Note to Instructors: These resources complement the sample syllabi provided on the text’s companion website at www.routledgesw.com/policy. Some are designed for instructors’ use in the classroom, others to augment student learning and/or assignments, and others for instructors’ background information on specific topics. For all exercises and websites, a description of the content and the relevant point of view is included; instructors should assist students in making informed decisions about the proper use of any online sources and in supplementing their online learning with other knowledge sources.

Chapter 1: Social Work and Social Policy: A Strengths perspective

Strengths Institute
http://www.socwel.ku.edu/strengths/
The Strengths Institute was developed by Dr. Chapin’s colleagues at the School of Social Welfare at the University of Kansas, the Strengths Institute houses supplemental information about the application of the strengths perspective in all aspects of social work practice. It could serve as a resource to instructors and/or to students as they seek to understand and apply the strengths perspective to policy practice. An additional reading for instructors (or students) needing more background on the strengths perspective is: Saleebey, D. (2005). (Ed.) The strengths perspective in social work practice. (4th ed.). Boston: Allyn & Bacon.

Finding Your Passion
Students should choose their first priority issue area to conduct some preliminary research into the challenges facing vulnerable or marginalized populations. Using the websites below, all of which reference current statistics about social problems, as starting points, students should identify 2-3 pressing concerns facing the population, brainstorm 2-3 core strengths that could be activated in addressing these concerns, and 2-3 other websites that provide additional relevant data or perspectives. Instructors can then direct students to either (1) form small groups based on shared passions for social justice issues and discuss, together, social policy approaches that could provide important assistance or opportunities, and/or (2) write a one-page description of one of the identified websites, with an explanation of how it could be used in policy practice.

Sexual Assault: http://www.rainn.org/statistics
Elder Abuse: http://www.ncea.aoa.gov/ncearoot/Main_Site/pdf/publication/FinalStatistics050331.pdf
High school dropout: http://nces.ed.gov/fastfacts/display.asp?id=16
Child welfare: http://www.childwelfare.gov/systemwide/statistics/can.cfm
Homelessness: http://www.nationalhomeless.org/factsheets/
Hate crimes: http://www.fbi.gov/ucr/hc2008/index.html
Immigration: http://www.immigrationforum.org/

Mutual Expectations
To set the foundation for a successful course, have students break into small groups and list expectations of professor, themselves, other classmates. Then, ask them to brainstorm with the instructor about how to handle situations where expectations are not met by any party. For example, what if one student talks all the time and others say nothing? What if the instructor deviates from the syllabus mid-course? What if students struggle with the instructor’s inclusion of new technologies? This allows for solutions to be created before the problem begins, and it sets the expectation that the class also has responsibility for the classroom atmosphere and not just the professor.

Stateline.org
http://www.stateline.org/live/issues/Social+Policy
Stateline.org serves as a portal for social policy information, particularly at the state level, that includes a variety of topics, including tax and budget policy, health care, education, social services, and individual freedoms. Students could peruse the site for recent news about policy developments in their state(s), to increase their understanding of the full range of social policy contexts.

Center for the Study of Social Policy
http://www.cssp.org/
While this Center focuses on child welfare policy (and, thus, may be a helpful resource for Chapter 9, also), it includes discussion of why an emphasis on policy reform is important for child welfare practitioners, which could be a helpful introduction for students to the idea of integrating policy practice into their social work.

National Association of Social Workers
http://www.socialworkers.org/
The Website for the national Association of Social Workers has links to the Code of Ethics, to policy priorities for NASW, and to NASW’s Political Action Committee. Students should be encouraged to research NASW’s position on issues and legislation central to their areas of practice and even to take action on a policy priority through NASW’s action links. After assigning students to read the Code of Ethics, instructors could guide students in an exploration of how the mission stated in the preamble and the core value of social justice relate to specific areas of social policy? Students should also review the clear requirements for policy practice in the Code of Ethics, especially all of section 6. The direct link to the Code of Ethics is: http://www.naswdc.org/pubs/code/code.asp

Social Work Speaks
http://www.socialworkers.org/resources/abstracts/default.asp
Instructors may want to have students purchase the entire volume of Social Work Speaks, the collection of policy statements of the National Association of Social Workers, but this link provides students with abstracts of the major statements of NASW and gives a good introduction to the profession’s value approach to social policy. Instructors could assign various sections to correspond with topics throughout the semester (for example, Affirmative Action to go with Chapters 3 or 7; Child Abuse and Neglect with Chapter 9; Role of Government, Social Policy, and Social Work with Chapters 1, 2, or 3), or ask students to research a topic of particular interest and respond to NASW’s policy statement.
Welcome to WIC Video
http://www.youtube.com/watch?v=xI9ZEnX7tTk
This video, which was created for the California Women, Infants, and Children Program, serves as an outreach and orientation tool. WIC is used as the example for the exhibit in Chapter 1 that links the social welfare system, social policy, and social workers. Have students view the video (~4 minutes) and talk about the extent to which the program is presented from a strengths perspective, the roles they see for social workers within the program as described, and how they understand the social problem that WIC is designed to address. As a possible additional exercise, have them sketch out an outreach video or presentation for another policy with which they are familiar from practice.

Social Work Blogs
http://www.socialworkblogs.info/
This is a gateway site for weblogs written by social workers in all different types of social work practice. Some that particularly highlight the connection between social policy and social work practice are “Trench Warfare”, “Harlow’s Monkey”, and “Fighting Monsters”. Many of the blogs featured here also discuss the role of social work values in informing social work practice. Students could browse blogs, write a reflection for a class assignment, or even use the weblogs as inspiration to start their own online journal to document their progress with policy practice.

Study: Political Bent Affects How we View Skin Tone
This NPR story discusses a study which demonstrated that liberal voters tend to perceive President Barack Obama’s skin as lighter than it is, while conservative voters believe that he is darker. As instructors talk with students about the Obama Presidency and its groundbreaking nature as well as policy priorities, they could use this link to raise the question of the extent to which his election marks a real breakthrough in U.S. race relations.

Possible Guest Speakers
Representative of local/state chapter of NASW, to discuss policy priorities and involvement of social workers in policy
Note to Instructors: These resources complement the sample syllabi provided on the text’s companion website at www.routledgesw.com/policy. Some are designed for instructors’ use in the classroom, others to augment student learning and/or assignments, and others for instructors’ background information on specific topics. For all exercises and websites, a description of the content and the relevant point of view is included; instructors should assist students in making informed decisions about the proper use of any online sources and in supplementing their online learning with other knowledge sources.

Chapter 2: The Historical Context: Basic Concepts and Early Influences

Religion Facts
http://www.religionfacts.com/
This site has basic information on dozens of religions, including excerpts of key texts, links to supplemental readings, and side-by-side comparisons for the major world religions. Students could use this site as a reference for learning more about religious traditions unfamiliar to them.

Native American Words of Wisdom
http://www.youtube.com/watch?v=n_kVNOlhPMM
This video (~5 minutes) features prophecies and words of wisdoms from various American Indian traditions. It includes discussion of poverty and responsibility to others and could be used as part of a class discussion about the influence of American Indian beliefs on social work values and/or dominant U.S. social welfare orientations.

English Poor Laws
http://eh.net/encyclopedia/article/boyer.poor.laws.england
This Economic History Services site includes detailed information about the evolution of the English Poor Laws and charts illustrating number of people receiving assistance and the amount spent on ‘relief’, beginning in 1696. Instructors could have students, in groups, discuss remnants of the English Poor Laws in our society today and the values that students detect in these laws? What are current examples of the following terms: charity, undeserving poor, outdoor relief, residual approach to social welfare, welfare dependency, and means-testing? Do these terms reflect a strengths perspective in understanding basic human needs?

U.S. Constitution.net
http://www.usconstitution.net/
This site has the text of the entire U.S. Constitution, information about the Framers, discussion of the Amendments, and links to other foundational documents in the nation’s history. It is written at a fairly elementary level but could be helpful to instructors in ensuring that students have a firm understanding of American history and its influence on U.S. social welfare policy.

Massachusetts State Historical Society, Adams Digital Collection
http://www.masshist.org/digitaladams/aea/cfm/doc.cfm?id=L17760331aa
To gain insight into women’s struggle for civil rights during the colonial era, read the letter Abigail Adams sent to John Adams in 1776 imploring him to “remember the ladies.” at the Massachusetts Historical Society website. To see John Adam’s response, go to http://www.masshist.org/digitaladams/aea/cfm/doc.cfm?id=L17760414ja. Students can discuss not only the history of this famous and powerful couple’s disagreements over women’s rights but also, on a larger scale, how women’s issues played out throughout history in the context of private relationships.

**The Atlantic Slave Trade and Life in the Americas: A Visual Record**
http://hitchcock.itc.virginia.edu/Slavery/index.php
This gallery of images provides students with sketches, paintings, and other renderings of many aspects related to the enslavement of Africans in the colonial period through Emancipation. Students could write a response to the viewing of such images as diagrams of slave ships, representations of physical punishments, or portraits of individual slaves.

**African-American Mosaic**
http://www.loc.gov/exhibits/african/intro.html
This Library of Congress resource has information, photographs, and original documents related to such topics as colonization, migration, abolition, and the Works Progress Administration. Students may particularly appreciate the narratives of ex-slaves and photographs, both of which make much of African-American history live.

**Senate Apologizes for Slavery**
This very short (~3 minute) National Public Radio story about a U.S. Senate resolution in 2008 apologizing for slavery and Jim Crow laws could be used to start a dialogue with students about the legacies of our past in today’s social policies, how to equitably and adequately atone for these injustices, and how institutionalized racism persists in social policy today. From a political perspective, it might also be interesting to talk with students about what motivated the Senate to take action at that particular time, and what it says about where we are today in U.S. race relations.

**Anti-Immigrant Political Cartoons**
http://www.hsp.org/default.aspx?id=394 and http://historyproject.ucdavis.edu/ic/collection/marchand/Immigration/Anti-Immigration/ (note that the images in the second need to be clicked on to enlarge for easy viewing)
Students could view these political cartoons from the turn of the last century and then look to today’s media for coverage (graphic or textual) of immigrants and immigration policy. What are the common themes? How do these attitudes about immigrants continue to shape social policy?

**The Rise and Fall of Jim Crow**
http://www.pbs.org/wnet/jimcrow/index.html (may also be helpful in Chapter 7)
This excellent series by the Public Broadcasting Service features content on Reconstruction through the passage of civil rights legislation in the 1960s. Among the features are interactive maps of the spread of segregationist legislation after Reconstruction, testimonials, and a timeline that begins with the Emancipation Proclamation.
Our Documents

http://www.ourdocuments.gov

This site contains images of and background on significant historical documents in the U.S. Students could search for the Homestead Act, the Emancipation Proclamation, the U.S. Constitution, and other key documents referenced in this chapter for visuals of the original documents and additional information. The Library of Congress maintains a similar site: http://www.loc.gov/rr/program/bib/ourdocs/Homestead.html (here is the direct link for the information on the Homestead Act.

Settlement Houses

Students can browse these current settlement houses to explore the services they offer today and compare them to the settlement house movement that forms part of the history of the social work profession. How do these settlement houses reflect those same values and concerns? How have they evolved with the changing nature of the social problem landscape? The following is just a sampling of organizations calling themselves ‘settlement houses’ that have an Internet presence. Lutheran Settlement House: http://www.lutheransettlement.org/, Jacob A. Riis Neighborhood Settlement House: http://www.riissettlement.org/index2.htm, John Hope Settlement House: http://www.johnhope.org/, Northwest Settlement House: http://www.nwsh.org/

Settlement House Movement

http://ocp.hul.harvard.edu/immigration/themes-settlement.html

From the Harvard University library, this link contains a bibliography related to the settlement house movement, with resources about the individuals and the philosophy involved, which may be helpful resources for instructors and/or students.

Project America

http://www.project.org/

Project America provides historical data on a variety of national policy issues, including poverty, the economy, crime, health care, housing, education, and senior concerns. Data are compiled from both governmental and non-governmental sources. Instructors can use this information to augment lecture and class discussions, by including a historical perspective, and students would find the site particularly helpful for research papers and other assignments asking for some historical context.

Women’s History Month Video on Jane Addams

http://www.youtube.com/watch?v=7mDcgQDY2k4

This three-minute video details Jane Addams’ work, not only in the settlement houses, but also on women’s suffrage, peace activism, and civil rights. Students may also want to review Addams’ biography at http://nobelprize.org/nobel_prizes/peace/laureates/1931/addams-bio.html. Another video that may be helpful in discussing the Settlement House movement and its core values of respect, reform, and reciprocity is this 10-minute clip, The Settlement Way: http://www.youtube.com/watch?v=juz1Jw2UeJ0. After viewing that clip, students could discuss the similarities and differences between the COS & Settlement House Movement?

The Orphan Train

http://www.pbs.org/wgbh/amex/orphan/
This link contains the Public Broadcasting Services’ Orphan Train resources, including photographs, transcripts, and a teachers’ guide. Instructors can use these resources to discuss the “child saving movement” and its role within the origins of the social work profession.

**National Association of Black Social Workers**  
Students could examine the position papers of the NABSW to examine differences between the values and positions of this organization as compared to NASW. The instructor could organize a discussion as to whether social work, as a profession, is well-served by the existence of these sub-bodies within the professional association, including a consideration of how the history of people of color within the profession informs our understanding of these divisions today.

**America’s Library, the Progressive Era**  
[http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/progress](http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/progress)  
Instructors may want to use these resources, which include selections of fiction from the Progressive Era, to help students understand the historical context of this period and to begin a discussion about the impact of the political and historical contexts on social policy development. Another resource for instructors is:  
[http://www.digitalhistory.uh.edu/modules/progressivism/index.cfm](http://www.digitalhistory.uh.edu/modules/progressivism/index.cfm)

**The History Place, Child Labor**  
This site contains a photographic history of child labor in the United States, 1908-1912. Instructors may have students peruse these photographs to aid in their understanding of the environment for children during the Progressive Era/emergence of the social work profession. Alternatively, instructors could use some of these photographs as illustrations for lectures and class discussions.

**Social Work History Station**  
[http://www.boisestate.edu/socwork/dhuff/XX.htm](http://www.boisestate.edu/socwork/dhuff/XX.htm)  
Interactive website with information on the history of the social work profession, the conditions in the country that lead to the development of our earliest institutions, and biographies of key leaders in the profession’s development. Instructors could ask students to create a timeline of social work and discuss important events over its history.

**Possible Guest Speakers**  
Some universities and extension offices have Living History presenters, either older adults who share their own memories of historical events, and/or presenters who dress in period costume to present on a historical topic. If the latter, instructors should make sure that the presenter understands how to present to adult learners, since some primarily work with young people.
Chapter 3: The Historical Context: Development of our Current Welfare System

Civil Rights Timeline
http://www.infoplease.com/spot/civilrightstimeline1.html
This timeline from 1948-2008 has embedded links for more information about key moments in the struggle for civil rights, including major U.S. Supreme Court decisions and biographies of major leaders.

FDR’s “Second Bill of Rights” Speech, January 11, 1944
http://www.youtube.com/watch?v=UwUL9tJmpyI
This five-minute clip (radio with still photos) outlines FDR’s ideas about economic rights to complement the political freedoms guaranteed in the U.S. Constitution. Students could talk about the values heard in the speech and how they were reflected in social policy, as well as similarities and differences in the political and economic environment then and now.

Fireside Chat introducing major components of The New Deal
http://www.youtube.com/watch?v=qolPqXNGW3I
This four-minute, earlier (1933) clip highlights some of the FDR Administration’s policy priorities for the New Deal, including protections against foreclosures and job creation strategies. Instructors could use this to talk about the policy approach today and parallels to FDR’s actions, and/or to evaluate the social policy innovations outlined here.

The New Deal Network
http://www.newdeal.feri.org/
This site has a wealth of resources related to the New Deal, including documents, photographs, archived speeches, and lesson plans. Instructors could use this site to develop greater emphasis on the New Deal and its legacy for the U.S. social welfare system, or students will find the information here helpful for historical research or policy analysis of programs, such as Social Security, which have their origin within New Deal policies.

The Constitutional Legacy of the New Deal
http://fora.tv/2009/06/01/The_Constitutional_Legacy_of_the_New_Deal
These video debates (90 minutes in total) address the ways in which the policy approaches of the New Deal impacted the delegation of powers, the relationships between the branches of government, and the federal involvement in social policy. The video overall takes a more conservative approach and could provide a helpful counterpoint to some of the text and supplemental readings.

**America.gov Photo Gallery on the Civil Rights Movement**
http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/1.html
This site has 19 high-resolution photos of the struggle for African-American civil rights. Each photograph has accompanying text that explains the event/person and its significance in the civil rights movement.

**Photo Gallery of the Great Depression**
http://history1900s.about.com/od/photographs/tp/greatdepressionpictures.htm
These photos are arranged by topics: women and children, dust storms, relocation, migrant workers, unemployment, bread lines. Instructors could use these photographs to help students imagine what the nation was like during the Great Depression, and how those conditions impacted the development of social policy. As a companion exercise, students could interview someone who remembers either the Great Depression or the Civil Rights Movement. They could ask his/her opinion on why these events happened and what it was like to experience them, and whether they think that the social policies that emerged from these tumultuous periods were effective or not.

**Memories of the Great Depression**
This NPR Talk of the Nation program features listeners’ memories of good and bad times during the Great Depression. Instructors may use all or part of it to illustrate the impact that economic and social contexts, as well as social policy interventions, have on real people, and to draw comparisons and contrasts to today’s economic situation.

**Social Security Administration**
http://www.ssa.gov/
On this site, students can estimate their retirement benefits, look through application materials, and find statistics related to beneficiaries and outlays. As a potential activity for this chapter or Chapter 8, students can compare the approach of the SSA, in terms of interacting with potential beneficiaries, and that of the TANF program (http://www.acf.hhs.gov/programs/ofa/tanf/about.html). There is also a brief history of Social Security at http://www.ssa.gov/history/briefhistory3.html. A good overview of the Social Security Act is at http://www.ssa.gov/pubs/10024.html; this information may also be useful in Chapter 8, where social insurance is discussed.

**Rosie the Riveter World War II American Homefront Project**
http://bancroft.berkeley.edu/ROHO/projects/rosie/
This Regional Oral History Office project includes transcripts of interviews and photos of those (mainly women) involved in domestic industry during World War II. There are also some video clips of interviews with women that could provide some historical context to discussion in class
about the roles and activities of women during this period. Students should be encouraged to use a lens of racial, gender, and class equity when considering the differential opportunities afforded to Americans at this time. Because of the age of the interviewees, these materials could also be helpful in Chapter 11 and a discussion about productive aging and honoring the talents and contributions of older adults.

**Children of the Camps: Japanese Internment History**
http://www.pbs.org/childofcamp/history/index.html
This PBS site includes a timeline of Japanese internment in the U.S., historical documents related to internment, quotes, and photos of the camps. There are also YouTube videos related to Japanese internment at: http://www.bing.com/videos/watch/video/the-japanese-american-internment-of-world-war-ii/9651F96BB38FC20AD4E59651F96BB38FC20AD4E5 and http://www.bing.com/videos/watch/video/japanese-internment-camps-history-video/2A9AC3FF0D013E73ECEB2A9AC3FF0D013E73ECEB.

**Aid to Dependent Children Poster from 1940**
http://www.ssa.gov/history/afdc40.html
This poster highlights some of the differences in the goals and purposes of ADC (and then AFDC) as compared to TANF. Students should be asked to think about what our society believes about working mothers and what is “best” for their children? What is the more important issue: 1) young children should be under the care of a parent until they reach school age; or 2) women should not be able to receive public assistance if they are only staying home with their children – they should have to work. Should poor women with young children be allowed to stay home and care for their children or should the children be placed in daycare and their mothers be forced to work? What has changed in our society, regarding our values and priorities, in the intervening years? What would a “recruitment” poster for TANF look like today?

**“I have a Dream”**
http://www.youtube.com/watch?v=PbUtL_0vAJk
This is a link to the full 17-minute “I have a Dream” speech from the March on Washington (1963). Instructors could show all or part of the speech to highlight the discussion of poverty and economic justice as a running theme throughout Dr. King’s work, or as part of a discussion about needed social policy reforms to fulfill this dream today.

**Brown v. Board of Education Historic Site**
http://www.nps.gov/brvb/index.htm
This National Park Service site includes a timeline, background on the five cases that became part of Brown v. BOE, photos, teacher resources, and information on special exhibits related to racial justice. Students may appreciate a chance to see the Brown family and the other individuals involved; this site is a chance to make tangible the heroes of the civil rights movement.

**Eyes on the Prize**
http://www.youtube.com/watch?v=hHonvu-HxqE
This introduction (~2 minutes) to the Eyes on the Prize documentary series describes the civil rights movement as America’s “second revolution”. Other sections of the series are available on
YouTube as well, by searching “Eyes on the Prize” (related to public facilities, lynchings, school integration, the Montgomery Bus Boycott, and other topics).

**Eyes on the Prize Podcast**
http://www.pbs.org/wgbh/amex/rss/media/eyesontheprize_01.mp3
This ~16-minute podcast is an overview of the Eyes on the Prize series, an effort to tell the story of the civil rights movement through the eyes of the “ordinary” men and women who propelled it.

**National Association for the Advancement of Colored People**
http://www.naacp.org
In addition to historical information, features a blog with commentary on issues relevant to African Americans today, as well as policy updates and analysis.

**National Association of Social Workers Centennial Index**
http://www.socialworkers.org/profession/centennial/default.htm
This site, created for the centennial of social work in 1998, includes biographies of social work leaders throughout history, texts of select speeches, and a timeline of notable dates in social welfare policy and social work history. Students could be assigned to conduct research on a particular social work leader, discuss the importance of context in shaping the social work profession, or brainstorm possible trajectories for the next 100 years of the profession.

**Chicano!**
A four-part video series on the struggle for Mexican-American civil rights, described here: http://www.albany.edu/jmmh/vol3/chicano/chicano.html. Students may be particularly interested in Part III, about the struggle for justice among Chicano high school students, available in eight ~6-minute clips.
Part III: Taking Back the Schools: http://www.youtube.com/watch?v=BlKGeF0lWjU,
http://www.youtube.com/watch?v=K1RW5fgkxTc,
http://www.youtube.com/watch?v=4uds5hKHdyI,
http://www.youtube.com/watch?v=gFfAnEDCDt4,
http://www.youtube.com/watch?v=Hps_wRXwcBA,
http://www.youtube.com/watch?v=j_CPLp56-BU,
http://www.youtube.com/watch?v=UPDAa7hCRkY,
http://www.youtube.com/watch?v=q3ypbIJiaZs

**United Farm Workers**
http://www.ufw.org/
Students can visit the union started by Cesar Chavez to explore the current campaigns on which the union is working, take action on social justice issues, and learn more about the history of the farmworker movement.

**National Public Radio on The War on Poverty**
This link has an audio clip of a NPR story about Lyndon Johnson’s War on Poverty and its legacy today, a link to the State of the Union Address in 1964, and a list of other NPR resources
related to the War on Poverty. Some possible discussion questions include: do you think the War on Poverty was successful? Why or why not? Using a strengths perspective, what strategies or policies are needed current to ensure social welfare of people living in this country?

National Organization for Women
http://www.now.org/
NOW’s website includes a history of the organization, a feminist blog, and information/opportunities to take action on a variety of issues of concern to women. Instructors can use this as a resource for current issues to bring into classroom discussions, and/or students can find issues that resonate with them for research and/or class discussion. Of particular interest and possible use, either here or in Chapters 7 or 10 is NOW’s timeline of reproductive rights:
http://www.now.org/issues/abortion/roe30/timeline.html.

Title IX
http://www.dol.gov/oasam/regs/statutes/titleix.htm
This site contains the actual language of Title IX, which eliminated discrimination based on gender within U.S. educational institutions. Students could review this text in order to better understand the role of protective legislation in securing civil rights, to discuss persistent gender inequities and how legislation could address them, or to craft language that would make discrimination based on sexual orientation illegal, in a way similar to Title IX. Students should be encouraged to consider how such an effort would be similar to and different from Title IX’s impact.

National Congress of American Indians
http://www.ncai.org/
This site contains testimony presented to Congress about policy issues affecting American Indian tribes, video of President Obama addressing Indian concerns, background information on a variety of policy concerns and tribal matters, and special reports, like “Meth in Indian Country” and 2010 Census Participation and Native communities.

Ronald Reagan’s speech to the 1964 Republican Convention
http://www.youtube.com/watch?v=yt1FYSAChxs
This speech (27 minutes), long before Ronald Reagan was a serious force in national politics, outlined his rationale for retrenchment in domestic spending priorities and foreign aggression. Students would gain considerable understanding about the evolution and ascendance of conservatism in U.S. politics by watching how these ideas began to take hold in the political conversation.

Assessing the New Federalism
http://www.urban.org/center/anf/index.cfm
This archive contains all of the Urban Institute’s Assessing the New Federalism research, which documents the impact on people, particularly low-income families, of the changing relationship between states and the federal government, particularly in the area of welfare policy. Many of these publications would make good background reading for instructors, illuminating companion readings for students, and/or excellent sources for student research into the areas of privatization and devolution and their impact on social policy today.
The Democratic Leadership Council
http://www.dlc.org/
This site provides an overview of the thinking of “New Democrats” on a variety of public policy issues. Students could compare and contrast these positions with those reflected at other points in history within the Democratic Party, or with those of today’s Republican Party, or with the principles of the National Association of Social Workers.

Possible Guest Speakers
Instructors could explore the possibility of bringing in an older adult guest speaker who was active in the civil rights movement, worked in domestic war industry, or has memories to share of the Great Depression. Some Area Agencies on Aging maintain speakers’ bureaus, as do some local and state historical societies.
Social Policy for Effective Practice: A Strengths Approach, by Rosemary Chapin

Web Links and Teaching Tips Chapter 4

Note to Instructors: These resources complement the sample syllabi provided on the text’s companion website at www.routledgesw.com/policy. Some are designed for instructors’ use in the classroom, others to augment student learning and/or assignments, and others for instructors’ background information on specific topics. For all exercises and websites, a description of the content and the relevant point of view is included; instructors should assist students in making informed decisions about the proper use of any online sources and in supplementing their online learning with other knowledge sources.

Chapter 4: The Economic and Political Contexts

Center on Budget and Policy Priorities
http://www.cbpp.org/
This site is an excellent resource on economic policy, the impact of economic conditions on social welfare, and fiscal policy for low-income Americans. Instructors may use the charts, reports, congressional testimony, and other resources here to supplement lecture notes, guide student research, and/or integrate current policy events into the study of the economic concepts that are part of this chapter. Materials also include podcasts and other audio references.

Center for American Progress
This video explains the economic ideology behind the Obama Administration’s stimulus package and the impact that it is hoped to have on economic recovery. Instructors could use this information to discuss consumer-side economics in greater detail, and to contrast this approach with supply-side economics.

Office of Management and Budget
http://www.whitehouse.gov/omb/
OMB is the part of the Executive Branch that conducts the President’s budget analysis, provides economic forecasts, and discusses the economic impact of various elements of the President’s policy agenda. Students can conduct economic analyses of elements of the President’s budget here, and instructors might use the reports to provide additional context regarding the current economic climate.

Citizens for Tax Justice
http://www.ctj.org/
Citizens for Tax Justice is a nonpartisan, nonprofit research & advocacy organization dedicated to fair taxation. The site includes such resources as reports on tax expenditures, grades for states based on tax fairness, and efforts to enhance the justice and adequacy of the nation’s revenue systems. Instructors can use these resources to raise the importance of a fair, transparent, and robust revenue base in the pursuit of effective and just social policies.

I’m Just a Bill, Schoolhouse Rock
http://www.youtube.com/watch?v=mEJL2Uuv-oQ
This short video (3 minutes), likely well-known to students, provides an overview of the federal legislative process. In addition to serving as a review, then, instructors can also use this video to highlight some of the ways in which the actual process can deviate from this “official” path, and discuss the ramifications of ‘distortions’ to the process.

The Center on Congress at Indian University
http://congress.indiana.edu/learn_about/topic/legislative_process.php
The resources on this site include e-learning modules on “The Dynamic Legislative Process” and “How a Member Decides to Vote”; radio commentaries from former congressman Lee Hamilton on the dynamics of deliberation and the workings of Congress; and backgrounders on the legislative process. The Center strives to present a version of the legislative process that is more nuanced and fluid than that which is often presented in government texts.

Recovery.gov
http://www.recovery.gov/Pages/home.aspx
The Obama Administration created this site to provide information, in close to real-time, about the disbursement of federal stimulus dollars. Students can use this site to track disbursement by state, learn about the accountability measures, and discuss this as an example of a complex service delivery mechanism, an attempt to provide evaluation on a large scale, and the connection between politics and spending policy.

Libertarian and Green Parties
http://www.lp.org/ (Libertarian Party) and http://www.gp.org/index.php (Green Party)
Students could explore these sites to gain a sense of what draws people to these political parties—what are the values represented, and what kinds of policies would they impel? Where do these values align with or contradict social work values? Where are they reflected in social policy today?

Economic Policy Institute
http://www.epi.org/
EPI is a progressive think tank that provides research and commentary on economic policy issues, including tax and spending policies at the federal and state government levels. An interactive “Economy Track” allows students to compares states’ experiences in the current recession, compare this recession to previous economic cycles, and highlight the experience of target racial/ethnic and other groups in terms of how they are experiencing this recession. Students could use this information as background material for research or as part of a discussion about the recession and the policy response.

GuideStar
http://www2.guidestar.org/
GuideStar provides tax reporting forms for 501(c)3 nonprofit organizations. Students can use this site to search for the disclosures for a nonprofit organization with which they are familiar. How has the organization’s revenue stream changed in the past few years? What are the implications of these changes, given the climate of privatization and the trends of increasing private responsibility for social welfare?
Tax Policy Center, Tax Expenditure Budget
This joint project between the Urban Institute and Brookings Institute describes tax expenditures in greater detail and includes a figure detailing how much is included in the ‘tax expenditure budget’ in a given year (2008 is the most recent). After reviewing this information, the instructor could ask students to think about the kinds of social welfare benefits that they and/or their families receive through the tax expenditure budget, about the value of these benefits, and about the implications for how we understand ‘social welfare’ today.

Influencing State Policy: The State Budget
http://www.statepolicy.org/video/the_state_budget/The_State_Budget_Video.swf
This video describes the state budget process and strategies for social work advocacy within it. It does not adequately detail the current fiscal crisis but, layered with additional information about today’s realities, it would provide a very good foundation for social work students seeking to understand the state budget process.

Organisation for Economic Co-operation and Development
http://www.oecd.org/topic/0,3373,en_2649_37419_1_1_1_1_37419,00.html
OECD has a wealth of information related to developed nations’ policies and expenditures for social welfare. This link takes students directly to the ‘social and welfare issues’ page, where they can find articles, raw data sets, and charts detailing the United States’ social welfare efforts as compared to other nations’.

Institute for Policy Studies, Global Economy Project
http://www.ips-dc.org/globaleconomy
IPS has popular education and more academic research on the global economy and its impact on workers, the environment, and vulnerable groups. Resources include op-eds, video clips, and special reports. This site would be helpful for instructors wanting to focus on the globalization discussion in the text and provide students with some additional context as they develop their understanding of how global economic forces impinge upon U.S. domestic social welfare policy. As a tactic for bringing this global economy discussion into students’ daily lives, instructors could use the following exercise. Have students examine the clothing tag on each other’s clothes to determine where that item was made. Using a map of the world, ask each student to write the name of the country on a sticky note and place that piece of paper on that country on the map. After everyone has completed that task ask what strikes the class as they look at this world map. Can you describe the person who made your clothing? What about the work environment in which that person is probably working? Why were your clothes made in that country? What are some implications for clients in this country, as well as abroad, of our clothing being made in other countries? What are implications for social welfare policies?

Possible Guest Speakers
League of Women Voters, to discuss differences between political parties
Economist with university or local planning institution, to discuss current economic conditions
Social Policy for Effective Practice: A Strengths Approach, by Rosemary Chapin
Web Links and Teaching Tips Chapter 5

Note to Instructors: These resources complement the sample syllabi provided on the text’s companion website at www.routledgesw.com/policy. Some are designed for instructors’ use in the classroom, others to augment student learning and/or assignments, and others for instructors’ background information on specific topics. For all exercises and websites, a description of the content and the relevant point of view is included; instructors should assist students in making informed decisions about the proper use of any online sources and in supplementing their online learning with other knowledge sources.

Chapter 5: Tools for Determining Need and Analyzing Social Policy

Fairness and Accuracy in Reporting
http://www.fair.org/index.php
FAIR highlights misleading, incorrect, and/or biased coverage of news issues in mainstream media and provides counterpoints through their own coverage. Their articles are a good resource for a discussion with students about the social construction of knowledge. How does what we read and watch influence how we think about core social policy issues?

National Coalition for the Homeless
http://www.nationalhomeless.org/
NCH’s website has information about homelessness, including public policy recommendations related to the McKinney-Vento Homeless Assistance Act, which instructors and students may find helpful as background information related to the example of social problem definition from Chapter 5. Students could work in groups or as an assignment to explore alternative definitions for the problem of homelessness, and the possible impact of alternative definitions on the social policies that would seek to address the problem. Students could discuss how the problem or need was defined and documented, how values and self-interest shaped the definition and documentation, and which causal theories have been developed based on the definition of social problems and what consequences are ascribed to the problem so defined. The other organization referenced in Chapter 5 is the National Alliance to End Homelessness: http://www.endhomelessness.org/, which also has fact sheets, maps showing the prevalence of homelessness, policy analysis, and audio/video resources.

HEARTH Act
http://www.npach.org/HEARTH/
The National Policy and Advocacy Council on Homelessness has extensive information on the HEARTH Act. Their resources also include extensive discussion of the question of definitions of homelessness and how changes to these definitions impact service availability: http://www.npach.org/deffaqFINAL.pdf. The direct link to the Act on Thomas.gov is: http://thomas.loc.gov/cgi-bin/bdquery/z?d111:SN00896:@@:@L&summ2=m&TOM:/bss/d111query.html.

Causes of Teen Pregnancy
Instructors could have students visit the sites of two organizations with very different views on what causes teenage pregnancy, and how to address this problem: Planned Parenthood, http://www.plannedparenthood.org/, and the Abstinence Clearinghouse: http://www.abstinence.net/. How do different values and different understandings of the dynamics of the social problem influence different policy approaches? As a possible additional layer to the discussion, students could visit the “Young Mommies homesite”, which essentially asserts that teenage pregnancy is not, in and of itself, a social problem: http://www.youngmommies.com/. What impacts whether one views a social condition as a problem?

**Californians for Disability Rights**
http://www.youtube.com/watch?v=CdCc4B8Ym5Q
This video (~10 minutes) shows the efforts of CDR to draw attention to the discrimination against those with disabilities as a civil rights violation and, as such, is a helpful tool in discussing claims making. How else could the issue of disability access have been framed? And what would have been the implications of that claim? Also could use to discuss the strengths perspective, the strengths of those with disabilities, and the process of policy change with the strengths perspective.

**Impact of the Funding Crisis on Social Services**

**States Target Cuts to Social Services**
This is a 4 ½-minute NPR story on the impact of state budget cuts on social services. It includes the voices and perspectives of individuals who depend on these services for various basic needs. This would be especially helpful for instructors of online courses who want to bring multimedia content into this unit.

**THOMAS, Library of Congress**
http://thomas.loc.gov/
Students can use this site to search for congressional legislation by title, key word, sponsor, and/or bill number. Instructors could assign students to explore specific legislative interests through this site to familiarize them with how to search for legislation and how to find the information necessary to conduct a policy analysis.

**Grandparents Raising Grandchildren**

Some organizations working on advocacy in this area, as referenced in the Carla Washburn exercise for this chapter from the interactive online cases, include:

- [http://www.grandparentsraisinggrandchildren.org/](http://www.grandparentsraisinggrandchildren.org/)
- [http://www.aarp.org/families/grandparents/gic/](http://www.aarp.org/families/grandparents/gic/) (AARP’s general site for grandparent resources, not specific to custodial grandparents),
- [http://www.aarp.org/families/grandparents/raising_grandchild/](http://www.aarp.org/families/grandparents/raising_grandchild/)

**Possible Guest Speakers**

Instructors should try to bring in social workers engaging in policy practice, to discuss how they frame issues, conduct research, and complete policy analyses. Ideally, a panel of social work policy practitioners from different issue areas could speak together, so that students can compare how this work is impacted by content.
Chapter 6: Social Policy Development and Policy Practice

Legislative agendas
Instructors can help students understand the process of legislative agenda-setting by introducing them to the issue “platforms” of various groups and discussing not only how their agendas vary substantively but also what different organizations are doing to assert their respective agendas. These sites also contain information that would be helpful for a continuation of the discussion regarding the “social construction of reality”.
Democratic Leadership Council: http://www.dlc.org/ndol_ka.cfm?kaid=450006
AFL-CIO: http://www.aflcio.org/
The American Conservative Union: http://www.conservative.org/

Sample Policy Brief—Long Term Care Policy Forum
Available on the Web Links and Teaching Tips Tab of the course site: www.routledgesw.com/policy
This sample policy brief, created by text author Rosemary Chapin, provides students with an example of a policy brief and is especially helpful if the instructor assigns a policy brief assignment for individual students or small groups. Another resource for students writing policy briefs is: http://melindaklewis.com/2009/09/30/what-makes-a-good-policy-brief/, where a social work policy instructor offers tips based on her students’ experiences with this type of assignment (the same site has other posts related to regulatory policy, advocacy, judicial strategies, and other topics that may be of interest to students.

Selected Information Resources and Strategies for Social Policy Analysis
Available on the Web Links and Teaching Tips Tab of the course site: www.routledgesw.com/policy
This document, created for the text author Rosemary Chapin, suggests sources for policy research, including online, academic library, and other experts. Students may find this a helpful place to start to strategize their policy research, or instructors can modify it to reflect the precise resources available through your university system.

Technology in Macro Practice Handout
This document discusses some new ways to use technology in advocacy and organizing as well as describes some of the emerging technologies that can increase social workers’ effectiveness in policy practice. While these technologies are constantly evolving, and, so, students and instructors will want to stay abreast of new developments in this field, this can be a good starting point for instructors unfamiliar with these technologies and/or students who use them but are new to the idea of policy practice applications. Additional resources, particularly related to the use of social media in policy practice, are found at: http://melindaklewis.com/tag/technology/. Instructors could assign students, individually or in small groups, to design an advocacy campaign that utilizes some of these tools, or students could incorporate them into their work on the interactive online cases and/or the Chapter 6 exercise.

Classroom to Capitol
(http://melindaklewis.com/)
Here’s a fantastic blog, created and maintained by social worker and social justice advocate Melinda Lewis who also happens to be the author of these instructor support materials. A great tool and resource for Community Organizing, Policy Analysis, Advocacy, and Organizational Development.

Influencing State Policy
http://www.statepolicy.org/
ISP was created by social work students and professors to help prepare social workers for effective policy practice at the state level. The organization sponsors a policy advocacy student prize every year, and the site has many resources for the classroom, including short videos on elements of the policy change process, information about student advocacy projects, and links about the policy process. To complement these videos, instructors could invite practitioners from the field and/or former students to come to class to talk about how they use what they learned in policy class every day in direct practice in their agency (e.g., a women’s shelter) to help students appreciate the relevance and connection between direct practice and policy practice. A particular video that would be helpful for this unit is: Policy Affects Practice and Practitioners Affect Policy (20 minutes):
http://www.statepolicy.org/video/policy_affects_practice/Policy_Affects_Practice_Video.swf

University of Kansas Community Toolbox
http://ctb.ku.edu/en/
The Community Toolbox uses the ideas of Kretzmann and McKnight’s community building model to help community-based practitioners build resources to support individuals within those communities. Tools available on this site include articles on such topics as conducting needs assessments, managing communications, organizing meetings, and using best practices to inform interventions. Instructors can use these materials to supplement the textbook during discussions of the policy development/policy practice processes, and/or students may find the content helpful in their practice endeavors related to policy and community change.

Idealist.org
http://www.idealist.org/
Idealist has information on a variety of progressive policy topics as well as blogs and forums for organizing around the need for policy advocacy. As students near graduation, they may find the job center on Idealist.org helpful as well. Another site with similar resources, including blogs on such issues as Gay Rights, Health Care, Women’s Rights, and Homelessness, is Change.org: http://www.change.org/

**Kids Count**
http://www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx
The Annie E. Casey Foundation’s Kids Count data provide invaluable information related to efforts to define the target population and specify the nature of the social problem within this population. This will be an important resource for students conducting policy research on anything related to children, education, health, or poverty. Additionally, instructors may want to assign students to explore the site some to familiarize them with using data.

**Story Banks**

**Congressional Budget Office**
http://www.cbo.gov/
The CBO is the organization charged with estimating the costs of congressional proposals, as well as providing Congress with budget forecasts and other economic information. Students can find documents at CBO that determine the cost implications of specific pieces of legislation, and instructors could use the CBO site to provide additional examples of cost-benefit analyses.

**Government Accountability Office**
http://www.gao.gov/
The GAO conducts research for Congress, often focusing on accountability for the execution of specific policy goals. In addition to a wealth of information about specific policy areas, students can find here examples of policy evaluations and cost-benefit analyses. Instructors could use the resources on this site to discuss the extent to which outcomes for the target population are, or are not, central to these analyses.

**TANF Evaluation**
This link provides evaluation data from the Administration for Children and Families, regarding Temporary Assistance to Needy Families. TANF is a particularly useful example of the relationship between a policy’s goals and its judgment as a ‘success’. Instructors can highlight
the goals of TANF: reduction of out-of-wedlock pregnancies, promotion of work and marriage, and reduction of TANF caseloads, and then have students review these evaluation data. What is missing from this assessment? How would TANF be judged differently if “reducing child poverty” or “promoting family well-being” were policy goals?

Rock the Vote
http://www.rockthevote.com/
Rock the Vote is Music Television’s (MTV) effort to increase voter registration and voter participation. After reading Chapter 6 and its discussion of low voter participation among target populations for social policy, students could design a project to increase voter participation among their clients and/or their school. Rock the Vote has resources to help people put together voter registration campaigns and also information about issues important to young adult (their target population) voters. Other resources for encouraging electoral participation are the League of Women Voters: http://www.lwv.org//AM/Template.cfm?Section=Home and the National Voter Registration Form: http://www.fec.gov/votregis/vr.shtml. Some videos to encourage voter participation are available at: http://www.youtube.com/watch?v=xiber7na2dA, http://www.youtube.com/watch?v=N35PEX3gj-Y, http://www.youtube.com/watch?v=q1X1zI7V3co (in Spanish)

Alliance for Justice
http://www.afj.org
The Alliance for Justice is an extraordinary resource for nonprofit 501(c)3 organizations with questions about the limits of legally-allowable advocacy under Internal Revenue Service guidelines. Among the resources available on this site are AFJ’s “plain language legal guides”, many of which are available for free downloads. Students can use these materials to help their supervisors and others in the field understand their rights to engage in advocacy.

U.S. House of Representatives and U.S. Senate
Students should spend some time familiarizing themselves with these sites, with information available about their own members of Congress, and with resources for charting a plan to engage these elected officials (including their committee memberships, their voting records on key issues, and their contact information). Instructors should also encourage students to explore their state’s legislative website, which contains similar information for state-level elected officials.

Possible Guest Speakers
This would be another good place to bring in social work policy practitioners. Alternatively, instructors could ask state legislators, local policymakers, or representatives of federal agencies and/or congressional offices to speak with students and take questions about issues on the policy agenda and how to influence policymaking.
Chapter 7: Civil Rights

Voices of Civil Rights
http://www.voicesofcivilrights.org/index.html
This project, a collaboration between AARP, the Leadership Conference on Civil Rights, and the Library of Congress, has tremendous resources relating to the full history of our nation’s struggle to secure equal rights for all Americans. Among the tools that instructors and students can use include narratives of civil rights leaders, past and present; essays relating to the unfinished business of the civil rights movement; a timeline of the struggle for civil rights; and a music video. A related resource, from AARP is Letting Freedom Ring, a slideshow of black-and-white images from the civil rights struggle, specifically honoring the legacy of Dr. Martin Luther King, Jr.: http://bulletin.aarp.org/yourworld/reinventing/articles/letting_freedom_ring.html%20-%2051k.

American Civil Liberties Union
http://www.aclu.org/
The ACLU’s website is a wonderful first stop for students to explore current issues related to civil rights and civil liberties, including to spark a discussion about ‘freedom’ and ‘security’ and how to protect individual liberties, consistent with the U.S. Constitution, in an age of fear. The ACLU tracks legislation and civil rights abuses in a variety of topic areas, including the criminal justice system, immigration, reproductive rights, religious liberty, voting rights, free speech, and drug law reform. In addition to fact sheets and action alerts, the site includes weblogs from several commentators, videos (including one on civil rights in Guantanamo) and interactive games (one, for example, on the school-to-prison-pipeline). Instructors can find multimedia resources to use in class, as well.

Disability Rights and Education Fund
http://www.dredf.org/
DREDF takes a civil rights approach to issues facing those with disabilities. This site has extensive information on a variety of related issues, including health care, special education, transportation, and foster care. It also has specific resources for working with the media about disability rights, public policy priorities, and the use of litigation to protect the rights of those with disabilities.
Disparities in the Criminal Justice System
Instructors can use the issue of racial disparities in the criminal justice system to illustrate the ongoing challenges to civil rights in the United States. Some additional reading on this issue can be found at: http://www.cccr.org/Chapter14.pdf, http://www.nicic.org/Library/024064, and http://www.sentencingproject.org/doc/publications/rd_reducingracialdisparity.pdf. In addition, the instructor could assign students to browse some of the case studies from The Innocence Project, http://www.innocenceproject.org/, to look for ways in which racial discrimination and institutionalized racism manifest themselves in the disparate outcomes within the criminal justice system.

Marian Wright Edelman: The Cradle to Prison Pipeline
http://fora.tv/2009/07/01/Marian_Wright_Edelman_The_Cradle_to_Prison_Pipeline
The Aspen Institute produced this video with the Executive Director of The Children’s Defense Fund, Marian Wright Edelman, discussing the systems in the lives of children of color and how they collectively fail these children and contribute to the disproportionate incarceration rates of African Americans, in particular. The entire discussion runs ~80 minutes.

Center for Disability Rights
http://www.cdrnys.org
CDR focuses on an empowerment approach to disability rights, and the site features personal testimonies of those with disabilities and information designed for an audience of those with disabilities to help them advocate on their own behalf. Some of the information is specific to New York State, where the organization is based, but instructors can use it as a model of client-centered advocacy for a vulnerable population, from the strengths perspective.

Timeline of the Disability Rights Movement
http://www.sfsu.edu/~hrdpu/chron.htm
This timeline begins in 1817 and goes through 1996. In addition to using this as a supplemental resource for class lectures and discussion, instructors could assign students, individually or in small groups, to construct a timeline of the disability rights movement from 1996 through the present, ideally with the participation of those involved in the struggle for disability rights. Students could interview stakeholders in your state or local area to construct a timeline of significant events.

History of the IDEA
http://www2.ed.gov/policy/speced/leg/idea/history.html
This archived site of the U.S. Department of Education relates the history of the Individuals with Disabilities Education Act and includes narratives of individual children with disabilities and how IDEA has challenged the educational opportunities available to them. Instructors could couple this information with current press clippings from your state about funding gaps in public education, ongoing struggles of children with disabilities, and/or gaps in services for students with disabilities once they graduate from high school.

Native American Rights Fund
http://www.narf.org/
This organization is dedicated to legal representation of civil rights issues affecting Native American communities. Its site includes updates about litigation and some excellent podcasts discussing current issues impacting Native communities. They also link to the Indian Law Library and, while some publications are only available through purchase, several research reports and legal analyses are available for free online.

**First Nations Development Institute**  
This site includes a wealth of publications about issues impacting Native communities, prepared by Native experts. The Institute focuses on economic development and includes advocacy priorities that impact Native populations.

**What would you do? Racism in America**  
This hidden camera web series uses actors to highlight racist acts in order to examine bystanders’ actions (or lack thereof). For this chapter, instructors could use these videos to discuss the ways in which racism and prejudice become ingrained in our society, thus becoming practically invisible, even when relatively overt. Class discussion could focus on what makes some people react more strongly and what systems within society inhibit this reaction. Students could also discuss the kinds of social policy responses that could prevent such discrimination.  
[http://www.youtube.com/watch?v=bFO1b9I-u5Q](http://www.youtube.com/watch?v=bFO1b9I-u5Q) (“shopping while Black”) and  
[http://www.youtube.com/watch?v=-ovWSAfu0AQ](http://www.youtube.com/watch?v=-ovWSAfu0AQ) (“racist Realtor”) and  
[http://www.youtube.com/watch?v=ru1F29vuVKI](http://www.youtube.com/watch?v=ru1F29vuVKI) (Latino hate crime)

**Civil Rights Timeline**  
[http://www.civilrights.org/equal-opportunity/timeline.html](http://www.civilrights.org/equal-opportunity/timeline.html)  
The Leadership Council on Civil and Human Rights has created a timeline of key events in civil rights history. In addition to reviewing the material, students could overlay this timeline with information from other timelines (social welfare policy, women’s rights, disability rights, the Chicano movement) to look for critical moments in the history of the U.S. struggle for social justice. With information from Chapters 2, 3, and 4, students can discuss how economic and political changes impact this progress.

**“No Homo”**  
[http://www.youtube.com/watch?v=84wHXT2KgWY](http://www.youtube.com/watch?v=84wHXT2KgWY)  
Video about the pervasive homophobia within hip-hop culture. The instructor can use this video to spark discussion about how homophobia has become embedded in U.S. culture and its many subcultures. Students could also discuss the power of language in reifying oppressive constructs and pathologizing certain behaviors and individuals.

**Southern Poverty Law Center**  
[http://www.splcenter.org](http://www.splcenter.org)  
The Southern Poverty law Center today continues its work in litigation and advocacy against organized hate in the United States. Its website features an interactive map of different kinds of hate groups in the U.S. as well as alerts regarding pending litigation.

**Human Rights Campaign**
HRC is an organization which fights for full rights for gay, lesbian, bisexual, and transgendered individuals in all spheres of public policy. Students can visit this site to learn more about pressing advocacy issues, take action on campaigns, and connect with advocacy efforts in their home states. Instructors may also find an expanded timeline of the gay rights movement helpful: http://www.infoplease.com/ipa/A0761909.html

National Gay and Lesbian Task Force
http://www.thetaskforce.org/
Homepage for the National Gay & Lesbian Task Force, the first national lesbian, gay, bisexual and transgender (LGBT) civil rights and advocacy organization and remains the movement’s leading voice for freedom, justice, & equality. Among the useful resources on this site are: a report about aging individuals within the GLBT community, a blog regarding congressional lobbying on GLBT issues, and an extended focus on marriage rights for GLBT individuals.

Parents, Families, and Friends of Lesbians and Gays
PFLAG’s site has information for loved ones of the lesbian, gay, bisexual, and transgendered communities; advocacy alerts; research on policy issues related to LGBT individuals; and tools for community education and outreach on behalf of LGBT individuals. Students could use these resources to identify pressing legislative issues for these populations, to design an advocacy campaign that would build support for policy change, or to research needs in order to inform their policy practice.

Center for Equal Opportunity video about Seattle and Louisville desegregation cases
http://www.ceousa.org/content/view/517/95/
These cases, decided by the U.S. Supreme Court in the summer of 2007, dramatically limited the options available to local areas seeking to achieve school integration, in the fashion envisioned by the Brown v. Topeka Board of Education decision. Here, the President of CEO speaks about the impact of these cases (at the time, pending) on school integration and educational outcomes for students of color (~9 minutes). Students could use this as a starting point for examining ongoing de facto segregation in U.S. public schools, using resources such as Jonathan Kozol’s Shame of a Nation as additional references.

National Council of La Raza
http://www.nclr.org
NCLR is the nation’s largest advocacy organization for Hispanics/Latinos in the U.S. Its website contains fact sheets about the Latino population, public policy priorities, information about the Latino electorate, and other resources for learning more about the needs and concerns of the diverse Latino population in the country.

Asian American Justice Center
http://www.advancingequality.org/
The nation’s largest advocacy organization for Asian American civil rights, this site contains links for policy advocacy priorities on a variety of issues, as well as publications about the Asian-American community. Instructors may want to complement this policy information with a
more detailed history of Asian Americans in the U.S.: [http://www.infoplease.com/spot/asiantimeline1.html](http://www.infoplease.com/spot/asiantimeline1.html) Another organization dedicated to civil rights for Asian Americans is the Japanese American Citizens League, [http://www.jacl.org/](http://www.jacl.org/). The site includes a public policy section; students may be interested to see the organization’s statements on issues that they may not see as directly related to the Japanese-American community, such as marriage equality. These statements could be used as launching points for a larger discussion of building solidarity among marginalized populations.

**Equal Employment Opportunity Commission**
[http://www.eeoc.gov](http://www.eeoc.gov)

The website for the EEOC, the office charged with investigating employment-related discrimination based on gender, race, ethnicity, national origin, religion, and age, has lists of prohibited practices, information on successful litigation to address complaints of discrimination, and educational materials to inform employees and employers about anti-discrimination law. EEOC enforces, among others, the Equal Pay Act of 1963, the Civil Rights Act of 1964, Age Discrimination in Employment Act of 1967, sections 501 and 505 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991. Students could discuss fair employment practices within their places of work and/or practicum, address case studies of potentially unlawful behavior, and/or engage in advocacy to add “sexual orientation” to the list of protected classes. Another federal government site related to civil rights enforcement is the Civil Rights Division of the U.S. Department of Justice: [http://www.usdoj.gov/crt/activity.php](http://www.usdoj.gov/crt/activity.php). Students can review the activities of this government entity and discuss the challenges and successes in enforcing civil rights laws, especially beyond the workplace.

**Equal Pay for Equal Work**
[http://www.now.org/issues/economic/factsheet.html](http://www.now.org/issues/economic/factsheet.html)


**National Coalition for Women and Girls in Education**

This site includes a gender equity report card; issue briefs on Title IX, sexual harassment, single-sex education, and other education-related topics; and links to the actual text of relevant laws governing the rights of women and girls in the U.S. educational system.

**Lilly Ledbetter Tells Her Story**
[http://www.youtube.com/watch?v=YhSFttshcPk](http://www.youtube.com/watch?v=YhSFttshcPk)

This short (~2-minute) video features Lilly Ledbetter, whose pay discrimination case was recently decided by the U.S. Supreme Court, and whose experiences prompted the passage of equal pay legislation in 2009, tells about the gender-based discrimination she experienced. For President Obama’s remarks upon signing the bill, see: [http://www.youtube.com/watch?v=UtKAK1urRAY](http://www.youtube.com/watch?v=UtKAK1urRAY) (Ms. Ledbetter is featured in this longer clip, also; it runs ~8 minutes). Instructors can use these clips both to discuss the substantive issue of
gender discrimination and also to raise issues about the separation of powers, the role of the Supreme Court in social policymaking, and the importance of policy enforcement.

Center for Reproductive Rights
http://reproductiverights.org/
The Center for Reproductive Rights works to protect and expand women’s reproductive freedoms around the world. The site has video clips, legislative analyses, and other resources related to many issues under the heading of reproductive rights. Students could use this as a starting point to examine laws governing women’s reproductive rights in their own states, to get involved in national advocacy, and/or to discuss the process of claimsmaking within the battle over abortion policy.

Affirmative Action Debate
http://fora.tv/2009/04/16/Race_vs_Class_The_Future_of_Affirmative_Action
This debate (90 minutes in total) presents various angles of the Affirmative Action debate. It is part of the National Discussion and Debate series produced by the Miller Center of Public Affairs at the University of Virginia and could provide a framework for students’ own class debates of Affirmative Action or other social policy controversies. The instructor could choose to show the entire video or one or more (approximately 10-15 minute) sections. There are other resources related to additional social policy topics available on fora.tv—instructors may want to browse these resources as they look for video clips to augment class presentations.

Do we still need the Voting Rights Act?
As the U.S. Supreme Court considered a challenge to the Voting Rights Act, NPR’s Talk of the Nation featured a program examining the components of the Act, the controversy presented to the Court, and the state of voting rights in the U.S. today. The program runs ~30 minutes; the U.S. Supreme Court voted 8-1 to uphold the Act.

Language Minorities and Election Rights
http://www.aaldef.org/voting.php (Asian American Legal Defense and Education Fund) and http://maldef.org/voting_rights/ (Mexican American Legal Defense and Education Fund)
Organizations representing new citizens and language minority voters continue to litigate around citizens’ rights to language accommodations in elections. These two organizations’ websites feature details of litigation and proposed policy reforms to the Voting Rights Act of 1965 to address these ongoing concerns.

The Arc
The Arc of the United States advocates for the rights and full participation of all children and adults with intellectual and developmental disabilities. Together with our network of members and affiliated chapters, we improve systems of supports and services; connect families; inspire communities and influence public policy. The site includes public policy updates, issue briefs, action alerts, and, for registered users, discussion boards.

Americans with Disabilities Act Homepage
http://www.ada.gov/
This site, created and maintained by the U.S. Department of Justice, provides information about the provisions of the ADA and their implications in the areas of employment, transportation, and public design, among others. The site also stipulates other federal agencies’ responsibilities for enforcement of the ADA and provides resources for those seeking to comply with or make a claim under the ADA.

Reform Immigration for America
http://reformimmigrationforamerica.org/
This is a campaign for comprehensive immigration reform which includes many of the legislative principles advocated by the National Association of Social Workers. Instructors could use this site and the links to other, partner organizations to supplement the text’s content on immigration policy, or, alternatively, to discuss the concept of coalition politics in the pursuit of social policy reform.

Debates about immigration policy featuring Ali Noorani, Executive Director of the National Immigration Forum
http://www.youtube.com/watch?v=SjWbZKA4ZK0 (video #1)
http://www.youtube.com/watch?v=hDpgYFrGH9A (video #2)
Ali Noorani debates Robert Rector of the Heritage Foundation and Laura Ingraham. For more information on the National Immigration Forum, see: http://www.immigrationforum.org. This longer clip (12 minutes) has Ali Noorani explaining the political and policy elements of immigration reform in greater detail: http://www.youtube.com/watch?v=PzaVXMabGQ0 For another look at the immigration debate, see this New Mexico public television documentary about the Minuteman organization and anti-immigrant vigilantism and the community’s response to them as a civil rights concern: http://www.youtube.com/watch?v=yTYjKxywzvU (3 minutes).

Possible Guest Speakers
There is a wealth of possibilities here; instructors may want to bring in multiple speakers over different dates, if time allows. Possibilities include a representative of local civil rights organizations, such as the Southern Christian Leadership Council (SCLC) or NAACP; activists for rights for those with disabilities, who can speak to their organizing and policy priorities; representatives of PFLAG or other groups advocating equal rights for the GLBT community; a civil rights attorney practicing in the community; and/or an immigrant rights organization.
Note to Instructors: These resources complement the sample syllabi provided on the text’s companion website at www.routledgesw.com/policy. Some are designed for instructors’ use in the classroom, others to augment student learning and/or assignments, and others for instructors’ background information on specific topics. For all exercises and websites, a description of the content and the relevant point of view is included; instructors should assist students in making informed decisions about the proper use of any online sources and in supplementing their online learning with other knowledge sources.

Chapter 8: Income- and Asset-Based Social Policies and Programs

Debates about Social Security Reform
Democratic Presidential Candidates on YouTube Debate:
http://www.youtube.com/watch?v=yxQBrkwbeBQ
John McCain re: privatization: http://www.youtube.com/watch?v=sbluI6wF7A
Speeches from a rally against Social Security privatization:
http://www.youtube.com/watch?v=cv7FBAHsGKU
Instructors could use these debate clips to raise some of the policy issues surrounding Social Security reform; students could analyze which groups are on which sides of the issues, how they frame these priorities, and the social construction of the problem. As an optional exercise, students could be asked to debate Social Security privatization or a particular element of proposed Social Security reform—like changing the benefit-to-contribution ratio, using resources from the textbook and the websites listed here, as well as this video content.

Consumer Perspectives on OASDI
The Gray Panthers, http://www.graypanthers.org has an issue statement (http://portal.hud.gov/portal/page/portal/HUD/program_offices/public_indian_housing) on OASDI reform that includes such priorities as increasing the income subject to Social Security taxes. Encourage students to review other issues under “Family Security” to discuss how changes in these areas (living wages, universal health care, affordable housing) would alter individuals’ experiences under the Social Security retirement program, as well.

Both sides of the privatization debate
CATO Institute’s Project on “Social Security Choice”: http://www.socialsecurity.org/ or the Heritage Foundation: http://www.heritage.org/research/socialsecurity/index.cfm
Center on Economic and Policy Research:
Instructors can use these resources to help students prepare for policy debates about Social Security. To take the learning further, instructors can help students to understand the connection between other aspects of social policy and Social Security’s solvency challenge. Have a discussion about, for example, the impact of immigration policy on Social Security, or the implications of high numbers of workers without health care (because of what this will mean for disability rates).
CBPP on Social Security
http://www.cbpp.org/research/index.cfm?fa=topic&id=38
The Center on Budget and Policy Priorities has a special emphasis on Social Security. This part of their site includes analysis of the annual Trustees’ reports as well as very helpful discussion of Social Security’s anti-poverty impact on children, often overlooked in the discussion of this social insurance policy. The “Top Ten Facts” about Social Security would be a good starting point for helping students understand more about the program.

NPR stories on the outdated poverty threshold
These stories (less than 10 minutes each) discuss how the current poverty threshold is calculated, the implications of using this outdated measure, and alternatives and their potential impact on the poverty rates. Instructors can use these audio files to complement lecture and discussion about how we understand poverty and what that understanding means for means-tested policies.

The Culture of Poverty
This 30-minute NPR podcast explores the concept of the culture of poverty and could be used as part of class discussion about the causes of poverty and the connection between these causes and the social policy approaches that try to eradicate poverty.

Center for Law and Social Policy
http://www.clasp.org
CLASP has a wealth of resources related to poverty, income-support policies, and research into issues impacting low-income people, particularly women and children. The link below is for a PowerPoint presentation on TANF that looks ahead to the next reauthorization battle.
http://www.clasp.org/issues/resources_and_publications/publication?id=0561&list=publications

NASW on Welfare Reauthorization
https://www.socialworkers.org/advocacy/welfare/legislation/default.asp
Instructors may want to assign students to review the perspectives of the National Association of Social Workers (NASW) regarding TANF reauthorization; of particular interest is how the NASW Code of Ethics is reflected in these policy positions, how they compare and contrast with those of other organizations, and how social workers can play an effective role in the ongoing policy debate about income support in the United States.

Center for Social Development, Asset Building Page
http://csd.wustl.edu/AssetBuilding/overview/Pages/default.aspx
The Center for Social Development is directed by Michael Sherraden, author of *Assets and the Poor* and a leading thinker (and social worker) on asset-based strategies to ending poverty. The CSD site has state-by-state resources for asset policies and research on current asset-based policies, including children’s savings accounts, savings through 529 college savings plans, and other ideas for taking asset-based policies to scale for low-income populations. Instructors could also invite a guest speaker from their local Individual Development Account (IDA) program.
(either a participant and/or someone who is an employee of the program). Ask them to describe their program, benefits and drawbacks to it, as well as suggestions to improve the program. How are asset-development policies and programs strengths-based?

Institute on Assets and Social Policy
http://iasp.brandeis.edu/
Another good academic resource for understanding assets and their impact on low-income and vulnerable populations, this site has links to academic research about how assets affect behavior and well-being. IASP also publishes an Assets and Opportunity Index, which instructors could use as an alternative measure to poverty and/or a complement to the official poverty data from the U.S. Census Bureau. http://iasp.brandeis.edu/pdfs/Brief.pdf

Microlending Resources
To spur students’ thinking about asset-based approaches to poverty eradication, they might visit sites such as Kiva (http://www.kiva.org) or The Grameen Bank (http://www.grameen-info.org) to learn about the programs’ eligibility, philosophy, and outcomes. Students can discuss, in small groups or as an entire class, the applicability of such models to combating poverty in the U.S., related barriers, and lessons to be learned from these efforts.

Poverty Simulation Videos
There may be resources to bring in a local organization to conduct a poverty simulation for the class; if so, this is a great learning tool for students to increase their understanding of what it really means to live in poverty. If not, instructors may use some of these videos to give students an idea of what poverty simulations look like and their impact on participants: http://www.youtube.com/watch?v=4Baz4k5T9vI, http://www.youtube.com/watch?v=DkcfVvgjtpI, and http://www.youtube.com/watch?v=4u2Om_PNBlo.

U.S. Conference of Catholic Bishops’ Poverty USA
http://www.usccb.org/cchd/povertyusa/index.htm
This website, with several interactive features, includes a “poverty tour” short video, a poverty quiz, survey results about Americans’ attitudes about poverty, and poverty fact sheets. Instructors may find many of these resources helpful in illustrating the reality of poverty for students who have not experienced it firsthand. January is Poverty Awareness Month.

Institute for Research on Poverty
http://www.irp.wisc.edu/
The Institute creates alternative measures of poverty and publishes data about the impact of these measures on poverty rates. The site also contains a wealth of research on poverty data, the impact of poverty on populations, and specific populations’ experience of poverty. See, for example, the discussion on poverty thresholds: http://www.irp.wisc.edu/faqs/faq1.htm#whatis

The Development and History of U.S. Poverty Thresholds
http://aspe.hhs.gov/poverty/papers/hpgssiv.htm
This is a text-only resource, but instructors may use it as additional background for lecture or class discussion related to the measurement of poverty and how it evolves, and why the way in
which we define poverty matters in the creation of means-tested social policy. Alternatively, instructors could assign this document as a supplemental reading. Relates resources, regarding the history of the poverty thresholds, can be found at: http://aspe.hhs.gov/poverty/index.shtml.

**U.S. Census Bureau Poverty Page**
This link takes students directly to the page with the U.S. Census Bureau’s data on poverty, an essential resource for students’ study of poverty in their own communities, in specific populations, and/or over time. Instructors could direct students to this site to complete research assignments related to the prevalence and incidence of poverty.

**Department of Labor—Unemployment Insurance**
This site provides individuals experiencing unemployment and others interested in unemployment benefits with information related to states’ unemployment procedures, the extension of benefits, and statistics related to unemployment claims. Another site with helpful information on unemployment is from the Bureau of Labor Statistics:
http://www.bls.gov/bls/unemployment.htm. And the Center for American Progress maintains resources related to unemployment and the current economy. See, for example, this discussion of state variations in unemployment rates and response to unemployment:
http://www.americanprogress.org/issues/2009/07/jobloss_jun.html. An overview of the federal-state partnership that characterizes Unemployment Insurance is found at:

**The Decline: The Geography of a Recession**
http://www.youtube.com/watch?v=RrP9qJmjIsA
This slide presentation illustrates unemployment by county from January 2007 to December 2009. It could serve as an addendum to a class discussion of unemployment, economic cycles, or poverty throughout the United States. It could also complement an instructor’s discussion of the way in which unemployment is defined and measured within U.S. social policy, and the limitations of this definition.

**Workers’ Compensation**
http://www.dol.gov/dol/topic/workcomp/
The official website for the Department of Labor’s resources on workers’ compensation, this site has information on benefits, underlying statutes, and statistics. A legislative overview of Workers’ Compensation is at:
http://www.socialsecurity.gov/policy/docs/statcomps/supplement/2009/workerscomp.html. The Workers’ Compensation Service Center is: http://www.workerscompensation.com/. This site also includes CompTalk! radio and video segments discussing legal rulings and other ‘hot topics’ for employers and injured workers. Instructors could also use the following resources to highlight the different ways in which policies are perceived by different stakeholders. The AFL-CIO’s site for workers’ compensation: http://www.aflcio.org/issues/safety/wc/ and the U.S. Chamber of Commerce:
http://www.uschamber.com/nclc/caselist/issues/workers_comp_cases.htm
Instructors could assign students to familiarize themselves with the benefits available to veterans and, further, to analyze differences in how these benefits are presented online, as compared to those for single mothers in poverty. Or, students could explore ways in which the benefits offered to veterans reflect a strengths-based approach to policy development, again, as contrasted with other populations.

The Coalition on Human Needs is an advocacy organization dedicated to policy change to fight poverty in the United States. In addition to many issue briefs and action alerts, CHN’s site also includes webcasts on policy issues, and, if students are excited to work in anti-poverty policy, a job board with postings from CHN members. Among the topics on which CHN maintains statistics and legislative analyses are food security, budget and appropriations, tax policy, education, disabilities, homelessness, immigration, Social Security, social services, and income support (including extensive information on TANF).

Instructors can use information about several states’ efforts to institute mandatory random drug testing for public assistance recipients to highlight the stigmatizing nature of selective benefit programs and their use as tools of social control in addition to social benefit.

This is a unique document that demonstrates the commitment of this organization to reform in the TANF system based on members’ grassroots research into the lives of those receiving TANF. Students could read the testimony and note areas of similarity with social work, discuss strategies for building coalitions to change welfare policy, and/or highlight the importance of participatory action research in informing public policy. For another, perhaps surprising, view on TANF, see the National Council of Churches’ statement at http://www.ncccusa.org/publicwitness/tanfanalysis.html.

This link is to NCCP’s welfare page, which contains research reports related to TANF and its impact on children, in particular. These resources can inform student research, supplement instructor materials, and/or be used to help students develop their vision of a new income support policy. Students can compare children in their state, and the resources that support them, with those of other states.

This link provides basic information on the SSI program, including eligibility and benefits. To help students understand this program, instructors may want to create a fictional case (or use part
of the interactive online cases) to have students navigate the resources online in order to determine what assistance is available through SSI.

**Supplemental Nutrition Assistance Program**  
This official site for SNAP contains eligibility information, instructions for applying for nutrition assistance, outreach efforts, and program evaluation. Instructors can use this to provide an overview of Food Stamps and other nutritional programs.

**Interactive Map of Food Stamp Participation**  
This map displays Food Stamp program participation rate around the country in November 2009. Students can use the map to investigate hunger and poverty in their own communities, to discuss the impact of the economic recession on these indicators of need, and to examine how to best present data in a way that will compel policy change.

**Making America Stronger: Video on Food Stamp Program**  
This Center on Budget and Policy Priorities video (14 minutes) graphically demonstrates the impact of malnutrition on low-income Americans and discusses the role of the Food Stamp program in combating this scourge. This video is a good resource for illustrating the social problems of poverty and the potential of social policy to make significant progress.

**Peter Edelman on Children in Poverty in America**  
[http://www.youtube.com/watch?v=MviSS5aa08k](http://www.youtube.com/watch?v=MviSS5aa08k)  
In this video, Peter Edelman from the Center for American Progress discusses the ongoing problem of child poverty and the failure of U.S. income support policies to solve it. Instructors can use as part of a discussion about the omission of poverty reduction goals within TANF’s goal framework, and what this means for child well-being in the country.

**Earned Income Tax Credit Calculator**  
This link allows students to estimate their own Earned Income Tax Credit (or that of a client or an instructor-provided fictional composite case). As an optional additional exercise, students could help someone actually apply for the EITC or create EITC outreach materials. The Internal Revenue Service’s information on the EITC may be helpful, as well, especially in completing additional exercises: [http://www.irs.gov/individuals/article/0,,id=96406,00.html](http://www.irs.gov/individuals/article/0,,id=96406,00.html).

**Poverty in America’s Living Wage Calculator**  
[http://www.livingwage.geog.psu.edu/](http://www.livingwage.geog.psu.edu/)  
This calculator is modeled after the Economic Policy Institute’s metropolitan living wage tool but includes more geographic areas. Students can use this tool to determine a “living wage” for their community, and, as an additional exercise, could explore efforts in their community to promote a living wage and figure out how they can support these campaigns.

**Transitioning in and Out of Poverty**
Urban Institute publication that summarizes literature on who becomes poor, how long people are poor, and how people exit poverty. This would be helpful to students conducting research on poverty and/or for instructors, as a guide to other data in the literature. A longer paper is available at: [http://www.urban.org/publications/411960.html](http://www.urban.org/publications/411960.html)

**U.S. Basic Income Guarantee Network**  
[http://www.usbig.net/](http://www.usbig.net/)  
This organization connects those in the United States who are talking about the idea of a basic income guarantee and what it would mean for income support in the U.S. The site has a free newsletter, position papers on related issues, and an extensive bibliography on the basic income grant. A global source for similar information is the Basic Income Earth Network:  
[http://www.basicincome.org/bien/](http://www.basicincome.org/bien/)

**National Welfare Rights Union**  
While this site is not updated as often as would be ideal, the National Welfare Rights Union provides a good model for strengths-based policy practice that includes and honors the perspectives of those impacted directly by the social problem. Students could work in small groups to design or research similar efforts for other target populations, to discuss how the TANF reforms are viewed differently by NWRU as compared to other institutions, or to develop strategies to elevate NWRU’s views within the national anti-poverty discourse. How would members of NWRU respond to the “Healthy Marriage Initiative”?  
([http://www.acf.hhs.gov/healthymarriage/](http://www.acf.hhs.gov/healthymarriage/)) A similar organization with a fuller website is Community Voices Heard, [http://www.cvhaction.org/](http://www.cvhaction.org/); this site also amplifies the voices of people in poverty and has a short video on the faces of poverty as well. In addition, this site details the history of the organization and could, then, be used as a model for how to build organizations that empower people affected by a social problem to use their strengths to address it.

**Office of Public and Indian Housing, U.S. Department of Housing and Urban Development**  
In addition to information on policies, programs, and eligibility guidelines, this site also has information for consumers, including how to avoid foreclosure and available help in housing crises. Students can use these resources to learn more about the public housing system and compare what they are learning about availability of housing assistance in their state with the mission and vision espoused by HUD here.

**Possible Guest Speakers**  
To enhance the content related to this chapter, instructors could rely on social workers who work with individuals in poverty (such as those working with families receiving TANF), university researchers in the area of poverty, representatives of private nonprofits working with those in poverty (including those providing emergency assistance, case management, and other resources), or, if possible, recipients of means-tested programs who can share their perspectives. In the event of the latter, instructors may want to reimbursement guest speakers for their volunteer time, as allowed by university policy.
Chapter 9: Policies and Programs for Children and Families

Children’s Defense Fund resources on child welfare
This Children’s Defense Fund page has opinion columns, data, and legislative testimony regarding child welfare issues.

National Public Radio story on American Indian Boarding Schools (with photographs—story is in two parts)
This story from 2008 discusses the legacy of American Indian Boarding Schools and could be used as part of the instructors’ set up of the conditions preceding passage of the Indian Child Welfare Act—the context of relationships between American Indian communities and the federal government, and the long-lasting wounds delivered by the latter to the former. Students should discuss changes in the goals of policies regarding the American Indian population and the implications of these previous policies toward Native Americans for this population today?

National Indian Child Welfare Association
http://www.nicwa.org/
NICWA provides details about the Indian Child Welfare Act, testimonials from impacted families, research, and resources for American Indian families facing a child welfare encounter. A related resource, with a guide for American Indian families interacting with the child welfare system and a case example of ICWA can be found at:
http://www.cwla.org/childwelfare/fg08.pdf

National Urban Indian Family Coalition Video on Indian Child Welfare Act
http://www.youtube.com/watch?v=YgDKmlfwUY4
This video (~4 minutes) provides a perspective from urban American Indians regarding the significant of the Indian Child Welfare Act. After viewing the video, the instructor could lead a discussion into whether all communities of color should have the control over their child welfare involvement that is granted to American Indians through ICWA. An additional possible resource is this video collection of photos of American Indian children throughout history:
http://www.youtube.com/watch?v=cGl7sQfCMuY. Students should be encouraged to think
about the role that children play within a culture, to explore ICWA from the strengths perspective, and to think about the significance of identity in well-being.

**Dreams from the Monster Factory**
http://www.youtube.com/watch?v=Dlby9cpdYG8
This (3-minute) video (and the book from which it stems) focuses primarily on adult corrections, but it has some discussion about the cyclical nature of crime and punishment, including for juveniles. It is a glimpse inside the correctional system for students who have never had such exposure, and it is, in the end, a story of hope.

**Center on Juvenile and Criminal Justice**
http://www.cjcj.org/
CJCJ has research reports on the impact of sentencing laws and policing practices on the populations involved in juvenile corrections. Instructors can use this to talk about racial disparities, the impact of incarceration on youth and their life trajectories, the concept of status offenses, and juvenile justice policy from a strengths perspective. A particularly useful link within the CJCJ site is a juvenile justice system flowchart, which instructors could use to have students ‘walk’ through this system with an imaginary client who has been accused of a crime: http://www.cjcj.org/files/Juvenile_Justice_Flowchart.pdf.

**Youth Violence Myths and Realities**
http://www.aecf.org/~media/PublicationFiles/Casey%20Youth%20ReportFinES.pdf
This fascinating report by the Annie E. Casey Foundation contains portrayals of youth violence as told by the media, professionals within the juvenile justice system, and the youth themselves. This should spark discussion about the social construction of reality, the role of media and framing, the challenge of exalting clients’ voices in the policy process, and the role of public perception in pushing social policy.

**Child Welfare Information Gateway**
http://www.childwelfare.gov/index.cfm
The Child Welfare Information Gateway provides information about child welfare, adoption, abuse/neglect, and other issues related to child well-being. The site is part of the Children’s Bureau (http://www.acf.hhs.gov/programs/cb/) and Administration for Children and Families, part of the U.S. Department of Health and Human Services. This is a full site, with videos and PSAs regarding foster care and adoption and statistics and fact sheets on adoption, abuse and neglect, permanency, and family-centered practice. In addition to exploring these resources, students could be assigned to figure out how to report suspected child abuse and neglect in their state, and to report back how such an allegation would be handled, what parents’ rights are throughout the process, and how social workers are to learn about the policy.

**Casey Family Programs**
http://www.casey.org
Casey Family Programs provide information on foster care—research, resources, and advocacy, with a goal to “provide and improve, and ultimately prevent the need for, foster care in the United States.” This information complements that which is provided through the Child Welfare Information Gateway, and the instructor could also use the two sites as part of a discussion about
how issues are viewed differently by those working within and without the public infrastructure which implements the policies.

**Prevent Child Abuse America**
Prevent Child Abuse America has a policy platform that aims at the conditions that contribute to child abuse and neglect—poverty, mental illness, isolation, inadequate support—and seek to address them across the board, rather than just within families already identified as ‘at risk’.
After exploring the site and these position papers, students could discuss what policy changes, in what sectors of social policy, would be needed to really make prevention of child maltreatment more likely, what conception of child abuse prevents such an approach, how the strengths perspective could play a role in this shift, and what it would mean for social workers in the field of child welfare. PCAA also has a video discussing their approach to working with parents: [http://www.youtube.com/watch?v=YHufUtxyE3w](http://www.youtube.com/watch?v=YHufUtxyE3w)

**Ash Institute for Democratic Governance and Innovation**
[http://www.youtube.com/watch?v=YqP85zp7TBg](http://www.youtube.com/watch?v=YqP85zp7TBg)
Video describing efforts in Massachusetts to improve child welfare services by focusing on the isolation of front-line workers and better service delivery system coordination—it’s rather long (~29 minutes), but instructors may find some clips to use in the classroom to stimulate conversation about needed reforms within child welfare from the strengths perspective, and the social policy changes to support that reform.

**National Association of Public Child Welfare Administrators**
NAPCWA’s website has several resources related to child welfare policy implementation, including best practices reports, several of which are available for free download. For an opposing view of the child welfare field, instructors could assign students to explore one of several blogs created, mostly by parents whose children have been removed from their custody, that express (sometimes with harsh language) their frustrations with “the system”. See, for example: [http://legallykidnapped.blogspot.com/](http://legallykidnapped.blogspot.com/) or [http://disgustedwiththesystem.blogspot.com/](http://disgustedwiththesystem.blogspot.com/)

**National Coalition for Child Protection Reform**
[http://nccpr.info/](http://nccpr.info/)
“The members of the National Coalition for Child Protection Reform have encountered the child welfare system in their professional capacities. Through NCCPR, we work to make that system better serve America’s most vulnerable children by trying to change policies concerning child abuse, foster care and family preservation.” This site includes a blog, a child welfare timeline, highlighted issues related to child protection reform, and calls to action for child protection professionals.

**National Data Archive on Child Abuse and Neglect**
[http://www.ndacan.cornell.edu/](http://www.ndacan.cornell.edu/)
This site contains extensive academic and government data on issues related to child abuse and neglect.
Interracial Adoption: One Couple’s Story
http://www.salonmagazine.com/aug97/mothers/adoption970804.html and
http://www.salon.com/aug97/mothers/adoption970805.html
This two-part story by Salon.com profiles a couple (Hank and Carol) considering interracial adoption and struggling with the moral ambiguities it raises. A personal, rather than a policy, approach, but one which illustrates the trade-offs and challenges facing policymakers grappling with this issue as well.

Additional resources in discussing the Multiethnic Placement Act and the issue of transracial adoption include: The Position Statement on Trans-Racial Adoption by the NABSW (from 1972), found at: http://darkwing.uoregon.edu/~adoption/archive/NabswTRA.htm.

In addition to discussing MEPA and the issue of transracial adoption, students could discuss the differences between MEPA and ICWA. Is it right that ICWA is allowed to stand in the face of MEPA? Is MEPA a socially just policy? Have students debate pros and cons of MEPA and/or ICWA. What are reasons to support MEPA/ICWA? Reasons to oppose them? Can you oppose one policy and support the other? The Adoption History Project, from which the above link is pulled, has information on a variety of other adoption-related topics, too, including The Indian Child Welfare Act, foster care, and international adoption:
http://darkwing.uoregon.edu/~adoption/topics/index.html

Office of Child Support Enforcement
http://www.acf.hhs.gov/programs/cse/
In addition to this federal site, which contains statistics and fact sheets on Child Support Enforcement, students could be assigned to research the system of Child Support Enforcement in their state(s), to familiarize themselves with how this program is implemented in their own area.

Office of Juvenile Justice and Delinquency Prevention (OJJDP)
http://ojjdp.ncjrs.org/
The Office of Juvenile Justice and Delinquency Prevention (OJJDP) was established following the enactment of the Juvenile Justice and Delinquency Prevention Act in 1974. OJJDP supports state and local delinquency prevention programs and provides research on best practice, policy implementation, and outcomes.

Family Voices
http://www.familyvoices.org/
Family Voices is an organization advocating for family-centered care for children with special healthcare needs and/or disabilities. The site includes public policy updates, resources for families and caregivers, and data on the needs of these children.

The Sentencing Project
http://www.sentencingproject.org/
“The Sentencing Project is a national organization working for a fair and effective criminal justice system by promoting reforms in sentencing law and practice, and alternatives to incarceration.” This organization does not specifically focus on juvenile justice much, but many of its issue concerns, particularly around racial disparity, parallel those within juvenile justice.
LAMBDA’s Youth OUTreach initiative addresses anti-gay youth violence/bullying, leadership development, and policy advocacy. After reading the fact sheets about GLBT youth, students could be assigned to think about how GLBT youth face unique challenges in the areas of juvenile justice policy, education, child welfare, and other children and families policies.

**The Institute of Ideas, Battle of Ideas: Adopting Orthodoxies**

[http://fora.tv/2008/11/02/Battle_of_Ideas_Adopting_Orthodoxies](http://fora.tv/2008/11/02/Battle_of_Ideas_Adopting_Orthodoxies) (~80 minutes)

This video (from the United Kingdom, although the discussion is relevant to the U.S. context as well), raises the controversies associated with international adoption, increasingly seen as a response to the growing regulations governing domestic adoption. This video raises the question about whether adoption policy really serves the needs of children, or primarily of parents, and what the most ‘moral’ choices might be within the current constraints.

**Possible Guest Speakers**

Possibilities for the content associated with this chapter include social workers in the areas of juvenile justice or child welfare, who can speak to the ways in which policy and policy changes impact their work with clients. A representative of a local Native American tribe may also be able to talk about how that tribe implements the Indian Child Welfare Act, and how that law has affected the tribe’s children. Potentially more difficult to locate but also illuminating would be families who have either gone through the foster care/adoption systems and/or the juvenile justice systems, to discuss how they experienced those institutions and what policy changes they, as consumers, would recommend.
Note to Instructors: These resources complement the sample syllabi provided on the text’s companion website at www.routledgesw.com/policy. Some are designed for instructors’ use in the classroom, others to augment student learning and/or assignments, and others for instructors’ background information on specific topics. For all exercises and websites, a description of the content and the relevant point of view is included; instructors should assist students in making informed decisions about the proper use of any online sources and in supplementing their online learning with other knowledge sources.

Chapter 10: Health and Mental Health Policies and Programs

National Constitution Center’s John M. Templeton Jr. Lecture on Economic Liberties and the Constitution
Tommy Thompson and Tom Daschle on the Future of Health Care
http://fora.tv/2008/06/17/Tom_Daschle__Tommy_Thompson_The_Future_of_Health_Care
This 80-minute video features an address by Tommy Thompson, former Governor of Wisconsin and Secretary of the Department of Health and Human Services, with response by Tom Daschle, former Senate Majority Leader. While any resources related to health care and the reform debate will obviously be somewhat outdated depending upon what happens in 2010, the trade-offs and differences in ideological approaches discussed here will still have relevance regardless of the outcome.

Religion & Ethics Newsweekly Cover Story on Homeless Mentally Ill
http://www.pbs.org/wnet/religionandethics/week618/cover.html
This site features video and transcript, with personal stories of individuals experiencing both homelessness and mental illness.

Centers for Disease Control and Prevention (CDC)
http://www.cdc.gov
The CDC site holds extensive data on disease, injury, vital statistics, health status, and health behaviors. This site provides considerable information to augment instructor resources for lecture and discussion and would also assist students in research projects and/or further exploration of virtually any health topic.

Substance Abuse & Mental Health Services Administration (SAMHSA)
http://www.samhsa.gov
SAMHSA is part of the U.S. Department of Health and Human Services. The site contains numerous reports and statistical references about mental health and substance abuse in the United States. A new site, http://chab.samhsa.gov/, relates specifically to Co-Occurring Disorders and Homelessness, which complements the text discussion of the intersection between these two challenges.

Office of National Drug Control Policy
Instructors could assign students to review the materials on this site and contrast them to a site such as Law Enforcement Against Prohibition (http://www.leap.cc/cms/index.php) or Drug Policy Alliance Network (http://www.drugpolicy.org/homepage.cfm) to discuss the different approaches to the issue of substance abuse and how it is framed. The ONDCP has embedded videos of anti-drug commercials on its site that students may analyze to discuss the apparent disconnect with young people and suggest how to better approach the goal.

**Hopkins Center for Health Disparities Solutions**
http://www.jhsph.edu/healthdisparities/index.html
The Center conducts research into health disparities and strategies to eradicate them, working collaboratively with community-based organizations, historically black colleges, and minority serving institutions to carry out its work. The research contained in the site would be helpful for instructors in discussing the importance of outcomes in health care policy.

**National Alliance on Mental Illness (NAMI)**
http://www.nami.org
Among the resources on this site are report cards, by state, for efforts related to the mental health system; a Fight Stigma campaign, complete with advocacy resources; information on local chapters; and fact sheets on a variety of topics related to mental health.

**Bazelon Center for Mental Health Law**
http://www.bazelon.org/
This site’s information could be used in Chapters 7 (Civil Rights) or 10. Available resources include analyses of legal decisions impacting those with mental illnesses, publications on policy gaps and ongoing injustices, news clips about issues impacting those with mental illnesses, and action alerts.

**National Institute of Mental Health (NIMH)**
The National Institute of Mental Health takes a medical/scientific approach to mental illness, rather than a strengths-based, pro-consumer approach, which could make this site a good counterpoint to Mental Health America or NAMI. Among the helpful resources at this site are bilingual publications on mental health topics and information about funding for mental health initiatives through the federal government.

**Kaiser Family Foundation (KFF)**
http://www.kff.org
The Kaiser Family Foundation’s site is an essential research for understanding health policy in the United States, with information on HIV/AIDS, SCHIP, Medicaid and Medicare, health care reform, minority health, health care costs, and health coverage in the media. Students can access extensive statistics, state-by-state comparisons, and detailed policy analyses from this site.

**Centers for Medicare and Medicaid Services**
http://www.cms.hhs.gov/
CMS is the official “home” of Medicare and Medicaid, and students can access regulations, outreach materials, and data on beneficiaries and costs from this site. It is a helpful starting point for a comparison of the two programs.

American Public Health Association
http://www.apha.org/
Students can find public health advocacy priorities, an overview of the role of the public health system within the nation’s overall health care system, and links to local public health departments at this site. As a possible follow-up assignment, students could be required to contact their local public health department to find out about services offered, perhaps with an emphasis on a particular target population (e.g. low-income single mothers or people who are HIV positive).

HIPAA from various perspectives
The Health Insurance Portability and Accountability Act (HIPAA) of 1996, particularly its privacy provisions, have sparked considerable discussion in many quarters. Instructors could use some of the following resources to highlight how policies are interpreted and implemented differently depending upon one’s particular stake in the issue.
Office of Civil Rights (for consumers and “covered entities”): http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html
NASW (HIPAA highlights for social workers): http://www.socialworkers.org/hipaa/default.asp

Office of the Surgeon General, Mental Health Report
http://www.surgeongeneral.gov/library/mentalhealth/chapter1/sec1.html (there are 8 chapters total, all of which are linked from this main page)
This report is quite dense, so instructors may want to either assign it as a complementary reading or use only a portion, but it is fairly exhaustive in its discussion of the incidence of mental illness, the service delivery system and its financing, special populations and their experiences of mental illness, and legal/civil rights issues regarding mental health.

AIDS.gov
http://www.aids.gov/
This site is the portal for HIV/AIDS information within the federal government, including information for those infected (or who believe that they are infected), for families and caregivers, for service providers, and for advocates. Resources include video and audio podcasts, fact sheets, statistical bulletins, and research publications.

President Obama’s signing statement for SCHIP
http://www.youtube.com/watch?v=w1lgeCF9U2Cc
Upon signing the reauthorization/expansion of S-Chip program, President Obama introduces families impacted by lack of health care coverage for their children and discusses the larger
context of the need for health care reform, especially for working families. The video is approximately 10 minutes long and includes the wider ramifications of lack of children’s health care—on education, the labor force, and economic competitiveness. A good companion video would be this short clip (2 minutes) from the Service Employees International Union (SEIU) of a rally putting pressure on Congress to reauthorize SCHIP (could also be used to discuss the process of claimsmaking and policy practice, in chapters 5 & 6):  
http://www.youtube.com/watch?v=MBfKOKi6OGM

Mental Health America
http://www.mentalhealthamerica.net
In addition to policy priorities, a campaign to fight stigma against those with mental illness, and fact sheets on various mental health concerns, MHA’s site includes help for consumers and family/friends who are dealing with a mental health crisis. Students could use the site to begin to navigate resources for those with mental illness and to highlight some of the gaps and barriers facing those struggling with a disease.

AARP Health
http://www.aarp.org/health/
This link takes students directly to the AARP’s health resources, which include not only policy updates and analyses but also health information for older adults (may also be helpful with chapter 11). This sublink, http://www.aarp.org/health/insurance/, has information about Medicare, including a calculator for Part D pharmaceutical coverage, an interactive guide to making choices within Medicare, and frequently-asked-questions about changing doctors, paying for premiums, and other elements of Medicare coverage. Students can spend some time navigating this site to understand the complexity of Medicare, the gaps that persist, and the difficulty in making the necessary reforms to address solvency.

Medicare Trustees Report, 2009
This is a long document (245 pages), but the overview provides important context for understanding the financing crisis within Medicare, especially because there are comparisons to the much smaller Social Security gap, which helps to bring needed perspective, especially as there is usually much more discussion of Social Security’s impending insolvency than Medicare’s much-sooner crisis. For analysis from all sides of the political spectrum, see the American Enterprise Institute’s video discussing the Trustees’ Report: http://www.aei.org/video/101095 and CBPP’s analysis: http://www.cbpp.org/cms/index.cfm?fa=view&id=2818. Instructors could supplement this material with the use of popular literature sources discussing the funding crisis. See, for example, http://www.boston.com/news/globe/editorial_opinion/oped/articles/2007/06/09/the_coming_crisis_for_medicare/ or the New York Times’ collection of Medicare articles: http://topics.nytimes.com/top/news/health/diseasesconditionsandhealthtopics/medicare/index.html.

Medicaid and the State Funding Crisis
The New York Times makes available free copies of articles about Medicaid, most of which, recently, pertain to the fiscal crisis in states and its impact on Medicaid eligibility and services. The Center on Budget and Policy Priorities’ State Budget and Tax section can help in this discussion, too: [http://www.cbpp.org/research/index.cfm?fa=topic&id=40](http://www.cbpp.org/research/index.cfm?fa=topic&id=40) as would the Kaiser Family Foundation’s fact sheet on Medicaid and state budgets: [http://www.kff.org/medicaid/upload/8001.pdf](http://www.kff.org/medicaid/upload/8001.pdf). As a possible additional assignment, instructors could ask students to find out what changes are being made in Medicaid within their states, particularly focusing on outreach, optional services, and optional eligible populations. Materials pertaining to the use of stimulus funds from chapter 4 could be useful here, as well, given that most states are preventing deeper cuts in Medicaid due to the availability of these one-time federal funds (which are shifting the cost-sharing formula for a limited time).

**What is Medicare? Video**
[http://www.youtube.com/watch?v=FsAlXRV1yx0](http://www.youtube.com/watch?v=FsAlXRV1yx0)
This short (~2 minute) video gives an easy-to-understand overview of the components of Medicare and its history. It is pretty basic but could be used to discuss how we help consumers to understand that policies that affect their lives. For more background information on Medicare, from a consumer perspective, see the Medicare Rights Center: [http://www.medicarerights.org/](http://www.medicarerights.org/). A very different, but also helpful, video is this longer (~80 minute) clip of Vice-President Biden discussing Medicare in the context of health care reform with seniors: [http://www.youtube.com/watch?v=YcjeE8vG23E](http://www.youtube.com/watch?v=YcjeE8vG23E). If instructors use this second clip, they should raise the issues related to seniors’ health that Medicare reform, or even larger health care reform, will not fix: access to transportation for medical appointments, social support to comply with doctors’ recommendations, recruitment of additional medical providers to serve older adults, and coordination of health care services among multiple providers. What role could social workers play in these factors? How do they illustrate the difficulty of enacting “perfect” social welfare policy?

**Diabetes, Race, and Poverty**
This excellent podcast from NPR’s On Point program could be used to discuss the intersection of health, race, and poverty in the United States are part of the explanation for the persistence of health disparities (and would fit also with chapter 8). Instructors could require students to work through a discussion of the challenges of dealing with policy in “silos” while people’s experiences of problems are much more organic and dynamic than that, and to discuss ideas for reforms in other policy systems that would positively impact health.

**Time to Change**
[http://www.time-to-change.org.uk/home](http://www.time-to-change.org.uk/home)
This organization, based in the United Kingdom, is dedicated to ending discrimination against those with mental illnesses, and uses litigation, social marketing, and direct advocacy to do that. Students could take on an assignment to integrate some of the “Time to Challenge” workplace-based strategies in their places of employment/practica, or could discuss how to create a similar anti-stigma approach for other social problems, including poverty.

**Department of Labor Health Plan Information for Consumers**
This site is designed for workers, since the majority of Americans covered by insurance receive that coverage through their employment. Social workers must confront our own failings regarding equitable and adequate provision of health care. To illustrate this, students could investigate a social work agency where they think that they would like to work, find out if they provide health insurance to entry-level workers, what the cost is, and whether dependents are covered as well. Students could also collect stories from clients and coworkers about the impact of inadequate health care access on their health and well-being, to serve as further evidence of the need for health care reform.

**Perspectives on Health Care Reform**

To help students understand and discuss the 2010 health care reform legislation, and the political debates that preceded it, as well as their own participation in and/or reaction to the changes, some of the following sites may be helpful.

- Video of President Obama’s address the night of the House vote (3/21/2010) [http://www.whitehouse.gov/blog/2010/03/22/what-change-looks](http://www.whitehouse.gov/blog/2010/03/22/what-change-looks)
- An overview of the President’s health care reform package, along with videos highlighting individual families’ need for reform: [http://www.whitehouse.gov/issues/health-care](http://www.whitehouse.gov/issues/health-care)
- The Heritage Foundation’s take on health care reform, including their plans for a repeal fight: [http://www.heritage.org/Issues/Health-Care](http://www.heritage.org/Issues/Health-Care)
- Analysis of the impact of health care reform on wealth inequality (can be used with Chapter 10 or with Chapter 8): [http://www.nytimes.com/2010/03/24/business/24leonhardt.html?src=me&ref=homepage](http://www.nytimes.com/2010/03/24/business/24leonhardt.html?src=me&ref=homepage)

**What Does Health Care Reform Mean for Me?**


This interactive tool allows students to input their family size, insurance status, and income to see how they may be affected by the health care reform passed by Congress in 2010. This can contribute to a class discussion about the limits and successes of the bill, as well as the misperceptions about its measures.

**What Does Health Care Reform Mean for Older Adults?**


The Gerontological Society of America prepared this summary of the major provisions of health care reform which impact older adults. This resource sheet would be helpful for instructors’ background information in preparing for either Chapter 10 or Chapter 11, for students with a particular interest in aging or health policy, and/or for student projects related to analysis of health care reform.
**Possible Guest Speakers**

Many mental health associations have speakers’ bureaus that include consumers of mental health services; these speakers could provide valuable insights into how policies affect those with mental illness and how policy reform could improve their lives. Most hospitals have social workers whose job responsibilities include helping families to navigate the policy environment and to advocate for resources. There is also a state program that provides counseling to older adults about their health care options ([http://www.quickbrochures.net/medicare/state-health-insurance-assistance-programs.htm](http://www.quickbrochures.net/medicare/state-health-insurance-assistance-programs.htm) for a list); these trained volunteers could not only explain consumers’ options but also provide the foundation for a class discussion on the differences in resources for older adults and other Americans in need of health care.
Note to Instructors: These resources complement the sample syllabi provided on the text’s companion website at www.routledgesw.com/policy. Some are designed for instructors’ use in the classroom, others to augment student learning and/or assignments, and others for instructors’ background information on specific topics. For all exercises and websites, a description of the content and the relevant point of view is included; instructors should assist students in making informed decisions about the proper use of any online sources and in supplementing their online learning with other knowledge sources.

Chapter 11: Policies and Programs for Older Adults

Urban Institute Panel on Productive Aging
http://www.urban.org/publications/900928.html
This 2006 transcript discusses the concept of productive aging and its implications for seniors, others in society, and social policy within various systems. A great, tangible example of Productive Aging is the Experience Corps program: http://www.experiencecorps.org/index.cfm. Students could discuss this initiative from a strengths perspective and also examine the ways in which such efforts change views about older adults (but, also, leave out some older adults whose poverty and/or disability status prevent their participation in such efforts).

Pew Research Center’s Growing Old in America: Expectations vs. Reality
Instructors could use this publication, which discusses older adults’ experiences of aging and the meaning of these experiences for their lives, to discuss the question of “what is ‘old’” and its implications for the development of social policy where eligibility is predicated on age. Already, we have policies that define ‘older adult’ as 55, 60, 65, and 67. Given changing demographics and fiscal strains, where should we draw this line in the future? Can a line even be drawn now, as the experience of aging is increasingly dynamic? As a possible additional activity, instructors could invite an older adult who is willing to discuss her/his experience in receiving benefits and services, particularly from social workers, to speak to the class. Encourage the students to ask questions particularly about the client’s strengths, needs, and goals

AARP
http://www.aarp.org/
AARP has several articles related to aging-in-place, wellness in later life, and active aging that can help to expand students’ understanding of what it means to be an older adult today. Instructors may also find it helpful to point out that much of the featured content is of general interest, highlighting the fact that “aging” is not the only thing on the minds of older adults. One useful resource is the state-by-state feature, http://www.aarp.org/states/, where students can select their state and find pertinent news, information on available resources, and state legislative updates.

National Institute on Aging (NIA)
http://www.nia.nih.gov
NIA’s website contains information related to Alzheimer’s Disease and other medical research affecting older adults. The studies available here may be helpful to students conducting research on a topic related to senior health.

National Association of the Area Agencies on Aging
http://www.n4a.org/
N4A is the national body for the local area agencies on aging and has resources on housing, advocacy priorities, older adult volunteers, and other issues. “N4A’s primary mission is to build the capacity of its members to help older persons and persons with disabilities live with dignity and choices in their homes and communities for as long as possible.” Because the N4A prioritizes services for low-income older adults, students may want to ponder the following questions: what are some barriers experienced by older adults in regard to receiving benefits and services for which they are eligible? What can social workers do to help the older adults overcome these barriers?

Department of Labor—Age Discrimination
http://www.dol.gov/dol/topic/discrimination/agedisc.htm

Kaiser Family Foundation Fact Sheet on Medicaid and Long-Term Care
http://www.kff.org/medicaid/upload/Medicaid-and-Long-Term-Care-Services-PDF.pdf
This fact sheet details the investment of Medicaid into long-term care and could be a starting point for students’ investigation of their own states’ Medicaid long-term care expenditures and provisions for Medicaid waiver services.

National Committee for the Prevention of Elder Abuse
http://www.preventelderabuse.org/
This organization is committed to the prevention of abuse and neglect in older adults. The website describes their work in research, public awareness campaigns, training, and policy advocacy. The site also contains links to popular literature coverage on elder abuse and fact sheets regarding incidence. A related organization, and link, is the National Center on Elder Abuse (NCEA): http://www.ncea.aoa.gov/ncearoot/Main_Site/index.aspx, part of the Administration on Aging. An interesting discussion for students would be to compare the system created to deal with child abuse with that which deals with elder abuse, especially regarding mandated reporting, the involvement of the affected individual in charting an intervention, and the utilization (or lack thereof) of the strengths perspective.

Living Old
http://www.pbs.org/wgbh/pages/frontline/livingold/
This fascinating Frontline report has six chapters, relating to end-of-life decisions, the impact on society of having so many “old” older adults, changing demographics and labor force patterns and their impact on the availability of caregivers, and the role of long-term care institutions in the care system. In addition to the video, there are also fact sheets related to the costs of long-term care; interviews with experts and impacted individuals; resources for older adults and their caregivers; and a chat/comment section.

Grandparents Raising Grandchildren
http://www.usa.gov/Topics/Grandparents.shtml
This site, part of USA.gov, which offers information and resources in a sort of one-stop shop for citizens seeking information about services provided by the federal government. This particular link takes students to information about grandparents raising grandchildren—benefits, publications and fact sheets, and links to state-level resources as well. In addition to exploring these resources, students could look for information within their own states pertaining to grandparents raising grandchildren and/or brainstorm policy changes in a variety of systems that would facilitate grandparents’ empowerment in this critical role.

Alzheimer’s Association
http://www.alz.org/index.asp
The Alzheimer’s Association’s website has information for affected individuals and caregivers, as well as policy advocacy priorities and research updates. In addition to providing background material on the challenge of Alzheimer’s Disease, instructors could use this link to discuss agenda-setting—what has influenced the degree to which Alzheimer’s Disease has attracted attention on the national scene, far more than conditions like heart disease, which affect, and kill, far more people?

Are Baby Boomers Financially Prepared for Retirement?
This Federal Deposit Insurance Corporation publication uses data on defined benefit and defined contribution retirement plans, asset holdings, and dependence on Social Security to discuss the extent to which Baby Boomers are prepared for retirement. Implications for the rest of the U.S. population are included, as well.

National Committee to Preserve Social Security and Medicare
http://www.ncpssm.org/
Among the features for students on this user-friendly site are a blog (“Entitled to Know”), a question & answer tool with a Social Security expert, legislative alerts, and media coverage of the fiscal crises in the entitlement programs. This information could be a helpful addition to the Chapter 8 discussion of social insurance programs or the Chapter 10 content on Medicare, as well. Instructors could also encourage students to consider the populations most affected by Social Security and Medicare, the strategies they have used to organize for political power, and how these constituencies have changed the conversation on their entitlement programs, as compared to, for example, Medicaid recipients.

National Hospice and Palliative Care Organization
http://www.caringinfo.org/
This site provides information for caregivers, consumers, and concerned individuals regarding end-of-life decision making. It includes resources for advanced care planning and, while it is directed at the micro-level, instructors could use it to discuss the policy environment for end-of-life care, the value context that shapes these policies, and strategies for designing end-of-life policy from the strengths perspective. An additional resource on end-of-life care is http://www.practicalbioethics.org/cpb.aspx?pgID=886, whose “Caring Conversations” guides are tailored to specific age groups and populations.

Stigmatized, Stereotypical Attitudes about Older Adults
Students need to understand how stereotypes about aging and older adults influence the development of social policy, and how this approach to social policy is fundamentally opposed to the strengths perspective. For an example of these stereotypes, see: http://www.youtube.com/watch?v=khhC5UkiNd4 (Game show: “Older Adults using a computer”), or ask students to bring in advertisements, media clips, or other examples of the pervasiveness of ageism. Here’s a great clip from Ireland’s “Say no to Ageism” campaign that might be helpful, too: http://www.youtube.com/watch?v=irCS2_27ytI.

Generations United
http://www.gu.org/
GU maintains some resources related to intergenerational connections that may be of interest to social work students, including intergenerational photography, financial literacy, resources for grandparents, and best practices research on programs that connect people across generations. Coupled with the discussion of stereotypes above, instructors could use this to spark conversation about what separates generations today, the degree of intergenerational cooperation already at work, and how public policy that operates from a strengths perspective could enhance well-being across the lifespan.

Older Women’s League (OWL)
http://www.owl-national.org/Welcome.html
OWL has analysis of policy issues and their impact on middle-aged and older women, including a discussion of the need for reform of OASDI in order to improve gender equity. The OWL blog (http://www.owlnational.blogspot.com/) is updated frequently and includes personal reflections of OWL members and their perspectives on policy concerns.

National Family Caregivers Association
http://www.thefamilycaregiver.org/
This site offers resources to individuals who are providing care for aging relatives. In addition to exploring the information as tools for practice (and in conjunction with the interactive online cases), students can discuss how public policy can best support families’ care for their aging relatives without abdicating collective responsibility or unduly burdening caregivers (who are predominantly women).

Possible Guest Speakers
Again, there are many possibilities for guest speakers: older adults themselves, particularly those in the community who can illustrate for students the tremendous strengths of aging Americans;
social workers working with older adults in community or institutional settings; individuals advocating for caregivers for older adults (such as the speakers’ bureau offered through many affiliates of the Alzheimer’s Association); or even a financial planner who works with older adults to help prepare them for retirement and who may be able to speak to how public policy intersects with private responsibility in facing this life stage.
Social Policy for Effective Practice: A Strengths Approach, by Rosemary Chapin

Web Links and Teaching Tips Chapter 12

Note to Instructors: These resources complement the sample syllabi provided on the text’s companion website at www.routledgesw.com/policy. Some are designed for instructors’ use in the classroom, others to augment student learning and/or assignments, and others for instructors’ background information on specific topics. For all exercises and websites, a description of the content and the relevant point of view is included; instructors should assist students in making informed decisions about the proper use of any online sources and in supplementing their online learning with other knowledge sources.

Chapter 12: The Future

Pew Research Center’s Demography Studies
http://pewresearch.org/topics/demography/

The Pew Research Center has many publications related to demographic trends that can be enlightening starting points for discussions about future trends—age patterns, marital arrangements, shifts in diversity, and natural population increase, as well as immigration. Students may also find some of the publications related to social trends, while perhaps less immediately transformative, of interest depending upon their particular area of focus: http://pewresearch.org/topics/socialtrends/. To build on these data, instructors could invite a panel of social work practitioners and administrators from different social service agencies to discuss policy issues that pertain to the target population served by their agencies. Ask them to speak on needs as well as strengths and resources of their target populations, as well as strategies they will use to try to impact practice trends and policies regarding their target population. What do they envision in the next year, 5 years, 10 years?

The UN Millennium Project
http://www.unmillenniumproject.org/

The UN Millennium Project outlines the development goals for the United Nations in the areas of hunger/poverty, universal primary education, maternal health, gender equality, child mortality, HIV/AIDS and malaria, environmental sustainability, and global partnership for development. Students can see graphic displays of the progress being made on each of these indicators, read assessments of the likelihood of success, and discuss the kinds of advocacy strategies and policy changes (within the U.S. and globally) that would take us closer to realization of the UN Millennium Development Goals on time. There is also good information on climate change, global migration, and other dynamics related to challenges facing the U.S. social policy structure within the United Nations system. See, for example, http://www.un.org/wcm/content/site/climatechange/gateway on climate change.

International Social Security Association
http://www.issa.int/aiss/Topics/Demographic-changes

This link discusses the impact of global demographic changes on social security systems in countries around the world, including the United States. In addition to using these resources to supplement class lecture and discussion, instructors could have students work in small groups to
discuss the policy implications of the demographic changes forecast for the United States in the next twenty years. Students could brainstorm both positive and negative aspects of the changes and policy responses to build on the strengths and address the challenges.

**Imagine 2050**
http://imagine2050.newcomm.org/
Imagine 2050 is a blog and community committed to a future nation that embraces multiculturalism and tolerance. The name comes from the fact that, by the year 2050, one out of five Americans will be foreign born. There will be no clear racial or ethnic majority. We will become a nation of minorities. In light of these challenges, Imagine 2050 believes igniting candid conversations around race, immigration, and environment will become increasingly necessary to American democracy. Instructors could assign students to read and comment on some of the articles featured here, to explore the implications of these changes for social policy, and/or to reflect on what these changes mean for the profession of social work.

**U.S. Census Bureau**
http://www.census.gov/
The U.S. Census Bureau not only provides data based on the decennial census and the Current Population Surveys, but also creates population estimates and projections for overall population growth as well as sub-dimensions of the population.

**Demographics used as Political Tool**
Instructors may want to talk about how, just as increasing populations do not guarantee political power for currently marginalized populations, organizations and individuals within our society are actively working to use changing demographics as a tool to bolster their advocacy goals. Some examples include NumbersUSA (anti-immigrant): http://www.numbersusa.com/content/ and Negative Population Growth (not overtly as anti-immigrant, but their staff are also on the Board of the anti-immigrant Center for Immigration Studies): http://www.npg.org/.

**National Geographic Video, Global Warming 101**
http://www.youtube.com/watch?v=oJAbATJCugs
This short (~3 minute) video gives a very concise and clear explanation of global climate change and its impact, not just on the environment, but also on people around the world. Another excellent video on this topic is by the World Bank, “Vulnerability Exposed: The Social Dimensions of Climate Change”, which focuses on children in Bangladesh and their preparations for the flooding which has become endemic with the advent of global climate change: http://www.youtube.com/watch?v=IfmMXsm-Z5U. Instructors can use both of these resources to explore, with students, the relationship between the natural environment and human welfare.

**Greenpeace International**
http://www.greenpeace.org/international/
This is the homepage for Greenpeace International, an independent, campaigning organization that uses nonviolent, creative confrontation to expose global environmental problems, and force solutions for a green and peaceful future. Greenpeace’s goal is to ensure the ability of the Earth to nurture life in all its diversity. Instructors could use the resources found here to highlight the connection between preservation of the natural environment and the pursuit of social justice.
Center for American Progress on the Family-Friendly Workplace
http://www.americanprogressaction.org/issues/2009/03/boushey_workplace.html
This part of the Center for American Progress’ site includes testimony to Congress, fact sheets, and articles about the labor market and its impact on families and individuals. A related link is the Office of Personnel Management, the federal government’s internal department for dealing with federal workforce issues: http://www.opm.gov/employment_and_benefits/worklife/

Oral Histories Online
http://historymatters.gmu.edu/mse/oral/online.html
This site provides guidance for the collection of oral histories and a repository for exemplary oral histories available online. Students could browse these oral histories for specific substantive topics or to discuss the concept of the strengths of older adults and how to honor and utilize them. Other resources to address intergenerational collaboration include Penn State’s Intergenerational Programs & Aging Department: http://intergenerational.cas.psu.edu/.

Intergenerational Equity
http://www.brookings.edu/topics/intergenerational-equity.aspx
The Brookings Institution’s Intergenerational Equity page includes policy analyses, videos, and testimony related to policy approaches that enhance intergenerational equity. Students could use these items as resources for discussing policy reforms that cross generational divides and improve social welfare for children and older adults. Instructors could ask students to break into small groups to discuss OASDI. What are some concerns about intergenerational conflict that might arise regarding social insurance policy? Are there opportunities for intergeneration cooperation? What, if any, is the importance of OASDI for younger workers? How might younger workers benefit today from OASDI?

NASW Political Action for Candidate Election
http://www.socialworkers.org/pace/default.asp
PACE is the National Association of Social Workers’ political action arm. Students should become familiar with endorsed candidates, the process employed by PACE, local opportunities to get involved, and the policy principles that inform PACE support of targeted candidates.

AARP’s Reimagining America: A Blueprint for the Future
http://assets.aarp.org/www.aarp.org /articles/legpolicy/blueprint200508.pdf
This 49-page document addresses the impact of the aging population on the future of the United States. Instructors could assign students to read all or part of the report and answer questions about some of the myths regarding the growing number of older adults in the US; the challenges AARP makes in regard to these myths. Does this “reimagining” reflect the strengths perspective? Are there other challenges not addressed by AARP? Are there other “solutions” not offered by AARP?

Possible Guest Speakers
Instructors could bring in someone from a local environmental organization or a chapter of a larger organization like the Sierra Club to speak about environmental challenges and policy responses. Alternatively, a panel of experts from a variety of fields (perhaps at your university):
economics, ecology, family studies, ethnic studies, etc… could come to listen to students talk about their forecasts for the future and how they believe trends will impact social work and social policy.