2015 CSWE STANDARDS

INSTRUCTOR'S GUIDE TO COMPETENCY BEHAVIORS

WITHIN THE TEXT AND RELATED CLASS EXERCISES

## Chapter 3. Purpose and Structure of Social Welfare Policy

*Competency 5a and 5b are threaded through Chapter 3.*

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

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

The Religious Underpinnings of Social Welfare

*Competency 1b*: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

*Competency 4a*: Use practice experience and theory to inform scientific inquiry and research.

Hinduism

Buddhism

Judaism

Christianity

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Confucianism

Islam

Native American Indigenous Religions

The Practical Application of Values

Socialism

The Care Versus Cure Continuum

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

Norwegian Social Welfare System

*Competency 3b*: Engage in practices that advance social, economic, and environmental justice.

*Competency 6a*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Cultural Context

Criminal Justice System

Social Welfare Benefits

American Exceptionalism and the Corporation

Economic Justice and the Rise of the Corporation

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Contemporary Capitalism and the Tax System

The Trend Toward Privatization

Summary and Conclusion

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Critical Thinking Questions

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

**Individual Exercises**

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

1. Choose a social problem and find a federal or state social welfare policy which purports to

address this social problem. A federal or state social welfare policy can be located through a

search conducted on https://www.congress.gov/. Does this social policy address the social

problem adequately? List your criteria for determining whether the social policy adequately

addresses the social problem. Why or why not ?

2. The NASW Code of Ethics, located on the NASW website at

<http://www.socialworkers.org/pubs/code/default.asp>, provides a definition for social justice.

Through an internet search, locate two (2) different definitions of social justice, preferably at

least one of which is not an American definition. How do these three (3) definitions differ? How

are these definitions similar? Seek to determine the reasons for the differences and similarity in

these definitions.

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

1. Choose a social problem and a corresponding federal social welfare policy that you would like

to learn more about - this may be done through searching on

<http://thomas.loc.gov/home/thomas.php>. After thoroughly reading and reviewing the policy,

apply the policy analysis framework discussed in this chapter. Are there any other elements or

analysis that you would feel necessary to conduct in addition to the policy analysis framework?

2. After analyzing the federal social welfare policy designed to address an underlying social

problem, locate a social welfare policy enacted in one of the states designed to address the same

underlying social problem. This may be achieved through searching on [www.findlaw.com](http://www.findlaw.com).

Compare and contrast these policies. Is the policy analysis framework presented in this chapter

helpful in analyzing these policies? Why and/or why not?

*Competency 2: Engage Diversity and Difference in Practice*

This exercise relates to values. Assign students to analyze their family of origin as a system.

Have them diagram an eco-map and genogram to show cultural patterns. Draw up a list of

macro-level questions for students to consider, such as, What are the major environmental

stresses? How does this family interact with other systems? How has the family adapted to

external stresses? What are the class, disability, gender, cultural issues affecting this nuclear

family within the extended family system?

*Competency 1: Demonstrate Ethical and Professional Behavior*

Using the NASW website, located at <http://www.socialworkers.org>, have students select a social welfare issue that they believe will be important in the next decade. Questions to ask: Why do you feel that this issue will be significant? What advocacy steps has NASW taken in connection with this issue? What advocacy steps would you take?

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

Using the White House website located at: : <http://www.whitehouse.gov/issues>, have students select a social welfare issue listed as important to the administration. Have them consider if as a social worker, they would analyze this issue differently than this administration? How would

or would their analysis differ from that of the White House from a social justice perspective?

**Group Exercises**

*Competency 2: Engage Diversity and Difference in Practice*

Have students divide up into groups and list and discuss what they would define as basic

American values and the most important values they would like to instill in their children. Then

have group leaders present their conclusions to the class as a whole for class discussion. If family

values are listed, ask them if foreigners in the U.S. agree that Americans respect family members

including the oldest family members.

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

1. Have students go to www.warresisters.org to check out differences

between government claims and other analysts’ claims about where the tax dollar really goes. A

question to consider is the use of statistics as well as the extent of military spending.

2. Critical thinking exercise. Have students check out popular U.S. and foreign news sources and analyze whether the point of view is influenced by politics and if the focus is liberal, conservative, or seemingly neutral. Examples might be The Economist, The Guardian, The Nation, The Wall Street Journal, Fox News, MSNBC. Sample broadcasts of the TV news can be played so students will be aware of the politics behind the news they read or hear.

*Competency 1: Demonstrate Ethical and Professional Behavior*

To study social work values. Have students check out the NASW code of ethics and list the social work values--service, social justice, integrity, competence, etc.--and then compare U.S. values as discussed in this chapter or those they list themselves in comparison with social work values. What are the differences and similarities?

**Films, Videos, and DVDs.**

*Competency 2: Engage Diversity and Difference in Practice*

1. *Prayers for Bobby* (2009, at amazon.com) provides an excellent discussion on homosexuality and the Bible while addressing issues of fundamentalist belief.

There are many historically based films with a religious theme available at amazon.com. Among those we would recommend are *The Chosen* (1981) which accurately portrays Jewish divisions in 1940s America over the founding of Israel as a Jewish homeland. For a recent historical documentary, *The Jewish Americans* (2008, PBS) provides many insights. Films with a Christian theme are Luther (2004) starring Joseph Fiennes, Amazing Grace which provides a reenactment of the fight against slavery by William Wilberforce in England, with the writing of the song as a secondary theme. *The Moyers Collection: Amazing Grace* (1990) focuses on the meaning of the famous hymn to diverse people. For early American history, *Desperate Crossing: The Untold Story of the Mayflower* (2006, History Channel) is compelling and educational.

2. Related to Islam, former nun and theologian Karen Armstrong has provided a number of positive and scholarly-oriented interviews that are available on YouTube, for example, [Karen Armstrong: Charter for Compassion](http://library.fora.tv/2009/08/14/Karen_Armstrong_Charter_for_Compassion) (75 min - 2009) which describes how Islam, Judaism and Christianity have been diverted from a shared moral purpose. The 1967 film, Malcolm X, is a popular film recently re-released, available on amazon.com, that portrays the teachings of Islam as transformative in the life of a hardened criminal.

3. To learn about Norwegian values, watch Michael Moore's YouTube presentation, "This Country Beats France" at https://www.YouTube.com/watch?v=k4L6-0WRfSA. Here the correctional system in Norway is explored in this 10 minute film that relates to Moore's movie, *Sicko*.