



## School of Social Work

### SWK 328: SOCIAL WELFARE POLICY AND SERVICES

Wednesdays at the Mesquite MPLX

9AM-12PM

**Instructor:** Amanda Houghton, LMSW, ACM

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**Office Hours:** By appointment only

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## Overview of Course

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### COURSE DESCRIPTION:

This practice is the foundation social welfare policy and services course for social work students. In the course, the student is expected to become acquainted with the social welfare institution and learn to analyze how its policies & services interact with other social forces in responding to social problems at all levels of client systems – from micro to mezzo and macro-level. The primary focus of the course is to emphasize examination of social policies and how they affect all levels of client systems, especially oppressed populations. Attention is given to the role of social welfare policy and policy practice in achieving social justice. Prerequisites: SWK 225, 250 and 275, PSCI 220, and HIST 122. Concurrent enrollment in SWK 322, 329, and 370 is required. Restricted to social work majors and social welfare minors.

### COURSE OBJECTIVE(S):

1. To develop students' understanding and knowledge of the basic organizational structures and services of the major social welfare programs in the U.S.
2. To develop students' understanding of how social policy and services impact social injustice and inequality, particularly for women and diverse minority groups, thereby

increasing students' awareness of how social policy can be effectively used as a mechanism for positive social change.

3. To increase students' understanding of the organizational context and various processes, including legislative, judicial, and administrative, by which social welfare programs are developed, implemented, and modified over time.
4. To enable students to develop the skills necessary to critically assess, analyze, and evaluate social and economic policies and programs, particularly as they affect disadvantaged populations, through the application of structured models of research and analysis.
5. To help students integrate their knowledge of societal values with social work values and ethics and understand how all of these affect social welfare policies and programs.
6. To develop students' abilities to demonstrate commitment to social work values and ethics and understand how all of these affect social welfare policies and programs.
7. To develop students' awareness of the political and economic forces impacting social welfare policies and services as a method to facilitate social justice.
8. To develop students' abilities to plan change strategies on behalf of clients at all levels of systems in ways that are responsive to relevant issues of oppression and diversity.

### **RELATIONSHIP TO OTHER COURSES:**

This course is an integral part of the foundation sequence in the program. It is the first exposure to the social welfare institution, its policies and services, which is essential to an understanding of the generalist and advanced generalist courses, as well as field practicum courses. This course provides a further in depth review of social issues and policy first introduced in SWK 225, 250, and 275.

### **PROGRAM GOALS:**

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

## **CORE COMPETENCIES**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

### **Practice Behaviors**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the ten competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Course content and assessment reflects the practice behaviors listed below:

2.1.2.3 Tolerates ambiguity in resolving ethical conflicts.

2.1.8.1 Is skilled at analyzing, formulating and advocating for policies that advance social well-being

2.1.8.2 Is skilled at collaborating with colleagues and clients for effective policy practice

2.1.9.2 Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

# Course Structure

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## Texts and Associated Materials

**Required Textbook:** DiNitto, D.M. (2015). Social Welfare: Politics & Public Policy (8th edition). Boston: Allyn& Bacon.

## Overview of Course Assignments

### POLICY ON DUE DATES:

All assignments are due, uploaded to the appropriate submission folder on D2L Brightspace. No late work will be accepted, unless exigent circumstances exist. I decide what qualifies as an exigent circumstance. Valid proof of medical emergencies, etc. will be requested. Wifi and computer troubles have nothing to do with this course. There are plenty of other options available to prevent those or overcome those. Please do not email me to tell me you are having computer troubles. Go to Starbucks, the library, get another computer, etc. If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time when it is due, otherwise it is considered late.

There will be **NO MAKE-UP EXAMS** offered without a valid reason for missing the exam. You will need to be in class on the day of examinations.

### READING AND WORKSHEETS

**You are expected to read each chapter in this book.** Each chapter of this book will have an assigned worksheet. Each worksheet is due, uploaded to its appropriate submission folder on Brightspace at the beginning of class, prior to that chapter being discussed (see syllabus). I will not accept a hard copy, so please do not bring it to class. The purpose of the worksheet is to prepare you to participate in the discussion. Failure to complete all 12 worksheets will result in a deduction of 10 points from the final grade. Welfare policy is something that ALL social workers need to be familiar with and know before they go out into the field. It must be taken seriously. You will use what you learn in this class throughout your whole career.

### POLICY ANALYSIS PAPER (100 pts.)

Students are to analyze a federal or state social welfare policy and write a scholarly 10-12 page analysis that addresses the following areas: introduction, description of the problem that necessitated the policy, historical background of the policy, policy description, and policy analysis. Papers will be graded on both content and quality of writing. Written work for this class must be in APA style using 12-point font Times Roman or other acceptable font. Proper in-text citation under APA guidelines is expected and required. Work that is not cited properly will be deemed conjecture and will not receive any credit. There should be a minimum of 10 references used which **MUST** be scholarly works or government documents. **DO NOT USE WEB**

**ARTICLES OR NEWS STORIES.** You may only use your text as a source for identifying relevant sources, but NOT as a direct source or citation. Grading criteria for written work includes: thoroughness, logical development of points, clarity of written expression, application of scholarly research, and appropriateness of information presented as it relates to topic chosen. It is important to demonstrate your ability to do research at the library, to critically analyze various positions, comparing and contrasting strengths and weaknesses, and presenting facts in a manner persuading the reader to his/her own conclusions. In conducting scholarly research, sources included should cover legislation and/or public documents, books and journal articles. The policy analysis paper offers students the opportunity to demonstrate critical thinking skills in the policy practice arena, to demonstrate ability to analyze a policy problem, to discuss a range of policy solutions, and to recognize the extent to which policies may oppress, marginalize or enhance the privilege, power and wellbeing of its target population.

 **FOLLOW THE RUBRIC, FOLLOW THE RUBRIC, FOLLOW THE RUBRIC** 

**Policy Paper Is Due On November 20<sup>th</sup>. It must be uploaded To APPROPRIATE Submission Folder On D2L Brightspace.**

### **EXAMS (100 pts. each)**

There will be 3 exams across the semester.

Exam #1 – Chapters 1 through 4

Exam #2 – Chapters 5 through 8

Exam #3 – Chapters 9 through 12

### **Grading Scale**

Grades will be awarded on the following basis:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 59 or below of possible points

### **Final Points Grading Scale**

360-400 points	A	
319-359 points	B	3 Exams @ 100 points each: 300 points
278-318 points	C	<u>Policy Paper: 100 points</u>
237-277 points	D	<b>Total possible points: 400 points</b>
196-236 points	F	

# Student Rights and Responsibilities

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"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

## **Student Rights**

### *As set forth in Texas A&M University System Policy 13.02*

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

### *Students with Disabilities*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library - Room 162  
Phone (903)886-5150 or (903) 886-5853  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

## Students Responsibilities

### Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<b><u>Weekly</u></b> <b><u>(class meets</u></b> <b><u>1X week)</u></b>	<b><u>Up to 2</u></b> <b><u>absences: No</u></b> <b><u>Penalty</u></b>	<b><u>3 absences: 1</u></b> <b><u>letter grade drop</u></b>	<b><u>4 absences: Class grade of "F"</u></b>	
<b><i>Bi-Weekly</i></b> <b><i>(class meets</i></b> <b><i>2X week)</i></b>	<b><i>Up to 3</i></b> <b><i>absences: No</i></b> <b><i>Penalty</i></b>	<b><i>4 absences: 1</i></b> <b><i>Letter grade</i></b> <b><i>drop</i></b>	<b><i>5 absences: 1</i></b> <b><i>Letter grade</i></b> <b><i>drop</i></b>	<b><i>6 absences:</i></b> <b><i>Class grade of</i></b> <b><i>"F"</i></b>
<b><i>Summer 10-</i></b> <b><i>week</i></b>	<b><i>Up to 1</i></b> <b><i>absence: No</i></b> <b><i>Penalty</i></b>	<b><i>2 Absences: 1</i></b> <b><i>Letter grade</i></b> <b><i>drop</i></b>	<b><i>3 absences: Class grade of "F"</i></b>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via D2L BrightSpace, students must log in and complete assignments as required in the course. Not logging onto D2L BrightSpace (monitored by the instructor) and completing assignments online during the required time

is the equivalent of an absence for each week this occurs.

**Final Evaluation and Grade Depends on both Classroom attendance and Participation**

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

**Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and *National Association of Social Workers' (NASW) Code of Ethics*.

**University Code of Conduct** located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

**Department Code of Conduct**

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)*

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each



social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp> ) on the NASW website: <https://www.socialworkers.org>

### **Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Plagiarism and Academic Dishonesty**

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Academic Dishonesty

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

*A student how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.*

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.

- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of

			<p>June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA](#)

web site <http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing.

Ensure that you download the free versions of the following software:

- [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
- [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
- [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
- [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office.

Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student

needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

### **Brightspace Support**

#### **Need Help?**

#### **Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



#### **System Maintenance**

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

#### **Class Schedule**

<b>Week</b>	<b>Date</b>	<b>Course Events</b>	<b>Chapter</b>	<b>Notes</b>
<b>1</b>	August 28	Introduction Overview of social welfare policy; Influence of politics and rationalism on social welfare policy	Preface	
<b>2</b>	September 4	Politics and Policymaking Process	1	Chapter 1 wkst due
<b>3</b>	September	Analyzing, Implementing, and	2	Chapter

	11	Evaluating Social Welfare Policy		2 wkst due
4	September 18	Politics and the History of Social Welfare Policy	3	Chapter 3 wkst due
5	September 25	Ending Poverty: Is It an Issue Anymore?	4	Chapter 4 wkst due
6	October 2	<b>Exam #1</b> Preventing Poverty: Social Insurance and Personal Responsibility	5	<b>Exam #1</b> <b>Chs. 1-4</b> Chapter 5 wkst due
7	October 9	Disability Policy: Embracing a Civil Rights Perspective	6	Chapter 6 wkst due
8	October 16	Helping Needy Families: An End to Welfare as We Knew it	7	Chapter 7 wkst due <b>PP Secs. II and III due*</b>
9	October 23	Providing Healthcare: Can All Americans be Insured?	8	Chapter 8 wkst due
10	October 30	<b>Exam #2</b> <u>Review PP Secs. II and III</u>		<b>Exam #2</b> <b>Chs. 5-8</b>
11	November 6	Preventing Poverty: Education and Employment Policy	9	Chapter 9 wkst due
12	November 13	Providing Social Services: Help for Children, Older Americans, and Individuals with Mental and Substance Use Disorders	10	Chapter 10 wkst due
13	November 20	The Challenges of a Diverse Society: Gender and Sexual Orientation	11	Chapter 11 wkst due <b>Policy Paper Due</b>
14	November 27	<b>Thanksgiving Holiday</b>		No Class
15	December 4	The Challenges of a Diverse Society: Race, Ethnicity and Immigration	12	Chapter 12 wkst due
16	December	<b>Exam #3</b>		<b>Exam #3</b>

	11			<b>Chs.9-12</b>
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\* Policy Paper Sections II & III are due for feedback and comments on progress towards your final paper. This is intended to help you get started on writing your paper and provide you with useful feedback before your paper is due. (10 points).