**School of Social Work**

**University of Maryland, Baltimore**

**525 West Redwood St.**

**Baltimore, MD 21201**

**SWOA 738/SWCL 738 FINANCIAL STABILITY FOR INDIVIDUALS, FAMILIES, AND COMMUNITIES**

**Instructors: Robin McKinney, MSW** (Director of the Maryland CASH Campaign)**, Christine Callahan, PhD, LCSW-C** (Research Assistant Professor, UMSSW Financial Social Work Initiative),and **Holly Mirabella, MSW** (Policy Intern, Maryland CASH Campaign)

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**Office hours: Fridays from 1-2 p.m. and other times by appointment**

**Course Description**

This course examines barriers to and opportunities for the financial stability of individuals, families, and the impact of low wealth in communities. The course uses a comprehensive approach examining social programs and direct practice interventions, financial services, and policies that can move individuals, families, and communities along the asset-building continuum. The impact of issues such as life stage, social class, and cultural background will be examined. Policy issues include savings, consumer protection, tax credits, public benefits, and innovative programs; practice issues include financial assessment and goal setting, financial coaching, and integrating financial interventions with traditional psychosocial interventions.

**Course Prerequisites for this Advanced Elective:** Completion of all foundation year courses, including first year placement.

**Course Objectives**

**Knowledge**

1. Students will understand the environmental and political systems that impact the financial health of individuals, families, and communities.
2. Students will understand the role of race and ethnicity in the creation of wealth inequalities in America.
3. Students will understand the role of a social worker in helping individuals, families, and communities to build wealth.
4. Students will understand the range of individual, family, and community practice interventions addressing financial stability and asset building within the larger framework of counseling and psychotherapy theories and approaches.
5. Students will understand the relationships between financial stability, assets, economic empowerment, and harm reduction and addiction models of care

# Skills

1. Students will be able to assess individual, family, and community assets, along with their financial well-being.
2. Students will be able to analyze and optimize their interlocking roles as social worker, counselor, case manager, and advocate (among others) in improving the financial security of individuals, families, and communities.
3. Students will be able to recognize and set appropriate and ethical boundaries that are in the best interests of the clients or communities and their goals.
4. Students will be able to increase their self-awareness and identify ethical values in financial social work.

**Attitudes**

1. Students will appreciate a comprehensive and multicultural approach to improving financial stability.
2. Students will understand their own financial beliefs and attitudes and how they impact their work with clients regarding issues of financial stability, wealth, and asset building.
3. Students will recognize innovative ways to increase financial stability and assets in individuals and communities

**Course Requirements and Grading**

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| **MACRO Assignments and Due Dates** | **Possible Points** | **Product and Due Dates** |
| Paper: Policy analysis and implementation in community setting | 15 | Product: 3-5 page paperDue date: October 21 |
| Project: Financial fitness workshop/event and MACRO process recording | 20 | Product: Completed event/workshop and 3-5 page analysisDue date: November 4 |
| Project: Financial PortfolioIncludes: * Financial genogram and analysis
* Credit report and analysis
* Income/expenses and analysis
* Short-term financial plan and reflection
 | 30 | Product: Portfolio components* Financial genogram and analysis: due September 23
* Income/expenses and analysis: due September 30
* Credit report and analysis: due October 14
* Short-term financial plan and reflection: in class November 11, final due with completed portfolio

Product: Completed portfolioCompleted portfolio due date: November 18 |
| Paper: Financial security for vulnerable communities | 25 | Product: 12-15 page paperDue date: December 9 |
| Attendance and Participation | 10 | Product: Attend all classes and be prepared to participate |

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| **CLINICAL Assignments and Due Dates** | **Possible Points** | **Product and Due Dates** |
| Paper: Policy application to practice in client setting with individuals and/or families | 15 | Product: 3-5 page paperDue date: October 21 |
| Project: Financial fitness workshop/event and case study with clinical process recording | 20 | Product: Completed event/workshop and 3-5 page analysisDue date: November 4 |
| Project: Financial PortfolioIncludes: * Financial genogram and analysis
* Credit report and analysis
* Income/expenses and analysis
* Short-term financial plan and reflection
 | 30 | Product: Portfolio components* Financial genogram and analysis: due September 23
* Income/expenses and analysis: due September 30
* Credit report and analysis: due October 14
* Short-term financial plan and reflection: in class November 11, final due with completed portfolio

Product: Completed portfolioCompleted portfolio Due date: November 18 |
| Paper: Financial security for vulnerable clients | 25 | Product: 12-15 page paperDue date: December 9 |
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**Course assignment descriptions**

**Policy analysis and application to practice - Earned Income Tax Credit.**

The Earned Income Tax Credit (EITC), which is available at the federal and state level in Maryland, helps keep working families above the poverty line. It does so by making low-wage employment more viable, allowing workers—especially those with dependent children--whose earned income meets certain eligibility requirements to claim a tax credit. Students will write a 3-5 page overview of the EITC. The paper should include recommendations for changes to the EITC in Maryland, and how this policy relates to social work.

* **MACRO:** Provide a general analysis of the EITC and its impact on a particular community along with recommendations on how the law could improve to positively impact community members. One example would be lowering the eligibility age to provide an incentive for youth to join the workforce. All papers must relate their analysis to social work.
* **CLINICAL:** Provide a description of how the EITC impacts clinical practice with a particular client group (individual and/or family) and recommendations for social workers to improve access to the credit. An example would be getting the word out to eligible clients.

**Financial event/workshop** is a community-based or school-based financial fitness event or workshop. This project can be done in groups with a combination of MACRO and CLINICAL students. Students will be able to create their own event/workshop or participate in existing opportunities provided by the instructor. Students will be involved in the event/workshop on activities including, but not limited to: program design, marketing and outreach, fundraising, direct service, evaluation, research, volunteer recruitment, and event management. Classes can be found at: [www.MDCashAcademy.org](http://www.mdcashacademy.org), [www.extension.umd.edu/money](http://www.extension.umd.edu/money), <http://www.mdbankers.com/financial_education/Programs_and_Events.aspx>, <http://www.fs-inc.org/services/programs/financial-wellness>. *We recommend attending a class as early as possible!*

**Process recording format:** <http://www.ssw.umaryland.edu/media/ssw/field-education/Field_Process_Recording.pdf>

* **MACRO:** Reflection must include assessment of community financial needs and the event/workshop’s ability to meet these needs. Please follow the format and questions in the MACRO process recording. The description should be thoughtful and analytical, not just a summary of what happened.
* **CLINICAL:** Reflection must include the impact of the event/workshop on an individual/family/ group. Please follow the format and questions in the CLINICAL process recording. The description should be thoughtful and analytical, not just a summary of what happened.

**Financial portfolio** includes an assessment of your financial values and behaviors, analysis of your credit report, analysis of your personal income and expenses, spending plan, and a short-term financial plan. This assignment will be completed through a combination of in-class and out of class exercises. The following assignments are included:

* Financial genogram and analysis
	+ Students will conduct an interview with a family member or person who influenced your financial decision-making to map relationships, money personalities, career choices, environmental or family contexts, and impact of financial decisions. After the interview, students will complete a 2-3 page reflection on the process, along with a detailed genogram depicting their family’s or influencers’ financial backgrounds. Additional details and instructions to be found on Blackboard and discussed during class.
* Credit report and analysis
	+ Students will pull their credit report using [www.annualcreditreport.com](http://www.annualcreditreport.com/). The report will be discussed in class, but will not be handed in to the professors. Students will complete a 2-3 page reflection addressing the following questions:
		- Was there anything that surprised you? If so, what and why?
		- Were there errors and, if so, what are your plans for dealing with them?
		- Did you have difficulties pulling it? What was the experience like?
		- Anything else about this assignment that you would like to share?
* Income/expenses and analysis
	+ Students will complete a personal monthly budget and write a 2-3 page reflection addressing the experience of tracking their income and expenses. Sample monthly and yearly budget sheets will be provided on Blackboard and can be used as templates.
* Short-term financial plan and reflection
	+ Students will use “SMART” Goals to develop a short-term financial plan in class. Once completed, students will write a 2-3 page reflection of the experience.

The **final paper** will focus on a financial issue or intervention and the affected populations. Example topics include: money wiring services located in low-income or high immigrant neighborhoods, self-efficacy in financial decision making, child support arrearage, financial education in schools, or racial inequities in mortgage lending. Students write a 12-15 page research paper on the topic. The paper should be double-spaced, 12-point font, standard APA citations. Topics must be pre-approved by instructor by Week 6. Please start researching your topic early to make sure there is sufficient research and perspectives in order to complete a 12-15 page paper. There will be a grade deduction for papers not meeting the page requirement.

* **MACRO:** The paper should explain the history of a financial issue or a proposed solution to an issue, the impact on a specific community, practice implications for working with communities of affected persons, and will identify any gaps in community practice, research, or policy. *The paper should end with recommendations for social workers in macro settings and diverse communities.*
* **CLINICAL:** The paper should explain the intervention (proposed or existing) and its theoretical underpinning(s), its utilization with specific client populations, and will identify any gaps in direct practice, research, or policy. *The paper should end with recommendations for social workers working with individuals and families in diverse direct practice social work settings.*

**Participation Grade**

Participation is an essential part of graduate education. You are expected to attend all classes and arrive to class on time. We will be noting attendance throughout the semester. If you know you are not going to be able to attend a class or you will be significantly late, it is your responsibility to contact the instructors in advance and to arrange to get notes from another student. You are still responsible for any assignments due.

Similar to employees who show up for work but fail to perform their jobs, students who show up to class, but do not prepare and participate are not really learning to their fullest capacity. You are expected to come to class prepared to discuss the topics and assigned readings. Your final participation grade will not only depend on your attending class, but will also include participation in discussions, debates, and other in-class and on-line communications/ discussions. Several activities/discussions will take place online using Blackboard. These assignments are just as important as the in-class assignments and discussions and will be graded accordingly.

Students are responsible for: 1) attending all classes, 2) being prepared to discuss main points in the readings, 3) handing in assignments on the due dates and in accordance with the NASW Code of Ethics for honorable and ethical conduct, 4) participating in group and class discussions and case studies related to the course topics. Should a student find it necessary to miss a class, it is the student’s responsibility to inform the instructors in advance and obtain the materials missed. Points will be deducted from class participation for unexcused absences.

**NOTE: A late paper will be marked down one-half grade for each day late. That is, an A- paper will receive a grade of B+ if handed in one day late, and a grade of B if handed in two days late**.

Papers are graded based on the students’ use and integration of original ideas supported with evidence from research, assigned and recommended readings, class discussion, and outside sources of information (i.e., journal articles, books, experts, etc.). Papers that are graded *exceptional* (i.e., an ‘A’ or higher) are those that go *beyond* feeding back class notes and readings. An exceptional grade demonstrates evidence of advanced conceptualization and critical analysis of the material.

**Grading Scale**

**97-100 = A+**

**93 - 96.9 = A**

**90 - 92.9 = A-**

**87 - 89.9 = B+**

**83 - 86.9 = B**

**80 - 82.9 = B-**

**77 - 79.9 = C+**

**73 - 76.9 = C**

**70 - 72.9 = C-**

**69.9 and under = F**

**For final grades, any grade below C- is registered as "F".**

***The following point equivalency is in effect:***

**A+= 4.33, *A= 4.0, A-= 3.67,* B+= 3.33, B= 3.0, *B-=2.67,* C+= 2.33, C= *2.0, C-= 1.67 (F= failure/need to repeat class)***

**Required Internet Access and E-Mail Account**

Each student is required to have a working UMNet e-mail account and access to the World Wide Web either through the University or a home account. Students must enroll during the first week of classes for Blackboard. You only need one account per academic year and should use the same account to access all web-enhanced courses. Students are strongly encouraged to check Blackboard at least once per week to stay abreast of reading assignments, online resources, discussions, and changes to the course schedule.

**Support Services**

If a student receives a grade of C or below on an assignment, he or she is strongly encouraged to make an appointment with the instructors to identify the problem and steps that can be taken to improve the student’s final grade. The student’s Academic Advisor is another resource. Tutoring and other support services are available through the Office of Student Services. While the instructors want to help students learn, it is it ultimately up to the student for his or her own personal learning; for obtaining any needed support services; and for managing time, energy, and priorities.

**Academic Integrity**

Academic integrity is a central value of the School of Social Work. Therefore, all academic dishonesty will be treated seriously, as described in the MSW Student Handbook.

**ADA Disclosure and Accommodation Requests**

Students with Disabilities: It is the policy and practice of the University of Maryland, Baltimore to create inclusive learning environments. If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with the Office of Educational Support and Disability Services (ESDS). For more information, visit <http://www.umaryland.edu/disabilityservices/>

To avoid any delay in the receipt of accommodations, you should contact ESDS as soon as possible. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Any student registered with ESDS is welcome to contact the instructors as soon as possible for assistance in coordinating the approved accommodation for this course.

For detailed information pertaining to disability services (policies and procedures), students can access the Student Handbook on the SSW website and access the Appendices Link and then click onto the documents titled Policy and Procedures for Students with Disabilities and UM Guidelines for Documenting a Disability.

**Attendance**

Students pursuing professional education are expected to attend all classes and to be on time to class. Your instructors will begin class on time and your participation is essential for your learning. If you are going to be significantly late or need to miss a class, please contact your instructors via email to let them know. It is your responsibility to get the information you missed from another student. Your instructors will be noting your attendance and participation. Participation in class is part of your final grade. If you are consistently late for class, you will be subject to losing participation points.

**Electronic Devices**

Students are expected to turn-off all cell phones and pagers during class – texting that is not related to class or an emergency will not be tolerated. Laptop computers are not allowed, unless the student gets special permission from the instructor to use this as a learning tool.

**SYLLABUS**

**Required text:** J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice*. New York, NY: Oxford University Press.

**Additional readings** can be found on e-reserve; the rest will be available on Blackboard.

**Class 1 – September 2, Individual or Family in System – Values, Beliefs, and Behaviors (Chris)**

* Exploring values and beliefs of the client and worker (strengths-based perspective)
* History of social workers and asset building
* Socio-economic Empowerment Assessment

**Readings**

* Kindle, P. (2010). Student perceptions of financial literacy: Relevance to practice. *Journal of Social Science Research, 36*, 470-481.
* Glasby, J. (2001). Money talks: The role of finance in social work education and practice. *Social Work Education*, *20*(4), 493-498.
* Stuart, P. H. (2013). Social workers and financial capability in the profession’s first half-century. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 44-61). New York, NY: Oxford University Press.
* Sherraden et al. (2016). Financial capability for all. Grand Challenges for Social Work: http://www.aaswsw.org/grand-challenges-initiative/

**Class 2 – September 9, Impact of family history and financial personality on behaviors (Robin)**

* Financial archetypes
* Family history and value creation (family systems theory)
* Ethical and professional boundaries (managing use of self)

**In class Assignment:** Money Habitudes

**Readings**

* Baek, E. & Hong, G. O. (2004). Effects of family life-cycle stages on consumer debts. *Journal of Family and Economic Issues*, *25*(3), 359-385.
* Mellan, Olivia. Money Personality Quiz. Retrieved from <http://www.moneyharmony.com/MHQuiz.html>
* Wang, P. (2005). What money type are you? *Money*, *34*(8), 89-90.

**Class 3 – September 16, Asset-Building Continuum over the Lifecycle (Robin)**

* Critical stages for individuals to build assets
* Critical stages for community asset development
* Assessment and problem solving process
* SWOA Community profiles
* SWCL Individual case studies

**Resources**

* Maryland CASH Campaign Asset Building Continuum
* McCullough, Heather (2006). Building Assets While Building Communities. Walter and Elise Haas Fund.<http://haassr.org/html/resources_links/pdf/buildingReport2006.pdf>

**Readings**

* Grinstein-Weiss, M., Spader, J., Yeo, Y. H., Taylor, A., & Freeze, E. B. (2011). Parental transfer of financial knowledge and later credit outcomes among low- and moderate-income homeowners. *Children and Youth Services Review, 33,* 78-85.
* McCallion, P., Ferretti, L. A., & Park, J. (2013). Financial issues and an aging population. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 139-155). New York, NY: Oxford University Press.
* Serido, J., Shim, S., & Tang, C. (2013). A developmental model of financial capability: A framework for promoting a successful transition to adulthood. *International Journal of Behavioral Development, 37*(4), 287-297.

**Class 4 – September 23, Impact of financial stressors on individuals, families, and groups (Chris)**

* Environmental influences (person in environment)
* Financial barriers
* Address emotional impacts due to financial stress (marital strife, parenting, depression)
* Motivational interviewing and exploring desire to change; barriers to change
* Harm reduction model and examination of addictions and the relationship with financial capability and economic empowerment, especially in populations at risk for risky behaviors

**In class assignment:** Analyzing your income and expenses. Please bring amount of monthly income and fixed expenses to class.

**Assignment Due:** Conduct interviews with family members/influential people and create a financial genogram to map relationships, personalities, background, context, and finances. (Details and instructions to be found on Blackboard.)

**Readings**

* Birkenmaier, J. & Curley, J. (2009). Financial credit: Social work’s role in empowering low-income families. *Journal of Community Practice, 17,* 251-268.
* “Financial Social Work” by Margaret Sherraden, Jodi Jacobson Frey, and Julie Birkenmaier from *Handbook of Consumer Finance* edited by Jin Xiao (2016).
* Berger, L., Fenaba, A., & McKinney, R. (2012, December 14). Center for Financial Security, University of Wisconsin-Madison. Webinar on Household Debt and Adult Depressive Symptoms. Retrieved from <http://www.youtube.com/watch?v=nwROZNBt5aY>
* Xiao, J.J, O’Neill, B. Prochaska, J.M. Kerbel, C.M., Brennan, P., & Bristow, B.J. (2004). A consumer education program based on the transtheoretical model of change. *International Journal of Consumer Studies, 28*(1), 55-65.
* Zimmerman, K. J. & Roberts, C. W. (2012). The influence of a financial management course on couples’ relationship quality. *Journal of Financial Counseling and Planning, 23*(2), 46-54.

**Class 5 – September 30, Impact of financial stressors on community members (Chris/Holly)**

* Business and mortgage divestment
* Impact of foreclosures and remedies
* Predatory lending
* Homelessness
* Living wage

**Assignment due:** Analysis of income and expenses.

**Invited guest speaker:** Civil Justice Network

**Readings**

* Birdsong, S., Despard, M., Greeson, J., Grinstein-Weiss, M., Quercia, R., & Yeo, Y. (2009). The impact of low- and moderate-wealth homeownership on parental attitudes and behavior: Evidence from the Community Advantage Panel. *Child and Youth Services Review,* *31*, 23-31.
* Carr, J., Anacker, K., & Mulcahy, M. (2011). *The foreclosure crisis and its impact on communities of color: Research and solutions.* Washington, DC: National Community Reinvestment Coalition.
* Karger, H. J. (2005). Part I: Overview of the fringe economy. In *Shortchanged* (pp. 3-38). San Francisco, Calif.: Berrett-Koehler Publishers, Inc.

**Optional websites**

* Baltimore Homeownership Preservation Coalition: <http://preservehomeownership.org/>
* Maryland Housing Counselors Network: <https://netforum.avectra.com/eWeb/StartPage.aspx?Site=MHCN>

**Class 6 – October 7, Impact of public policy on financial security (Robin)**

* Key public policies that historically impacted wealth creation – Social Security Act, Homestead Act, GI Bill, Aid to Families with Dependent Children (AFDC), Women, Infants, and Children (WIC), Head Start, Temporary Assistance for Needy Families (TANF)
* Key public policies that impact community wealth – Community Development Block Grant, Community Investment Tax Credit, New Market Tax Credit
* Impact on Native Americans, African Americans, Latinos, and Asian Americans

**Final paper topic due date: must be pre-approved by instructors**

**Readings**

* Nam, Y. (2008). Welfare reform and asset accumulation: Asset limit changes, financial assets, and vehicle ownership. *Social Science Quarterly*, *89*(1), 133-154.
* Sherraden, M. (2013). Building blocks of financial capability. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 3-43). New York, NY: Oxford University Press.
* Stoesz, D. (2013). Paradigms of anti-poverty policy. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 62-82). New York, NY: Oxford University Press.

**Class 7 – October 14, Financial service system (Robin)**

* Explore relevant roles for social workers (counselor/therapist/coach, broker, case manager, educator, advocate, organizer, navigator)
* Regulatory policies – Community Reinvestment Act
* Mainstream and alternative financial products, services, and institutions
* Online tools for individuals and families: Working with clients to pull and analyze credit reports, credit scores, budgeting resources, and other interventions/strategies.

**Assignment Due** – Pull your free credit report prior to class ([www.annualcreditreport.com](http://www.annualcreditreport.com/)) and calculate your weekly income and fixed expenses.

**Invited guest speaker** – Financial institution (Community Reinvestment officer)

**Readings**

* Caplan, M. A. (2014). Communities respond to predatory lending. *Social Work, 59*(2), 149-155.
* Collins, D. & Morduch, J. (2009). Financial services, saving, and borrowing among low- and moderate-income households: Evidence from the Detroit Area Household Financial Services Survey (pp. 66-96). In R. M. Blank & M. S. Barr, (Eds.). *Insufficient funds: Savings, assets, credit and banking among low-income households*. New York, NY: Russell Sage Foundation.
* Karger, H. J. (2003). No deals on wheels: Why the poor pay more for basic transportation. *Journal of Poverty,* *7*(4), 93-112.

**Class 8, October 21, Impact of race, gender, and culture on wealth creation (Robin)**

* [**A few article options**](https://docs.google.com/document/d/1SdQQrF7HSrebfxFW4PXUAzOF2d72BOu6zHPM0xeENac/edit)
* Diversity within racial and ethnic groups
* Racial equality tool-kit
* Community partnerships and taskforces

**Assignment due:** Policy analysis and implementation in community setting (3-5 page paper)

**Readings**

* Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R. M., & Adamson, R. (2006). Overview: The Roots of the Racial Wealth Divide. In *The Color of Wealth: The Story Behind the U.S. Racial Wealth Divide* (pp. 2-27). New York, NY: The New Press.
* Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R. M., & Adamson, R. (2006). Forged in blood: Black wealth injustice in the United States. In *The Color of Wealth: The Story Behind the U.S. Racial Wealth Divide* (pp. 73-176). New York, NY: The New Press.
* Otabor, C., & Gordon Nembhard, J. (2012). *The Great Recession and land and housing loss in African American communities: Case studies from Alabama, Florida, Louisiana, and Mississippi. Part 1: Home foreclosures* (Working Paper). Washington, DC: Howard University, Center on Race and Wealth. Retrieved from [http://www.coas.howard.edu/centeronraceandwealth/reports&publications/0512-great-recession-and-land-housing-loss-in-african-american-communities-part1.pdf](http://www.coas.howard.edu/centeronraceandwealth/reports%26publications/0512-great-recession-and-land-housing-loss-in-african-american-communities-part1.pdf)
* Robles, B.J. (2009). Exploring the wealth returns to Latino higher educational attainment: Estimates of work-life earnings profiles. *Journal of Hispanic Higher Education,* 8(5), 5-22.
* Wagner, K. (2013). Building financial capability of Native American households. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 207-227). New York, NY: Oxford University Press
* Yeung, W. J., & Conley, D. (2008). Black-White achievement gap and family wealth. *Child Development, 79*(2), 303–324. doi:[10.1111/j.1467-8624.2007.01127.x](http://dx.doi.org/10.1111/j.1467-8624.2007.01127.x)

**Optional websites**

* Annie E. Casey Foundation: Race Matters, Unequal Opportunities for Income Security and Family Economic Success: <http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx>
* United for a Fair Economy: Racial Wealth Divide <http://www.faireconomy.org/issues/racial_wealth_divide>

**Class 9 – October 28, Emergency and transitional populations (Chris)**

* Crisis theory/intervention
* Programs and Interventions – Financial education, public income supports, *Earn*Benefits, First Call for Help
* Products and resources – Free checking and savings, second chance checking, annual credit report
* Policies – Asset limits, benefit cliffs, bounce loans, tax credits

**Readings**

* Abbott, A. A. & Siegel, D. I. (2007). The work lives of the low-income welfare poor. *Families in Society*, *88*(3), 401-412.
* Dorfman, M. S. (2000). Understanding and influencing human behavior. *Journal of Financial Service Professionals,* *54(*3), 60-64.
* Ehrenreich. B. (2001). Introduction: Getting ready. In *Nickel and Dimed: On (not) getting by in America* (pp. 1-10). New York, NY: Henry Holt and Company*.*
* Ehrenreich. B. (2001). Scrubbing in Maine. In *Nickel and Dimed: On (not) getting by in America* (pp. 51-119). New York, NY: Henry Holt and Company*.*

**Class 10 – November 4, Financially stable individuals and communities (Chris)**

* Program – Financial education, financial and credit counseling, VITA, Family Self-Sufficiency, legal services
* Products – health insurance, debt management, credit builder or rebuilder loans, access to community capital
* Policies – consumer protection and regulation of credit and small dollar loans

**Invited guest speaker** – Sharon Baldwin, Baltimore CASH Campaign

**Assignment due:** Completed event/workshop and 3-5 page analysis

**Readings**

* Beverly, S. G. (2002). What social workers need to know about the earned income tax credit. *Social Work, 47*(3), 259-266.
* Birkenmaier, J., Curly, J., & Kelly, P. (2014). Matched savings account program participation and goal completion for low-income participants: does financial credit matter? *Journal of Social Service Research, 40*, 215-231.
* Brookings Institution. (2011). *Ten years of the EITC Movement: Making work pay then and now.* (Metropolitan Opportunity Series, Number 13 of 46). Retrieved from [www.brookings.edu](http://www.brookings.edu).
* Morduch, J. & Schneider, R. Spikes and dips: How income uncertainty affects households. Retrieved from <http://www.usfinancialdiaries.org>
* Scott, J. & Zhan, M. (2006). Financial management knowledge of the low-income population: Effects of a financial education program. *Journal of Sociology and Social Welfare*, 33 (1), 53-74.

**Class 11 – November 11, Individual asset ownership (Robin)**

* Program – Financial education, car ownership, homeownership, foreclosure prevention, entrepreneurship
* Products – Individual Development Accounts, Children’s Savings Accounts, flexible CDs, financial aid, refinance and “rescue” products
* Policies – Auto insurance pricing, program funding, credit reporting standards

**In class assignment:** Creating a short-term financial plan.

**Readings**

* Assets and Education Initiative. (2013). *Broadening the case for school savings to include economic outcomes* (Issue brief). University of Kansas School of Social Welfare.
* Robb, C. A. & Woodyard, A. S. (2011). Financial knowledge and best practice behavior. *Journal of Financial Counseling and Planning, 22*(1), 60-70.

**Class 12 – November 18, Community asset ownership (Robin)**

* Asset mapping
* Program – worker-owned cooperatives, microenterprise, collective ownership, resident investment
* Products – business equity products, community benefit agreements
* Policies – inclusionary zoning, housing vouchers

**Assignment due: Financial portfolio**

**Guest speaker examples** – Democracy Collaborative, Social Work Community Outreach Services, Film (PBS): [Faith, Hope, and Capital](http://www.pbs.org/capital/)

**Readings**

* Dubb, S. & Howard, T. (2012). *Leveraging anchor institutions for local job creation and wealth building.*  Institute for Research and Labor and Employment, University of California-Berkeley. Retrieved from [www.community-wealth.org](http://www.community-wealth.org).
* Kim, Y. (2012). Evaluations of women-centered U.S. microenterprise development programs. *Affilia, 27*, 71-83.
* Linton, K. F. (2013). Developing a social enterprise as a social worker. *Administration in Social Work, 37,* 458-470.
* Lombe, M., & Ssewamala, F. M. (2007). The role of informal social networks in micro-savings mobilization. *Journal of Sociology & Social Welfare,* 34(3), 37-51.
* McCullough, H. (2006). Building assets while building communities. Walter and Elise Haas fund. Retrieved from<http://haassr.org/html/resources_links/pdf/buildingReport2006.pdf>

**Optional websites**

* <http://www.socialdesign.org/assets/development.html>
* <http://www.community-wealth.org/>

**THANKSGIVING BREAK ON NOVEMBER 25**

**Class 13 –December 2, Increasing access for vulnerable populations (Chris)**

* Profile of working people with disabilities (physical and mental)
* Effective strategies for people with disabilities to build assets
* Community initiatives
* Policy implications

**Guest speaker examples:** National Disability Institute, MD Dept of Disabilities

**Readings**

* National Disability Institute. (2014). Financial Capability of Adults with Disabilities: Findings from the FINRA Investor Education Foundation 2012 National Financial Capability Study.
* Gray, K. A. & Villegas, S. (2012). The intersection of medical debt and predatory lending among Hispanics. *Social Work in Health Care, 51*(2), 173-181.
* Seifert, R. W. & Rukavina. M. (2006). Bankruptcy is the tip of the medical-debt iceberg. *Health Affairs, 25*(2), 89-92.
* National Disability Institute. (2008). *Building a better economic future: A progress report for people with disabilities and their families in America.* Retrieved September 12, 2009 from<http://www.ndi-inc.org/index.html>.

**Optional reading**:

* National Disability Institute: multiple initiatives addressing the unique financial service needs of people with disabilities <http://www.ndi-inc.org/initiatives.html>

**Class 14 –December 9, Family and community economic success in rural areas (Robin)**

* Profile of rural families and communities in Maryland
* Programs: matched savings for college access and small business development, car ownership, public transportation
* Products: Rural development and access to capital, stored value cards
* Policies: broadband expansion, infrastructure development

**Assignment due: Final paper**

**Guest speaker examples:** Rural Maryland Council

**Readings**

* Charles, P., Curley, J., & Grinstein-Weiss, M. (2007). Asset building in rural communities: The experience of individual development accounts. *Rural Sociology*, *72*(1), 25-46.
* Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R. M., & Adamson, R. (2006). Climbing the up escalator: White advantages in wealth accumulation. In *The Color of wealth: The story behind the U.S. racial wealth divide* (pp. 225-266). New York, NY: The New Press.

**Optional reading**

* Annie E. Casey Foundation practice briefs:

<http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RuralPracticeBriefs.aspx>

* Rural Maryland Council RuralStat: <http://www.rural.state.md.us/Resources/RuralStat.swf>

**Class 15 - December 16, Wrap-up**

**Guest speaker:** John Brothers, T. Rowe Price

Discussion of final papers

**Required Readings**

Abbott, A. A. & Siegel, D. I. (2007). The work lives of the low-income welfare poor. *Families in Society*, *88*(3), 401-412.

Adams, D. D. & Beverly, S. G. (2013). Low-income parents of preschool children: Financial knowledge, attitudes, behaviors, and ownership. In J. Birkenmaier, M. Sherraden, & J. Curley (Eds.), *Financial capability and asset development: research, education, policy, and practice* (pp. 108-128). New York, NY: Oxford University Press

Anderson, S. G., Scott, J., & Zhan, M. (2007). Improving the knowledge and attitudes of low-income families about banking and predatory financial practices. *Families in Society*, *88*(3), 443-452.

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Baek, E. & Hong, G. O. (2004). Effects of family life-cycle stages on consumer debts.

*Journal of Family and Economic Issues*, *25*(3), 359-385.

Banerjee, M. M., & Canda, E. R. (2012). Comparing Rawlsian justice and the capabilities approach to justice from a spiritually sensitive social work perspective. *Journal of Religion & Spirituality in Social Work, 31*, 9-31.

Batavia, A. I. & Beaulaurier, R. L. (2001). The financial vulnerability of people with disabilities: Assessing poverty risks. *Journal of Sociology and Social Welfare, 28*(1), 139-162.

Berger, L., Fenaba, A., & McKinney, R. (2012, December 14). Center for Financial Security, University of Wisconsin-Madison. Webinar on Household Debt and Adult Depressive Symptoms. Retrieved from <http://www.youtube.com/watch?v=nwROZNBt5aY>

Beverly, S. G. (2002). What social workers need to know about the earned income tax credit. *Social Work, 47*(3), 259-266.

Birkenmaier, J. & Tyuse, S. W. (2005). Affordable financial services and credit for the poor: The foundation of asset building. *Journal of Community Practice, 13*(1), 69-85.

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Birkenmaier, J. & Watson, S. (2005). Affordable financial services and credit for the poor: The foundation of asset building. *Journal of Community Practice, 13*(1), 69-85.

Birkenmaier, J. & Curley, J. (2009). Financial credit: Social work’s role in empowering low-income families. *Journal of Community Practice, 17,* 251-268.

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Carr, J., Anacker, K., & Mulcahy, M. (2011). *The foreclosure crisis and its impact on communities of color: Research and solutions.* Washington, DC: National Community Reinvestment Coalition.

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Charles, P., Curley, J., & Grinstein-Weiss, M. (2007). Asset building in rural communities: The experience of individual development accounts. *Rural Sociology*, *72*(1), 25-46.

Collins, D. & Morduch, J. (2009). Financial services, saving, and borrowing among low- and moderate-income households: Evidence from the Detroit Area Household Financial Services Survey (pp. 66-96). In R. M. Blank & M. S. Barr, (Eds.). *Insufficient funds: Savings, assets, credit and banking among low-income households*. New York, NY: Russell Sage Foundation.

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Dubb, S. & Howard, T. (2102). *Leveraging anchor institutions for local job creation and wealth building.*  Institute for Research and Labor and Employment, University of California-Berkeley. Retrieved from [www.community-wealth.org](http://www.community-wealth.org).

Eamon, M. K. & Zhang, S. (2006). Do social work students assess and address economic barriers to clients implementing agreed tasks? *Journal of Social Work Education, 42*(3), 525-542.

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Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R. M., & Adamson, R. (2006). Overview: The Roots of the Racial Wealth Divide. In *The Color of Wealth: The Story Behind the U.S. Racial Wealth Divide* (pp. 2-27). New York, NY: The New Press.

Lui, M., Robles, B. J., Leondar-Wright, B., Brewer, R. M., & Adamson, R. (2006). Land rich, dirt poor: Challenges to asset building in Native America. In *The Color of Wealth: The Story Behind the U.S. Racial Wealth Divide* (pp. 29-72). New York, NY: The New Press.

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