

Companion Readings for Social Policy for Effective Practice

Companion readings that complement and extend chapters from the book have been chosen to support teaching, learning and critical reflection.

Chapter 1

1.1 Kiesel, L. R., & Abdill, L. R. (2019). "Mapping Social Justice": Integrating Policy Practice Across the Curriculum. *Journal of Work Education*, 55(4), 695–709.

1. Why do you think the advocacy alert intervention described here increased social work students' engagement with advocacy?
2. What barriers do you experience that make it hard for you to engage in policy practice?
3. Which of the approaches described in this article do you think would help you overcome those barriers?

1.2 Lewis, M., Chapin, R.K., Rand, H. (2020). Strengths Perspective Policy Practice Principles: Conceptual Underpinnings, Development, and Next Steps. In Mendenhall, A & Mohr Carney, M. (Eds.) *Rooted in Strengths: Celebrating the Strengths Perspective in Social Work*. pp. 115-130. Available from:
<https://kuscholarworks.ku.edu/handle/1808/30023>.

1. How could you apply one of the principles of strengths perspective policy practice to an issue that matters to you?
2. How would implementing this principle alter the process of your policy practice? How do you expect it would affect the product?

Chapter 2

2.1 Burke, S. (2019). Teaching the History of Colonization in the Postsecondary Classroom. *Journal of Social Work Education*, 55(4), 658–668.

1. Reflect on what you have learned about colonization in your education to date, considering how you will incorporate an understanding of historical and continuing oppression into your future social work practice.
2. What questions do you have about Canada's Truth and Reconciliation process? How might such a reckoning advance social justice in the U.S. context?

2.2 Luquet, W., & McAllister, D. (2020). Widening the Historic Circle: The Contribution of Women Religious to the Development of Social Work. *Journal of Social Work Education*, 56(2), 354–368.

1. What do you think might explain the omission of women religious from much of social work history?
2. How does accurately telling our profession's historical 'story' contribute to our collective identity today?

2.3 Stuart, P.H. (2020) Lillian Wald reports on organizing to combat the 1918 influenza pandemic in New York City, *Journal of Community Practice*, 28:2, 100-111.

1. What parallels do you see in the activities undertaken by social workers in response to the 1918 influenza pandemic and the modern response to COVID-19?
2. What differences *outside* the profession—in medical science, telecommunications, and politics—influence social work practice in each era?
3. How have changes in the social work profession affected our individual and collective responses to pandemic crisis?

2.4 Wilke, N.G. & Howard, A.H. (2021) Data-informed recommendations for faith communities desiring to support vulnerable children and families during the COVID-19 pandemic. *Journal of Religion & Spirituality in Social Work: Social Thought*, 40:3, 349-364.

1. What does this article suggest about how faith institutions continue to shape social service delivery, despite the historical shifts described in the chapter?
2. How might individuals holding different identities—by race, gender, sexual orientation, immigration status—differently experience faith communities' overtures during a time of crisis, such as the COVID-19 pandemic?

Chapter 3

3.1 Cornelius, L.J. & Webb, C.L. (2020) Unraveling the Persistent Legacy of Structural Racism against Poor Persons of Color in the U.S. *Journal of Poverty*, 24:5-6, 355-368.

1. What is one example of discriminatory code-switching in addition to those named in the article?
2. Examine social, print, or broadcast media, looking for examples of the kinds of code-switching referenced in the article. How does examining policy discussions through this critical lens expose structural racism and its effects?

3.2 Rigaud, J. (2021). The Great Recession and Economic Resilience: A Longitudinal Analysis of Low-Income Households in the United States, *Journal of Social Service Research*, 47:6, 886-897.

1. What do you expect will be the consequences of these findings on resilience in low-income households for the aftermath of the COVID-19 pandemic?
2. How might the different policy approaches used in the pandemic-related recession contribute to different outcomes for these households?

3. What are 2-3 policy changes that could enhance the financial resilience of low-income households during economic downturns? How could you use the findings in this article as part of your advocacy toward those changes?

3.3 Witt, M.T. (2018). Never Post-Racial: The Persistence of the Dual State, *Public Integrity*, 20 (4), pp. 329-343.

1. How can social workers challenge the 'reassuring story of progress'—in our policy practice, direct social work, research, and in our own lives?
2. How would you explain the concept of whiteness as a social construction to someone who has not considered this before?
3. How do you look at policies such as those of the New Deal differently through a lens of racial justice?

Chapter 4

4.1 Gilmore, E.A. & St.Clair, T. (2018) Budgeting for climate change: obstacles and opportunities at the US state level, *Climate Policy*, 18:6, pp. 729-741.

1. What does this article suggest about the ways current state fiscal demands may interfere with efforts to meet future challenges?
2. How can social workers make the case for investing in climate change mitigation, without compromising state investments in education, health care, and social services?
3. What are the arguments for and against putting most responsibility for addressing climate change on state—rather than federal—governments?

4.2 Hemerijck, A. (2018). Social investment as a policy paradigm. *Journal of European Public Policy*, 25:6, pp. 810-827.

1. Evaluate U.S. social policy according to the social investment policy paradigm's three core functions: raising and maintaining human capital, easing labor market transitions, and supporting strong minimum income safety nets. What do the paradigms that underlie our social policymaking emphasize?
2. The textbook outlines Keynesian and supply-side economics and the policies that evidence them. Can you find (or imagine) policies that would advance a social investment approach? How would this differ from the status quo?

4.3 Ketola, M. & Nordensvard, J. (2018). Reviewing the relationship between social policy and the contemporary populist radical right: welfare chauvinism, welfare nation state and social citizenship. *Journal of International and Comparative Social Policy*, 34:3, pp. 172-187.

1. Identify 2-3 events around the world that provide evidence of the influence of the populist radical right, as defined and articulated in this article.

2. How can social workers advocate for fairer redistribution of power without falling into populism's divisions between the "people" and the "elite"? Give an example of how you could frame an argument for changing tax policy to more equitably distribute tax incentives, for example, and how this could be distinguished from a populist argument for the same policy.
3. How do you see a trend toward defining a welfare *nation* state, rather than a welfare state, in the U.S.? What are at least 2 examples of policy at the state or federal level that move in this direction?

4.4 Krings, A., Fusaro, V., Nicoll, K. L., & Lee, N. Y. (2019). Social Work, Politics, and Social Policy Education: Applying a Multidimensional Framework of Power. *Journal of Social Work Education, 55*(2), 224–237.

1. How does this article explain the importance of power, for building the ability to influence policy?
2. What questions do you have about power—its sources, its ethical use, its limits—as you embark on your own social policy study?

4.5 Lerner, J. E. (2020). "Social Workers Can't Be Republicans": Engaging Conservative Students in the Classroom. *Journal of Social Work Education, 56*(1), 56–67.

1. Provide an example of an issue where social workers with a more conservative set of views might perceive tension with the issue stances of the social work profession.
2. How can commitment to cultural humility help to broker ideological divides on this issue? How can the NASW Code of Ethics provide a guide for social workers with a range of personal political ideologies?

Chapter 5

5.1 Clawson, R.A., & Jett, J. (2019) The media whiteness of Social Security and Medicare. *Politics, Groups, and Identities, 7*:1, pp. 207-218.

1. How do the differences in how Social Security and, in contrast, TANF, are portrayed help to explain differences in how they are perceived?
2. How do you think public attitudes about TANF or SNAP might change if media coverage highlighted the fact that—at least in most states—most recipients are white?

5.2 Cronley, C. (2010). Unraveling the Social Construction of Homelessness. *Journal of Human Behavior in the Social Environment, 20*, pp. 319-333.

1. Why is problem definition so essential to arrive at the best solution? Can you give an example from your own interests?

2. What can social workers do to influence the framing of social problems in this way? What can you do, from your practice?
3. Using the issues of unemployment or poverty among older adults, define them first as personal 'troubles' and, then, as social 'problems'. How do these frames lead to different solutions?

5.3 Ogden, L.P., Fulambarker, A.J. & Haggerty, C. (2020) Race and Disability in Media Coverage of the Police Homicide of Eric Garner. *Journal of Social Work Education, 56:4*, 649-663, DOI: [10.1080/10437797.2019.1661918](https://doi.org/10.1080/10437797.2019.1661918)

1. As analyzed here, how do media representations shape public understanding of a given issue—here, deadly police violence—and the subsequent policy response?
2. What lessons do these findings hold for your advocacy, particularly in terms of how media intervention can contribute to the conditions conducive to positive policy change?
3. How will you critically consume and engage in media—including social media—as part of your evolving policy practice?

5.4 Petersen, R.D. (2005). Expert Policy in Juvenile Justice: Patterns of Claimsmaking and Issues of Power in a Program Construction. *Policy Studies Journal, 23(4)*, pp. 636-651.

1. What are the strengths analysis of juvenile intensive probation supervision?
2. What does this article suggest about why it matters who develops policy and how? How should social workers' strategies take this into account?
3. Whose claims are legitimated here? How do the public polling results included inform your answer?

5.5 Rose, A.S., Rose, R.L. & Lamberton, C. (2018) How Economic Tropes Affect Attitudes Toward Social Welfare Policies, *Journal of Nonprofit & Public Sector Marketing*.

1. What do these authors conclude about how the *messaging* around the Affordable Care Act may have complicated efforts to build public support for the policy?
2. Social workers have an ethical obligation to choose messaging that is not only effective, but which also lives up to our standards of integrity and the dignity and worth of every person. Are there pro-ACA messages you see (or can imagine) that, while perhaps effective in shaping public opinion, would fail one or more of our ethical 'tests'?

5.6 Smith-Maddox, R., Brown, L. E., Kratz, S., & Newmyer, R. (2020). Developing a Policy Advocacy Practice for Preventing and Ending Homelessness. *Journal of Social Work Education, 56(1)*, S4–S15.

1. In the case described in this article, how does approaching policy through an intersectional lens enhance the students' policy practice? As you examine your

priority policy arena, how could applying an intersectional analysis similarly reveal important considerations and needed policy reforms?

2. What similarities and differences do you see in Stone's framework, as described in this article, and the policy analysis framework presented in your text? What do you think accounts for these alignments and distinctions?

Chapter 6

6.1 Chamlin, M.B. & Denney, J.E. (2019) An impact assessment of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. *Journal of Crime and Justice*.

1. If TANF met its goal of reducing welfare use but without meeting its other goals of reducing births to unmarried women, increasing mothers' work, or encouraging two-parent families, is TANF a partial success or a failure?
2. How does TANF illustrate the importance of crafting policy goals that reflect clients' own priorities? Specifically, how would TANF's "success" been judged differently if it had been defined according to clients' concerns?
3. Identify at least 3 metrics by which TANF could be evaluated and your assessment of TANF's success, according to these other metrics. What makes these good criteria by which to judge the policy?

6.2 Grinstein-Weiss, M., Edwards, K., Charles, P., and Wagner, K. (2009). Adoption of a Policy Innovation: The Case of Individual Development Accounts (IDAs). *Journal of Policy Practice*, 8, pp. 34-53.

1. Apply this frame of policy adoption to an issue that interests you. How might you move your issue along the process, similarly?
2. What social work skills might be particularly valuable for 'policy entrepreneurship'?
3. Where do you see examples of policy diffusion, in arenas that interest you? What policies would you like to see spread? Why?

6.3 Gen, S. and Wright, A.C. (2013). Policy Advocacy Organizations: A Framework Linking Theory and Practice. *Journal of Policy Practice*, 12(3), pp. 163-193.

1. What is your response to this definition of 'policy advocacy'? How does it compare to your understanding?
2. As you think about advocacy experiences you have had, or advocacy campaigns you have observed, what gains can you identify, other than actual policy victory?

6.4 McConnell, A. (2018) Hidden agendas: shining a light on the dark side of public policy. *Journal of European Public Policy*, 25:12, pp. 1739-1758.

1. Using the four-step process outlined for identifying the plausibility of a hidden agenda, examine a policy issue of interest to you. Do you think there is a hidden

agenda at work? What tools and techniques are being used to hide the agenda? Who is attempting to hide it?

2. The example in the article is the hidden agenda of corruption, but the author explains that this is only one type of hidden agenda. What types do you see as most common today?
3. How have changing political alignments and technologies changed what it means—and what it takes—to hide agendas today, compared to even several years ago?

6.5 Nowakowski-Sims, E. & Kumar, J. (2021). Increasing Self-Efficacy With Legislative Advocacy Among Social Work Students, *Journal of Social Work Education*, 57:3, 445-454.

1. What specific activities in the training contributed to students' increase sense of self-efficacy with legislative advocacy? How could you incorporate those approaches into your own social work education?
2. Apply your critical thinking to this article and its findings. What issues do you see with the methods and conclusions drawn, that might limit the reliability and validity of the findings? How could you examine these questions while attempting to control for those limitations?

6.6 Steen, J.A. (2013). The Development of Foster Care Privatization Policy in Florida: An Application of Kingdon's Policy Development Model. *Journal of Policy Practice*, 12, pp. 258-272.

1. Apply this model of policy development to your issue. What should you look for, and what should you try to influence, in order to increase the likelihood of your preferred policy outcome?
2. What is the role of the strengths approach in trying to influence each domain in this model (politics, problem, and policy streams)?

6.7 Thomas, K.A., Ward-Lasher, A., Kappas, A. & Messing, J.T. (2021) "It Actually Isn't Just about Housing": Supporting Survivor Success in a Domestic Violence Housing First Program. *Journal of Social Service Research*, 47:2, 232-244.

1. After examining how the advocates whose work is described in this article engage at the micro, meso, and macro levels to address clients' needs, consider how your policy practice could similarly incorporate work on multiple levels. Identify at least one specific action on each level that could be included in your action plan.
2. Why is it important to work on multiple levels, to help clients' reach their goals?

Chapter 7

7.1 Dorsey, M.S. (2020) #Blackgirlsmatter: Turning the Tide of Historical Injustice toward Civil and Social Restitution, *Journal of Poverty*, 24:5-6, 369-388.

1. How do the historical roots of current inequities, as traced this in this article, align with the historical framework presented in the text? How can this scholarship build your competency for making linkages between historical injustices and current disparities?
2. What does this article suggest as important contributors to the disproportionate devastation of COVID-19 to Black individuals and communities?
3. In advance of the next pandemic, how should health care change to incorporate an intersectional analysis of the specific health needs of Black women and girls?

7.2 Jacobs, L., et al. (2021) Defund the Police: Moving Towards an Anti-Carceral Social Work. *Journal of Progressive Human Services*, 32:1, 37-62.

1. Informed by the article, do you see elements of punitive approaches in your own field placement or the policies and practices of social service, health, or educational institutions with which you are familiar?
2. What is one policy change you could consider in that organizational context that would advance the vision of anti-carceral social work?
3. How would you make a claim for this change, grounded in the NASW Code of Ethics? How would you approach this policy change from a strengths perspective?

7.3 Kiehne, E. & Androff, D.K. (2021) Advancing Integration: The Social Work Response to Restrictionist U.S. Immigration Policies. *Journal of Poverty*. 25:2, 119-137.

1. Using the authors' definition, identify at least one example of an integrationist approach to immigration policy that could be developed.
2. What is one example of a restrictionist policy not specifically examined in the article? What are the consequences of this policy for immigrant individuals and families?
3. How does integrationist immigration policy compare with a strengths-based approach to immigration? Are they the same, or where do they differ?

7.4 Lopez, W.D. et al. (2020) Team-based urgent response: A model for community advocacy in an era of increased immigration law enforcement. *Journal of Community Practice*, 28:1, 56-65.

1. What does this article contribute to your understanding of how policy arenas other than legislative—judicial and administrative, in particular—shape individuals' outcomes?
2. What lessons can you take from this example, for integrating micro and macro practice in pursuit of human and civil rights for immigrants in the U.S.?

7.5 Witt H. & Medina-Martinez, K. (2022). Transgender Rights & the Urgent Need for Social Work Advocacy. *Social Work in Public Health*, 37:1, 28-32.

1. In recognition of strengths principles and the importance of removing obstacles so that all people can thrive, identify at least 2 ways the recommendations outlined in this article would positively impact the health care experience and outcomes of individuals other than those who are transgender, as well as improving the health of transgender people.
2. How can understanding the theory of policy windows help social workers prepare for decisive and effective policy practice in dynamic contexts?

7.6 Younes, M., Hyatt, E.G., Witt, H. & Franklin, C. (2021) A Call to Action: Addressing Ambivalence and Promoting Advocacy for Reproductive Rights in Social Work Education. *Journal of Social Work Education*, 57:4, 625-635.

1. This article positions reproductive rights in the domain of human rights and our professional commitment to social justice. What are other lenses through which this issue can be viewed? How might a social worker's policy priorities on reproductive rights differ if viewing the issue from a perspective centering self-determination, the dignity and worth of the person, or human relationships, respectively?
2. How do you assess the described 'ambivalence' in the social work profession, from your strengths perspective?
3. How can social workers live our professional values through action, in this issue domain and others? What are 1-2 tangible steps you could take to engage in this crucial moment?

Chapter 8

8.1 Bahar, O.S. et al. (2021) "Like, What Else Could Go Wrong?" Multiple Contextual Stressors in Food Insecure Households, *Journal of Poverty*, 25:4, 386-407.

1. According to this article, what resources *in addition to food* do food-insecure households need to meet their needs?
2. What policy changes within SNAP could better address these needs?
3. How might anti-hunger claims be incorporated into advocacy advancing other needed policy changes?

8.2 Brooks, F.P., Mack, S.E., Chaney, A.E., Gibson, K. & Kaplan, M. (2018). TANF leavers and economic self-sufficiency: results from a study in Georgia, *Journal of Poverty*, 22:5, pp. 454-470.

1. What policies might be needed to help families leaving TANF be economically self-sufficient? How, 20+ years after TANF, could social work policy practitioners make the case for these investments?
2. Is economic self-sufficiency the aim toward which we should be striving? What might be alternative ways to define the goals of our anti-poverty policy?

8.3 Chung, Y. & Maguire-Jack, K. (2020) Understanding Movement into Poverty and Poverty Persistence over Time. *Journal of Poverty*, 24:3, 241-255.

1. Informed by the findings presented here, analyze the respective merits of the different policy proposals debated in the U.S. economic recovery from the pandemic. Specifically, if you had to choose between universal early childhood education, expanded Child Tax Credits, or universal parental leave, which do you think would be most valuable for helping people exit poverty?
2. What outcomes other than poverty exit should be considered in evaluating family economic support policies?

8.4 Collins, S.B., Smith-Carrier, T., Gazso, A. & Smith, C. (2020). Resisting the Culture of Poverty Narrative: Perspectives of Social Assistance Recipients. *Journal of Poverty*, 24:1, 72-93.

1. Why might public assistance recipients simultaneously reject the idea of a 'culture of poverty' for themselves, but ascribe it to others? What does that duality suggest about human behavior and how beliefs are shaped by external influences?
2. How might you approach working with this population from a strengths perspective? How could situating your work in capacities and opportunities to reach goals transform the concept of intergenerational transmission of poverty?
3. This article's research took place in Canada. What differences would you expect in a U.S. sample, and to what extent do you think these findings would hold?

8.5 Ghilarducci, T. (2010). How to Supplement Social Security Fairly and Effectively. *Journal of Aging and Social Policy*, 22(2), pp. 222-235.

1. How do you analyze Guaranteed Retirement Accounts from a strengths perspective?
2. How should social work frame the problem of retirement insecurity?
3. What do the policy models you have studied suggest about changes in the policy context that could increase the political viability of a supplement approach like this?

8.6 Rossi, M.M. and Curtis, K.A. (2013). Aiming at Half of the Target: An Argument to Replace Poverty Thresholds with Self-Sufficiency, or "Living Wage" Standards. *Journal of Poverty*, 17, pp. 110-130.

1. How would social workers go about successfully making the claim for a living wage, versus a poverty threshold, approach?
2. How would changing this measure change the perception of those in poverty? What are the advantages and disadvantages of this shift?

8.7 Toft, J. & Calhoun, M. (2021). The Unexamined Identity: Students' Conservative Ideology, Perspectives of Poverty, and Implications for Practice. *Journal of Social Work Education, 57:4*, 649-665.

1. Informed by this article, how would you frame a proposal for Children's Savings Account policy to appeal to conservative values and preferences? How would this differ from how you might present it to a social worker or policymaker with a more liberal worldview?
2. How can social work values serve as a unifying force for professionals with varying personal political ideologies?
3. Since social work clients have varying political beliefs, how should social work education prepare students to find common cause and collaborate for policy change with those who have differing priorities? What are 2 tangible things that could be incorporated into your social work education to equip you for this work?

Chapter 9

9.1 Albert, V. & Lim, J. (2019) Spatial Analyses of the Impact of Temporary Assistance for Needy Families on Child Neglect Caseloads During the Great Recession, *Journal of Social Service Research, 45(1)*, pp. 59-75.

1. How do the authors explain the apparent relationship between TANF caseloads and incidents of child neglect? How do you see this connection?
2. What patterns do you see in the map? What policies might help change outcomes in the places where children are at greatest risk?
3. What are the implications of these findings for thinking about child welfare in the COVID-19 pandemic and the interactions between financial supports and child outcomes?

9.2 DeHart, D.D., Anderson, B. & Martin, J. (2021) Transition-Aged Youth Who Are Homeless and Misuse Substances: A Qualitative Study of Service Needs. *Journal of Social Service Research, 47:6*, 872-885.

1. How does research like this align with a strengths approach to policy practice? What questions would you include to also illuminate the strengths of this group of youth?
2. Select one of the dimensions identified as a pathway into homelessness and identify at least one action you could take as part of a plan to advance a policy change in that arena. Who might be potential allies?

9.3 Larkin, H., Felitti, V.J., and Anda, R.F. (2014). Social Work and Adverse Childhood Experiences Research: Implications for Practice and Health Policy. *Social Work in Public Health, 29*, pp. 1-16.

1. Informed by this research, how should social workers think about the pandemic as an adverse childhood experience—and its likely health consequences?
2. What policy changes might reduce the risk of adverse childhood experiences? Or increase the availability of protective factors? Or both?
3. Why is it important to correctly identify the root problem not, as discussed here, attempted personal solutions to that problem?

9.4 Lohr, W.D. et al. (2019). Addressing the mental healthcare needs of foster children: perspectives of stakeholders from the child welfare system. *Journal of Public Child Welfare*, 13(1), pp. 84-100.

1. What policy changes do interviewees recommend to reduce overreliance on pharmaceuticals among foster children? What do you see as the primary barriers—in your state, and nationally—to making these changes?
2. Inadequate and inequitable access to mental health care is a problem for many Americans, not just children in foster care. What makes the experiences of children in the child welfare system unique—and particularly challenging?
3. How would overall changes in the mental health system better meet these children's needs? Conversely, what changes specifically for foster children—within the child welfare system—would improve the conditions described in the introduction?

9.5 Marcal, K.E. (2018) The Impact of Housing Instability on Child Maltreatment: A Causal Investigation, *Journal of Family Social Work*, 21:4-5, pp. 331-347.

1. What does the finding that housing instability causes child maltreatment—but only some of the maltreatment seen—mean? What other relationships could connect experiences of child maltreatment and housing instability?
2. As a child welfare worker, what housing policy changes would you recommend? How would you make this case to policymakers?
3. Do you know of—or can you find—any examples of promising programs or policies to prevent child maltreatment by investing in housing supports?

9.6 Pryce, J., et al. (2019) A case study in public child welfare: county-level practices that address racial disparity in foster care placement. *Journal of Public Child Welfare*, 13(1), pp. 35-59.

1. How racially disproportionate is foster care, in your state?
2. What does the article reveal about the interventions that have reduced disproportionate child welfare involvement for black youth/families? What is your understanding about how and why these changes made a difference?

9.7 Wilson, D.B. (2020). Youth in transition and foster care alumni as empowered consumers. *Journal of Family Social Work*, 23:5, 411-430.

1. How can these findings inform policy and practice changes in child welfare?
2. What could you take from this research to apply to the development of empowered consumers in other domains, such as health care and emergency assistance?
3. How do you think foster care alumni who hold different identities or who had different experiences in care might differ in their definition of “successful” transition? How should policy analysis and evaluation incorporate these different perspectives?

Chapter 10

10.1 Albright, D.L., et al. (2021) Social Determinants of Opioid Use among Patients in Rural Primary Care Settings. *Social Work in Public Health*, 36:6, 723-731.

1. How might incorporating social determinants of health into examination of substance use disorder change the framing often ascribed to this social problem?
2. In turn, how could that shift lead to changes in the policy response(s) to opioid use?
3. Thinking about potential future trends in educational attainment, employment, and other social determinants, regionally, what do you anticipate in the future of substance use disorder in this and other parts of the country? How could social workers engage to advance healthier futures?

10.2 Anderson, K.F., Bjorklund, E. & Rambotti, S. (2019). Income Inequality and Chronic Health Conditions: A Multilevel Analysis of the U.S. States. *Sociological Focus*, 52:1, pp. 65-85.

1. Some analysts might conclude that, because absolutely poverty is more strongly associated to health status than income inequality, poverty—not inequality—is the only thing that matters. How would you respond to this?
2. What does the analysis of the ways that policy can mitigate the relationship between inequality and poverty suggest about needed policy changes in this area?
3. How do you think these findings might explain differences in pandemic outcomes in different parts of the country? What do these results *not* account for?

10.3 Chakravarty, S. (2020) Did the Medicare Prescription Drug Program Lead to New Racial and Ethnic Disparities? Examining Long-term Changes in Prescription Drug Access among Minority Populations. *Social Work in Public Health*, 35:5, 248-260.

1. How might findings such as these make a case for targeted universalism in policy arenas such as health care?

2. What changes would you propose to the Medicare prescription drug program, specifically? How would these specifically close gaps in outcomes, by race?

10.4 Entress, R.M. & Anderson, K.M. (2020). The Politics of Health Care: Health Disparities, the Affordable Care Act, and Solutions for Success. *Social Work in Public Health, 35:4*, 152-162.

1. How do you see the findings presented here, in light of substantial disparities in health outcomes from COVID-19?
2. What policy changes should we prioritize in advance of the next global health emergency?

10.5 Fang, S., Minkler, M., Ivey, S.L., Ly, L.T. & Lee, E.J. (2018). Closing the Loophole: A Case Study of Organizing for More Equitable and Affordable Access to Health Care in San Francisco. *Journal of Community Practice, 26:3*, pp. 328-347.

1. What strategies are being used in San Francisco to improve access to health care? Do you see any of these strategies at work in your state?
2. San Francisco is a unique place in the country, politically and economically. Which aspects of this case study do you think translate to your context, and which would not?
3. How might you use community and political organizing—even if different in approach than described here—to advance access to health care in your state?

10.6 Mwangi, E.W. & Constance-Huggins, M. (2019). Intersectionality and Black Women's Health: Making Room for Rurality. *Journal of Progressive Human Services, 30:1*, 11-24.

1. What are 2-3 specific ways rurality affects access to and outcomes from health care?
2. *Within* rural populations, how might Black women experience health care differently than their neighbors with other racial and gender identities?
3. How can social workers influence the *process* of policymaking in health care, to ensure that these groups' perspectives are more fully reflected in the product that results?

10.7 Perone, A.K. (2020). Protecting Health Care for Transgender Older Adults Amidst a Backlash of U.S. Federal Policies. *Journal of Gerontological Social Work, 63:8*, 743-752.

1. What is at least one step you could take to incorporate advocacy on behalf of transgender older adults into your policy practice, on at least one of the areas prioritized in the article?
2. What is revealed in an intersectional analysis of the health care needs of transgender older adults that might be missed without this lens?

3. Considering the different arenas—local, state, federal—and domains—legislative, judicial, administrative—of policymaking, how might advocates proceed on an alternative path, if the future raises new challenges, such as a change in congressional control?

10.8 Reed, D.D. (2021) Racial Disparities in Healthcare: How COVID-19 Ravaged One of the Wealthiest African American Counties in the United States, *Social Work in Public Health*, 36:2, 118-127.

1. Do you agree with the author's use of the phrase "mass hysteria" to describe the response to COVID-19? With the benefit of more hindsight, how might we think about the immediate and subsequent reaction to the pandemic?
2. The author references some structures and systems that contribute to the risk factors observed in communities of color, but are there other forces you see as important to include in this analysis? What are they, and how might addressing them improve equity and outcomes in future pandemic emergencies?

10.9 Smith, B.T., et al. (2018) Benefit requirements for substance use disorder treatment in state health insurance exchanges. *The American Journal of Drug and Alcohol Abuse*, 44:4, pp. 426-430.

1. How do you articulate the pros and cons of variations in state health policy described in this article? What types of controls do you think are necessary to ensure that state policy choices meet people's needs?
2. Why might a state opt not to allow all the treatment options allowed under federal law, and how would you make the case for expanding these offerings?
3. What questions do you have about your state's rules regarding substance use disorder treatment, and how might you pursue that information?

10.10 Spector, A.Y. (2019). Social determinants of health in the Human Services: a conceptual model and road map for action. *Journal of Progressive Human Services*, 30:2, 108-126.

1. Select one of the identified social determinants of health and identify one policy or practice change you could incorporate into your practicum organization or other setting, that could make a difference in clients' health.
2. Using this conceptual model, how could you make the case that your target policy change—in whatever domain you prioritize—is "health" policy? In the current political and social context, how might making such a claim help?

Chapter 11

11.1 Bern-Klug, M., Carter, K.A. & Wang, Y. (2021) More Evidence that Federal Regulations Perpetuate Unrealistic Nursing Home Social Services Staffing Ratios. *Journal of Gerontological Social Work*, 64:7, 811-831.

1. If tasked with preparing comments in support of changes to federal regulations that could bring social services staffing ratios closer to best-practice guidelines, what is one action you could take to gather evidence to support your claim?
2. How do you expect long-term care facility staffing ratios have changed in the few years since these data were collected?
3. In addition to addressing staffing ratios, what other policy changes could improve residents' access to psychosocial assessment and intervention?

11.2 Davis, M.T., et al. (2020) Parenting a 6-Year Old Is Not What I Planned in Retirement: Trauma and Stress among Grandparents Due to the Opioid Crisis. *Journal of Gerontological Social Work*, 63:4, 295-315.

1. Has your state taken any of the policy steps recommended here—in health care, child welfare, public assistance, and/or other systems—to meet grandfamilies' needs?
2. How might a strengths-based social worker engage a parenting older adult in advocating for these policy changes?
3. How might the needs of grandparents raising grandchildren in the opioid crisis differ in a different racial, geographic, or ethnic context?

11.3 Lightfoot, E. et al. (2021) Concerns of Family Caregivers during COVID-19: The Concerns of Caregivers and the Surprising Silver Linings. *Journal of Gerontological Social Work*, 64:6, 656-675.

1. What are two concrete policy recommendations you see as potentially addressing the concerns cited most prominently by caregivers during the COVID-19 pandemic?
2. How could a strengths-based approach build on the 'silver linings' cited by caregivers, to improve caregiver supports and caregiving outcomes?

11.4 Mauldin, R.L., Lee, K., Tang, W., Herrera, S. & Williams, A. (2020) Supports and gaps in federal policy for addressing racial and ethnic disparities among long-term care facility residents. *Journal of Gerontological Social Work*, 63:4, 354-370.

1. Use the data from this article to craft an op-ed calling on federal regulators to strengthen the ombudsman program.
2. How could you specifically use the window of policy opportunity created by COVID-19 and its effects on long-term care facility residents to make these claims?

11.5 Maxfield, M., Peckham, A., Guest, A.M. & Pituch, K.A. (2021) Age-Based Healthcare Stereotype Threat during the COVID-19 Pandemic. *Journal of Gerontological Social Work*, 64:6, 571-584.

1. While this article focuses more on the clinical implications of age-based stereotypes, strengths-based social workers recognize policy consequences, as well. Specifically, what are 2 ways age-based stereotypes—including around COVID-19—may affect policies at the agency, local, state, or federal levels?
2. How can social workers reassert an emphasis on older adults' strengths, as a foundation for aging policy of the future?
3. Identify one example of pandemic media coverage you see as advancing age-based stereotypes. How would you rework that coverage to incorporate a fuller picture of the strengths of older people?

11.6 Rudnik, J., et al. (2020) Hardly Silent: Exploring Civic Engagement and Participation among a Panel of Adults Ages 85+. *Journal of Gerontological Social Work*, 63:5, 392-411.

1. What are 2 ways a strengths-based social worker could engage older adult clients in civic engagement and political participation?
2. How might these findings differ for older adults of color, those living in rural areas, those identifying as LGBTQ+, and/or those economically disadvantaged? How, then, might intervention approaches need to differ to meet these other groups' specific needs and leverage their particular strengths?

11.7 Wager, D. (2021). Age and Downward Mobility: From the Poorhouse to the Present. *Journal of Progressive Human Services*, 32:2, 166-174.

1. How do the data detailed here counter the narrative of older adults as a uniformly privileged population?
2. Using your historical understanding, what are at least two key differences in the health and financial status of older adults today, compared to points in the past?
3. What policy changes could improve the financial well-being of older adults in the U.S. today?

11.8 Wang, X., Wilson, C. & Holmes, K. (2021). Role of Nursing Home Quality on COVID-19 Cases and Deaths: Evidence from Florida Nursing Homes. *Journal of Gerontological Social Work*, 64:8, 885-901.

1. What do these findings suggest about the relationship between nursing home quality and resident outcomes—specifically deaths following an infectious disease surge?
2. How would you define “quality” in a long-term care facility, and are there indicators you would include that might not figure into these criteria?
3. What 2-3 policy changes would you prioritize to protect long-term care facility residents in advance of the next pandemic?

Chapter 12

12.1 Abramovitz, M., Sherraden, M., Hill, K., Smith, T. R., Lewis, B., & Mizrahi, T. (2019). Voting is Social Work: Voices From the National Social Work Voter Mobilization Campaign. *Journal of Social Work Education, 55*(4), 626–644.

1. How would you explain to another social worker how/why “voting is social work”?
2. How would you explain this to someone who is not a social worker?
3. What is one strategy you could employ to engage constituencies in voting, in advance of 2024?
4. From your textbook, what are 2 essential policies that we must defend so that social workers *can* engage constituencies in voting?

12.2 Billiot, S. et al. (2019) Indigenous perspectives for strengthening social responses to global environmental changes: A response to the social work grand challenge on environmental change. *Journal of Community Practice, 27*:3-4, 296-316.

1. How do indigenous ways of knowing differ from other sources of knowledge that inform social work practice?
2. How could centering social work practice in indigenous insights change approaches—and their ecological outcomes?

12.3 Kang, J., Fabbre, V.D., & Ekenga, C.C. (2019). “Let’s talk about the real issue”: Localized perceptions of environment and implications for ecosocial work practice. *Journal of Community Practice, 27*:3-4, 317-333.

1. What does this article suggest about how social workers should be engaging with communities around environmental threats?
2. How might you respond to someone who sees environmental challenges as distant or irrelevant to their immediate concerns? How might your approach differ if talking with a family member, classmate, or client?

12.4 Miller, D.B., Jennings, E. & Angelo, J. (2021). Social Workers as Elected Officials: Advocacy at the Doorstep. *Journal of Social Work Education, 57*:3, 455-463.

1. Inventory your own values and skills. How do they equip you for elected office?
2. Select one of the identified barriers to social workers’ elected service. How could strengths-based social workers overcome those obstacles?

12.5 Powell, K.H., Bristow, A., & Precht, F.L. (2019). Amassing rural power in the fight against fracking in Maryland: A report from the field. *Journal of Community Practice, 27*:3-4, 404-413.

1. How could the strategies used here be part of an ecojustice campaign in your own region?

2. The article theorizes that a “clearly perceived threat” is an important component of a successful anti-fracking campaign. How might that also apply to advocacy efforts in other arenas?
3. What potential ethical dilemmas might a social worker encounter when leveraging perceived threats to catalyze momentum?

12.6 Schusler, T., Krings, A. & Hernández, M. (2019) Integrating youth participation and ecosocial work: New possibilities to advance environmental and social justice. *Journal of Community Practice*, 27:3-4, 460-475.

1. Where can you draw strength to support your persistence toward environmental justice?
2. What 2-3 issues can you identify where environmental, racial, and social justice are explicitly linked, and how might your practice incorporate progress on those fronts?

12.7 Teixeira, S., Mathias, J. & Krings, A. (2019). The future of environmental social work: Looking to community initiatives for models of prevention. *Journal of Community Practice*, 27:3-4, 414-429.

1. What 2-3 takeaways stand out from the case studies examined here?
2. How might you apply one of those lessons to ecological prevention work in your own local area/issue context?