC RESOURCES**

In addition to using electronic databases of research regarding the impact of social policies on the well-being of client systems, workers, and agencies, students will use electronic resources like those listed below as they learn to research and analyze social welfare policies and programs. Additionally, the Internet is a powerful tool for policy practice, and some of the Web sites below can help social workers link to social action initiatives. A comprehensive list of electronic resources is posted BlackBoard.

**V. COURSE DESCRIPTION**

The purpose of the Social Welfare Policy course is the acquisition of the beginning-level practice knowledge, skills, and values necessary for policy practice in all direct practice settings, as well as for assuming positions of leadership and influence as advocates, policy planners, administrators, lobbyists and expert advisers to policy makers. Content from this course is intended to help students: 1) learn the history, mission, and philosophy of the social work profession and the evolution of social welfare policy; 2) develop a beginning understanding of major social policies that have been created specifically to address the needs of individuals, families, groups, and communities—particularly those

that live in poverty; 3) be able to analyze the policies and services rendered by local, state, regional, national, and international agencies using comprehensive frameworks with special attention to equity and social justice particularly *Social Work for Social Justice: 10 Principles*; 4) understand that assessment of people's strengths, needs, and goals is the cornerstone of effective policy change; and 5) recognize policy implications for social work practice. Furthermore, students are prepared to advocate for social policy changes designed to improve social conditions, promote social and economic justice, and to empower at-risk populations.

## **VI. COURSE OBJECTIVES**

Upon successful completion of Social Policy, students will be able to demonstrate achievement of the following educational objectives:

### **A. Knowledge**

1. Understand the relationships among social problems, social welfare policies, social service programs, and competing value orientations and political perspectives, including knowledge of distributive justice and human and civil rights approaches to social and economic justice, especially poverty reduction.
2. Understand various roles, responsibilities, processes, and influencing strategies associated with the legislative arena.
3. Understand how to analyze the dynamics and consequences of institutional discrimination, economic inequality, and oppression affecting populations-at-risk, particularly people of color; women; gay, lesbian, bisexual, and transgendered persons; older adults, and persons with disabilities.
4. Understand professional social work roles related to policy analysis, development, and implementation.
5. Understand how to analyze the nature, scope, and history of social needs; analyze major social welfare policies and services locally, nationally, and globally.
6. Understand how to incorporate a strengths approach when conducting a policy analysis and when involved in policy development.
7. Understand the history of the social work profession.

### **B. Skills**

1. Articulate the role of policy practice in social work practice.
2. Integrate theory of causes of social problems, and of the strengths approach in selection of political and social action strategies for influencing policy development, implementation and changes.
3. Demonstrate policy practice skills from a strengths perspective.
4. Demonstrate skills in the use of current technology to analyze, formulate, and influence social policies.
5. Demonstrate skills in defining, designing, and implementing strategies for effective practice with persons from diverse backgrounds.
6. Apply social work values and ethics as guiding principles in policy analysis, formulation, implementation and advocacy.

### **C. Values**

1. Understand social work values and ethics as guiding principles in policy analysis, formulation, implementation, and advocacy.
2. Understanding of *Social Work for Social Justice: 10 Principles* and an ability to demonstrate their applicability to social work practice.

3. Demonstrate an understanding of the global interconnections of oppression.
4. Demonstrate an orientation toward a strengths perspective in policy practice, including involving clients in accomplishing goals, developing resources, and preventing and alleviating distress.
5. Demonstrate a commitment to distributive social and economic justice, as well as human and civil rights.

## VII. CONTENT OUTLINE:

- A. Social work and social policy: A strengths perspective
  - a. The relationship between social policy and social work practice
  - b. Social work values, social policy and policy practice
  - c. *Social Work for Social Justice: Ten Principles*
  - d. Policy practice infused with the strengths perspective
  - e. Principles of strengths perspective policy practice
  - f. Frameworks for policy development
  - g. Connecting social work values to policy practice
- B. The historical context: basic concepts and early influences
  - a. Genesis of social welfare policy
    1. religious traditions
    2. current implications
    3. conflicting views of social welfare
  - b. A framework for understanding how historical approaches influence current policy
    1. English Poor Laws
    2. Social welfare policy in the United States
      1. Colonial era
      2. American Revolution
      3. Civil War period
      4. Origins of modern social work
      5. Progressive Era and the expansion of social welfare policy
- C. The historical context: Development of our current welfare system
  - a. The Great Depression and the New Deal
  - b. Evolution of the modern welfare state
    1. struggle for African-American civil rights
    2. struggle for Mexican-American civil rights
    3. Mental health and mental retardation initiatives
  - c. The 1970s: Continuity and Change
    1. Family assistance experiments
    2. Social service reforms
    3. Women and civil rights
    4. American Indians and civil rights
    5. Affirmative action
    6. Changes in social work
  - d. Retrenchment: 1981 to present
    1. A conservative agenda
    2. New Federalism
    3. "New Democrats"
    4. Poverty and the American family
    5. The new century

- e. Historical imperatives for the new century
- D. The economic and political contexts
  - a. Effect on social policy
  - b. Influences on the social welfare system
  - c. Impact of funding strategies
  - d. Social welfare expenditures in the U.S.
  - e. The economy of the agency
- E. Tools for determining need and analyzing social policy
  - a. Policy analysis fundamentals
  - b. Using strengths perspective principles to consider needs determination
  - c. Analyzing social problems from an expanded viewpoint
  - d. A framework for policy analysis
- F. social policy development and policy practice
  - a. Steps in policy development
  - b. Social work policy practice and the ecological perspective
  - c. Policy practice: Basic skills and tasks
  - d. A place to start: seeking support and taking action
- G. Civil rights
  - a. Background and history
  - b. Civil rights policies in U.S.
  - c. Major policies and programs
  - d. Evaluating civil rights policies and programs
- H. Income- and asset-based social policies and programs
  - a. definitions of poverty
  - b. major income-support policies and programs
  - c. universal programs
  - d. selective programs
  - e. evaluation of income-support policies and programs
- I. Policies and programs for children and families
  - a. History and background of programs protecting children and families
  - b. Children and families today
  - c. Major policies and programs affecting child welfare and juvenile justice
  - d. Evaluating policies and programs for children and families
- J. Health and mental health policies and programs
  - a. Health care in the U.S.
  - b. Major health care policies and programs
  - c. Mental health policies and programs
  - d. Evaluating health and mental health policies and programs
- K. Policies and programs for older adults
  - a. History and background
  - b. Major policies and programs
  - c. Evaluating policies and programs for older adults
- L. The future
  - a. Future forecasts
  - b. Factors that will shape future social policies
  - c. Future policy directions

## VIII. COURSE REQUIREMENTS AND ASSIGNMENTS

**A. Attendance/Participation/Classroom Climate:**

Professional education involves experiential and collaborative learning and the development of high standards of personal responsibility. Each student is a valuable resource in the learning experience of the class as a whole. Therefore, students are expected to attend all class sessions, arrive on time, be prepared, and participate in order to enhance activities and discussions for all. Because attendance is so important, it will weigh in the final grade. Regular, punctual attendance is expected and a prerequisite to earning a grade of "A" in the course. Attendance will be recorded at the beginning of each class. Late arrival will be noted. Leaving class early is equivalent to being late and will also affect the grade. Students whose attendance record is unsatisfactory may fail the course.

- 1) You are allowed **one** absence. After that, every absence results in a drop in your final grade by 1 letter grade (e.g., your grade will drop from an A to a B).
- 2) Any absence from class exceeding 20 minutes will count as one-half absence.
- 3) Students absent from class, regardless of the reason, are responsible for *initiating* a dialogue and plan with the instructor and/or classmates for making up missed readings, labs, and assignments within 24 hours of the missed class.

While this attendance policy is stringent, it is also understood that emergencies can happen requiring your presence elsewhere. Students are expected to notify the instructor immediately under such circumstances. Students are also expected to take responsibility for receiving the notes and materials for the classes they have missed.

Active participation in the learning experience promotes a rich experience for individual students as well as the class as a whole. Students are encouraged to participate in class and small group discussions. **Ours is a 'big tent' classroom.** Diverse positions will be valued and respected. Diversity is recognized as an important resource in the classroom which enhances and deepens learning. Unity in the common bond of learning is one of our goals. The distinction between unity (in our commitment to learning) and uniformity (of thought and opinion) is emphasized in this course. Our tent has no rigid walls or exclusive boundaries. The center pole of our tent is the spirit of mutual regard for each person and a commitment to encounter and engage the course goals, the texts/readings and each other with openness, honesty and respect.

To maintain a professional climate in the classroom, students are asked to: turn off cell phones and other electronic communication devices (i.e.: Blackberries, IM, email, etc) and to refrain from eating. Beverages are permitted. If your phone rings during class we will take it as an invitation to bring a healthy snack for everyone to share during the next class.

**Religious observances:**

Christian religious holydays are reflected in the academic calendar of the College/University. If you are a member of another religious tradition and you wish to be excused from class or to reschedule an assignment due date in order to observe a religious holyday, please discuss this with me during the first two weeks of the course so that we can plan ahead together.

**Influenza Statement**

St. Catherine University and the University of St. Thomas are committed to maintaining a healthy campus community. During the 2009-2010 academic year, there will be ongoing concerns regarding

the prevalence among university faculty, staff and students of both the H1N1 virus and seasonal influenza.

To help limit the spread of these illnesses, the Center for Disease Control has provided college campuses the following recommendation: students, faculty, or staff with influenza like illnesses (temperature of 100.0 or greater, plus a cough or sore throat) are directed to self-isolate (or stay home) for at least 24 hours after their fever is gone without the use of fever-reducing medicine. In the event that students are unable to attend classes due to this self-isolation recommendation, they should consult the pandemic web sites <http://minerva.stkate.edu/offices/administrative/emergency.nsf> or <http://www.stthomas.edu/pandemic/plan/default.html>

St. Catherine students should contact their professor by email about their absence. St Thomas students should complete an on-line form informing professors of their absence. In accordance, faculty will provide opportunities for these students to participate in alternative educational delivery due to this illness.

### **B. Quizzes**

A quiz on each chapter of the text will be administered at the beginning of the class for which the reading is assigned. This is to encourage/ensure that everyone has done the reading and comes to class ready to build on this common knowledge.

### **C. Internet Search Worksheet**

This assignment will assist you in identifying a **social policy** that you will use for future assignments. It is designed to introduce students to the Internet as a valuable information source for policy research and analysis. The worksheet provided will guide you through the exercise. The worksheet is due in class on **September 29**.

### **D. Essays**

#### **1. An Advocate's Autobiography**

Students are to write a description of their "political" self. Reflect on yourself and your family of origin's political ideologies, values, and attitudes. What are your earliest memories of politics or being involved in social advocacy? How have you been involved politically or in an advocacy role, if at all? If so, why? If not, why not? How do you feel about your political involvement? How do you expect to be politically involved in the future?

2-3 pages. **Due: September 22, 2009**

#### **2. Community Events Essays**

Each student is also required to participate in two social policy-related community events, either on or off campus. Students are required to submit an essay for each of the community events they attend (**you are required to attend 2**). These essays should 3-5 pages in length and address the following points:

- A summary of the event and the key concepts presented
- A discussion of two related course concepts which demonstrates understanding of the concept and articulates how it relates to the program
- Select and discuss on one of the justice principles (*Social Work for Social Justice: Ten Principles*) relates to the content of the lecture/event.

- A reflection about what you learned, how these issues affect you and your family and how this relates to policy practice in social work.

**The first essay is due on October 20, the second on December 1.**

The following represent other possibilities. Students must contract with instructor if they wish to pursue one of these. If students select one of these options, it can be used for one of the assigned essays.

- Field Trip Report. Visit the state capitol and meet with members of the legislature, lobbyists, or advocacy groups, and/or attend a committee meeting or a session being held in one of the chambers of legislature.
- Legislative Rally. Attend a legislative rally. Research the focal issue ahead of time so that you can fully participate. Actively participate (make/carry a placard, create/sing a chant, etc). Interact with other participants and dialogue about how their lives have been affected by the issue.
- Politically Organizing and Involving Clients. (1) Help clients prepare testimony before legislators regarding a bill or policy that affects them. OR (2) Arrange a meeting(s) with clients and their elected local, state, or federal official to discuss policies, regulations, or personal views. Follow up the meeting with a letter, thanking her/him for their time, summarizing the meeting, and reviewing any further steps that either one agreed to take.
- Interview your legislator. Visit personally your local, state, or federal official and inform her/him of your concerns on a particular bill or policy, and ask her/him for her/his perspective and plans to support/oppose that bill or policy. Follow up your meeting with a letter, thanking her/him for their time, summarizing the meeting, and reviewing any further steps that either one of you have agreed to take.
- Work on political campaign. Select a candidate that you believe in and get involved in their campaign.

**3. Strengths Perspective Policy Analysis Paper**

Students will work in small (2-3 people) groups to complete this assignment. Using a policy identified through the Internet Search Worksheet assignment, write a policy analysis. Your paper should address:

A. Discussion of the social need/condition, including:

1. An examination of how the problem or need is defined and documented
2. Discussion of how values and self-interest shape the definition and documentation including application of *Social Work for Social Justice: Ten Principles*
3. Discussion of causal theories that have been developed based on the definition of the social need
4. The consequences that are ascribed to the need

B. Policy response analysis, including:

1. Latent and manifest goals (Why?)
2. Benefits and services provided (What?)
3. Eligibility rules (Who?)
4. Service delivery systems (How?)
5. Financing (Funding?)
6. Interview someone who is affected or targeted by this policy, asking specifically about their strengths, needs, and goals, as well eliciting from them their perceptions

regarding the strengths and limitations of the policy. Include their reactions and recommendations regarding this policy.

7. Your evaluation and recommendations for policy modifications/changes. Be sure to include:
  - a. the degree to which the policy reflects a strengths-based philosophy
  - b. a social justice analysis using *Social Work for Social Justice: Ten Principles*
  - c. your specific recommendations to make the policy more reflective of the strengths approach and social justice.

### C. Policy analysis presentation

Part A (Discussion of the social need/condition) is due **October 27.**

Part B (Policy response analysis) is due **November 19**

Part C (Policy analysis presentation) **December 3 & 8** (10<sup>th</sup> if needed)

Students are encouraged to utilize the instructor's grading and evaluation form as they prepare their essays. (See Appendices.)

**Format:** Visuals are a must; they should be of professional quality. Prepare as if you were doing this presentation as a professional social worker in the community.

**Time frame:** 15 minutes

**Evaluation criteria:** Please see rating form.

**Dates:** December 3 & 8, 10<sup>th</sup> if needed

### ***Extra Credit: Publish a Letter to the Editor in a Newspaper***

***2 EC points***

One way of trying to achieve social change is to affect public opinion through having a letter to the editor published in a local newspaper. Choose an issue of interest to you related to social work, social welfare or any broad community topic. Write a letter to your local newspaper, following their guidelines for being printed. This assignment is completed **ONLY** when a letter of yours is printed in the newspaper. At this point, you will receive 2 extra points. To receive credit, you must bring a copy of the letter to the instructor before the last day of class. (Credit only possible for one letter, though you are encouraged to write many! You can write a letter with other students, but must divide the EC points among group members)

## **IX. EVALUATION AND GRADING:**

Grading policies:

- In addition to evaluative criteria detailed above, all assignments will be evaluated both in terms of:
  - Content: Is the required subject matter addressed comprehensively (depth and breadth)? Is it evident that the student has researched/reflected sufficiently and taken the assignment seriously investing both their head and heart in the learning process? Is it apparent that the student is integrating their learning across this course and other social work courses?
  - Format: Is the assignment presented professionally in a manner that would be effective in professional settings typical in social work?

- All written assignments must be double-spaced and done on a word processor in proper, gender-fair English. **All papers must be submitted in single-sided print format.**
- Assignments are expected to be professionally presented. Word processing or grammatical errors and assignments that are poorly written or otherwise of an unprofessional quality will be graded down.
- Assignments should follow APA (American Psychological Association) style.

**NOTE: Late Assignments**

Papers and assignments are due in class on the date assigned. Papers handed in 1 to 7 days late will be marked down one letter grade (e.g., from an A- to a B-). Anything handed in 8-14 days late will be marked down two letter grades, and so on. There are several reasons for this policy. First, the class moves along quickly. You do not want to get behind as you may not be able to catch up. Second, to be fair, people need to take the same amount of time on each assignment. If you take a week or two extra, your work should be of higher quality than others". To compensate, your grade will be lowered - no exceptions.

**Grades are assigned as follows:**

- A Excellent/superior work; you have gone above and beyond in both scope and quality!
- B Good, solid work you can be proud of; expectations have been met and exceeded
- C Work meets but does not exceed minimum requirements
- D Work does not meet minimum requirements
- F Work is incomplete, lacks academic integrity or falls seriously short of minimum requirements

A	95-100 points	C	75-73 points
A-	90-95 points	C-	72-70 points
B+	89-86 points	D+	69-66 points
B	85-83 points	D	65-63 points
B-	82-80 points	D-	62-60 points
C+	79-76 points	F	59 points or below

**Final grades will be calculated according to the following formula:**

Attendance and Participation	10%
Quizzes	20%
Advocate's Autobiography	10%
Community Event Essays (2)	25%
Internet Worksheet	5%
Policy Analysis Report	
Social Need Analysis	10%
Policy Response	10%
Presentation	10%
Letter to the editor (published)	2 extra credit points

**X. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

In compliance with the University of St. Thomas/University of St. Catherine policy and disability laws, students with a verifiable disability seeking reasonable accommodations should register with disability services to determine appropriate academic accommodations.

Students at USC are encouraged to contact the St. Catherine's O'Neill Center for Academic Development at 690-6563 or go directly to the Center, located in the lower level of CDC room 021, M-F, 8:30-4:30. The website is <http://minerva.stkate.edu/offices/academic/oneill.nsf>.

Students at UST can register with the Enhancement Program-Disability Services office for disability verification and for determination of academic accommodations. Please do so within the first two weeks of the term. Appointments can be made by calling 651-962-6315 or 800-328-6819, extension 6315. Telephone appointments are available as needed. You may also make an appointment in O'Shaughnessy Educational Center, room 119. For further information, you can locate the Enhancement Program on the web at <http://www.stthomas.edu/enhancementprog/>

### **XI. Academic Integrity**

Students will be held to high standards of academic integrity throughout this course. Students should be aware of and conduct themselves in accordance with the college's/university's standards of academic honesty.

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This is our course and so I welcome your feedback and your participation in the development of this course through the semester. Feel free to email me any time to ask questions or offer suggestions; email is probably the best way to reach me and I will respond as quickly as I can.

**SOWK 391: Social Policy for Social Change  
Policy Presentation: Evaluation & Grade**

**Students:**

<b>Criteria</b>	<b>Feedback</b>
<b>Social Need Description</b>	
How is the problem defined/documented	
How do values or self-interest shape definition? (must include Social Work for Social Justice: Ten Principles)	
Causal theories based on the definition	
Consequences ascribed to the need	
<b>Policy Response Analysis</b>	
Latent and manifest goals	
Benefits and services provided	
Eligibility rules	
Service delivery systems	
Financing	
Interview findings	
Evaluation of current policy	
Recommendations for policy change	
<b>Presentation Qualities</b>	
Professional visuals	
Thoroughness and clarity of content	
Audible & clear	
Professional manner	
Compliance with time frame	

**XII. Class Schedule**

Date	Topic	Assignments
Thurs 9/10	<p><b>Welcome to <i>Social Policy for Social Change!!</i></b>                      Introduction: students and instructor                      Review of syllabus                      Class expectations and norms                      Introduction to course frameworks:</p>	
Tuesday 9/15	<p><b>Social work and social policy: a strengths perspective</b></p>	<p><b>Chapin, Ch. 1</b></p>
Thursday 9/17	<p><b>Social Work for Social Justice</b>                      Identity                      Catholic Social Teaching: What is it? What “isn’t” it?                      NASW Code of ethics</p>	<p>NASW Code of Ethics                      Find it at:  <a href="http://www.naswdc.org/pubs/code/default.asp?print=1">http://www.naswdc.org/pubs/code/default.asp?print=1</a>  <i>Social Work for Social Justice: Ten Principles</i></p>
Tues 9/22	<p><b>The historical context: basic concepts and early influences</b>                       Video: <i>The Heart of Basset Place</i></p>	<p><b>Due: An Advocate’s Autobiography</b>   <b>Chapin, Ch. 2</b></p>
Thurs 9/24	<p><b>The historical context: Development of our current welfare system</b>                       Video: <i>You May Call Her Madame Secretary</i></p>	<p><b>Chapin, Ch. 3</b></p>
Tues 9/29	<p><b>Economic and Political Contexts</b></p>	<p><b>Internet Worksheet Due</b>                       Chapin, Ch. 4</p>
Thurs 10/1	<p><b>Economics, Budgets, and Budget Deficits</b>   <i>Guest Speaker: Marcie Jeffries, Fiscal Policy Coordinator, Office of the Senate Majority Leaders</i></p>	<p>Chapin, Ch. 4</p>
Tues 10/6	<p><b>The economic and political context: Globalization</b>   <i>Guest Speaker: Lee Wallace, Peace Coffee</i></p>	<p>Polack, R. (2004) Social justice and the global economy. <i>Social Work</i>, 49 (2), 281-290. (link on Blackboard)   <i>The Story of Stuff</i> (www.storyofstuff.com)</p>
Thurs 10/8	<p>Field Interviews- Good Luck</p>	

Tues 10/13	<p><b>Tools for determining need and analyzing social policy</b></p> <ul style="list-style-type: none"> <li>- Policy analysis fundamentals</li> <li>- A framework for policy analysis</li> </ul>	Chapin, Ch. 5
Thurs 10/15	<p><i>Guest Speakers from the Sisters of St. Joseph of Carondelet and Consociates</i></p>	
Tues 10/20	<p><b>Social policy development and policy practice</b></p> <p><i>Guest Speaker: Anne Bomstad-Miller, Grasstops</i></p>	<p><b>Community Event Essay #1 DUE</b></p> <p>Chapin, Ch. 6</p>
Thursday 10/22	<p><b>Policy practice cont'd</b></p> <p><i>Guest Speaker: Mandy Ellerton, Grassroots Solutions</i></p>	
Tuesday 10/27	<p><b>Civil rights</b></p> <p><b>Video:</b> <i>I Have A Dream</i></p>	<p><b>Social Need Essay DUE</b></p> <p>Chapin, Ch. 7</p>
Thursday 10/29	<p><b>Civil Rights: discussion continued</b></p> <p><b>Video:</b> <i>Little Rock Central: 50 Years Later</i></p>	<p>Catholic Charities USA (2008). <i>Poverty and Racism: Overlapping Threats to the Common Good</i>. Alexandria, VA: Author. (<u>On Blackboard</u>)</p>
Tuesday 11/3	<p><b>Income- and asset-based social policies and programs</b></p> <ul style="list-style-type: none"> <li>- definitions of poverty</li> <li>- major income-support policies and programs</li> <li>- universal programs</li> <li>- selective programs</li> <li>- evaluation of income-support policies and programs</li> </ul> <p><b>Video:</b> <i>Waging a Living</i></p>	Chapin, Ch. 8
Thursday 11/5	<p><b>Income and asset-based social policy and programs: discussion continued</b></p>	<p>Catholic Charities Poverty Website  <a href="http://www.usccb.org/cchd/povertyusa/">http://www.usccb.org/cchd/povertyusa/</a>                      Take the tour, take the quiz</p>

Tuesday 11/10	<b>Policies and programs for children and families</b>  <i>Video: Aging Out</i>	Chapin, Ch. 9
Thursday 11/12	<b>Policies and programs for children and families: discussion continued</b>	Weick, A. & Saleebey, D. (1995). Supporting family strengths: Orienting policies and practice. <i>Families in Society</i> , 76(3), 141-149. ( <a href="#">link on Blackboard</a> )
Tuesday 11/17	<b>Health and mental health policies and programs</b>	Chapin, Ch. 10  Scott, J.(2005). Life at the top in America isn't just better, its longer. <i>New York Times, Class Matters</i> . New York: Times Books ( <a href="#">e-reserve</a> )
Thursday 11/19	<b>Policies and programs for older adults</b>  <i>Guest Speaker: Kelly Knochel, MSW</i>	<b>Policy Response Papers Due</b> Chapin, Ch. 11
Tuesday 11/24	<b>Policies and programs for people with disabilities</b>  <i>Video: When Billy Broke His Head</i>	Shapiro, ch.4, Epilogue
Thursday 11/26	<b>Thanksgiving Break-</b>	<b>Have a Good Break!</b>
Tuesday 12/1	<b>International Perspectives, International Social Work</b>  <i>Guest Speaker: Center for Victims of Torture</i>	<b>Community Event Essay #2 DUE</b>  UN Declaration of Human Rights <a href="http://www.un.org/en/documents/udhr/">http://www.un.org/en/documents/udhr/</a>  Explore the International Federation of Social Work website (www.ifsw.org)
Thursday 12/3	<b>Policy Analysis Presentations</b>	
Tuesday 12/8	<b>Policy Analysis Presentations</b>	
Thursday 12/10	<b>Course Evaluation</b>  <b>Moving into the Future with Hope</b>	Chapin, Ch. 12