2015 CSWE STANDARDS

INSTRUCTOR'S GUIDE TO COMPETENCY BEHAVIORS

WITHIN THE TEXT AND RELATED CLASS EXERCISES

## Chapter 5. Poverty and Inequality

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*Competency 5b is related to a large majority of the sections in Chapter 5.*

*Competency 5b*: Assess how social welfare and economic policies impact the delivery of and access to social services.

Poverty and Inequality in the 21st Century

*Competency 1a*: 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;

Defining and Measuring Poverty

Monetary Thresholds

Food Security

Measuring Food Insecurity

Global Measures: Relative Poverty and Social Exclusion

*Competency 2a*: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

*Competency 7b*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

The Culture of Poverty

*Competency 2a*: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Growing Inequality

*Competency 2a*: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

*Competency 7b*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Factors That Differentiate the Great Depression From the Great Recession

Social Insurance Programs

*Competency 5a*: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Social Security

Disability Benefits

Financial Concerns

Proposed Reforms

Social Security Disability Insurance (SSDI)

Medicare

Unemployment Insurance

Workers’ Compensation

Veterans Benefits

Attacks on Social Insurance Programs

Public Assistance Programs

*Competency 5a*: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Temporary Assistance to Needy Families (TANF)

Medicaid (Title 19)

SNAP (Food Stamps)

Supplemental Security Income

Housing Assistance

Earned Income Tax Credit

**Thinking Su**st**ainably**

Contemporary Responses to Poverty in America

Summary and Conclusion

Critical Thinking Questions

*Competency 2b*: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

**Individual Exercises:**

*Competency 2: Engage Diversity and Difference in Practice*

Check out the website below from census data on grandparents' caregiving responsibilities to check out situations that relate to employment problems and poverty and situations that relate to cultural traditions.( http://www.census.gov/newsroom/press-releases/2014/cb14-194.html)

*Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*

Homelessness has not been adequately addressed by federal policies. As such, the problems of homelessness have been left to states and municipalities. Choose one of the entities located in your town that works with the homeless population and research it. Is this organization able to effectively serve the homeless in your town? Why or why not? If there are professional workers involved, what is their professional training, if any? What solutions would you to propose that would assist this organization in improving the services offered to this population?

How could you advocate for some of these solutions

*Competency 4: Engage in Practice-Informed Research and Research-Informed Practice*

1. The definition of homelessness, as established by the federal government, is detailed in the beginning of the housing policy chapter of your textbook. Should this definition be revised to be more inclusive and, therefore, to include more individuals as eligible for assistance? How would you revise this definition? What elements would you keep? What elements would you remove?

2. Ascertain the current poverty line for a family of four on the Office of Management and

Budget website, located at <http://www.census.gov> . Using this figure, compute the monthly

income received and prepare a rudimentary budget for a family of four. Are the funds sufficient

to meet the basic needs of all family members? Why or why not? Are the funds sufficient to meet

all needs of all family members? Why or why not?

3. Determine the most recent median income for a family of four in your county and state. How

does the median income compare to the poverty line? What factors are influential in causing the

difference between these numbers?

**Group Exercise**

*Competency 4: Engage in Practice-Informed Research and Research-Informed Practice*

1. Involve the students through community organization classes and social work clubs in

volunteering at the local food bank. In this way students will learn what the needs are, and they

can organize fund drives to enhance contributions. They can also work with local food stores and

restaurants to arrange for donations of excess food to local homeless shelters.

2. To help reduce food insecurity in the community, social work students can unite with local

community services to set up an organic gardening collective in low income neighborhoods. As a

part of this effort students can provide educational workshops on the importance of serving

nutritious food to one's family.

**Films and DVDs.**

*Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*

1. Have students watch the 2013 interview with Robert Reich on his film, *Inequality for All*. Graphs and statistics are provided in the interview about the rise of the rich and superrich. Reich is interviewed by Bill Moyers; excerpts from the film are included on the program. Available at: https://www.YouTube.com/watch?v=q-rpkZe2OEo

2. To acquaint students with the reality of poverty in the poorest part of America-- Appalachia, show excerpts from the 2006 PBS special 3-part series, *Country Boys* which shows how class and culture interact in rural Appalachia. Have students consider the notion of cultural trauma and the importance of support systems in growing up. Although it perhaps dwells too much on the negative, students can learn about some of the deepest poverty in America in Kentucky native Diane Sawyer’s presentation, *The Hidden America: Children of the Mountains* from ABC News, 2009 available to download at: <https://www.YouTube.com/watch?v=6dXPuh15Vmc>