School of Social Work

SWK 328: SOCIAL WELFARE POLICY AND SERVICES

TUESDAYS & THURSDAYS

W 9:00-12:00 HYBRID

Instructor: April Daugherty LMSW
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Office Hours: By appointment
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Texas A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

Overview of Course

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 compromise 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

TEXTS AND ASSOCIATED MATERIALS

Required Textbook:

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

     Publication manual of the American Psychological Association (2019) 7th ed. Washington, DC: American Psychological Association

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. You will need to submit electronically, before or at the beginning of the class time in which they are due, otherwise it is considered late.

There will be **NO MAKE-UP EXAMS** offered. You will need to be in class on the day of examinations.

READING AND WORKSHEETS

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 when that chapter will first be discussed. Failure to complete all 12 worksheets will result in a deduction of 10 points from the final grade. **You are expected to read each chapter in this book.** Welfare policy is

something that ALL social workers need to be familiar with and know before they go out into the field and you should take it seriously. You will use it throughout your whole career.

POLICY ANALYSIS PAPER (100 pts.)

Students are to analyze a <u>federal or state social welfare policy</u> 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. **<u>DO NOT USE WEB ARTICLES OR NEWS STORIES.</u> 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 their ability to analyze a policy problem, discuss a range of policy solutions, 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 12th Uploaded To Appropriate Submission Folder On D2L Brightspace.

ENGAGEMENT - TO BE DETERMINED

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

450-500 points	A	Engagement	100 points
399-449 points	B	3 Exams @ 100 points each:	300 points
348-398 points	C	Policy Paper:	100 points
297-347 points	D	**Total possible points:**	**500 points**
000-296 points	F		

Student Rights and Responsibilities

"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
Email: StudentDisabilityServices@tamuc.edu

    a. Notify instructor of course/s needing accommodations

    b. YouSeeU Sessions

        i. Hire transcriptionist

        ii. Information needed from the instructor:

            1. Format used-YouSeeU, Adobe Connect, Other

            2. Link to live sessions

            3. The dates of the live sessions (1/24/2018, 1/31/2018 etc.)

            4. The day of the week of the live sessions (every Tuesday)

            5. The time of the live sessions (6:00-9:00pm)

<u>**Students Responsibilities**</u>

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 engage in class, reflecting responsibility, inherent in the development as a social work professional.
>
> ➢ 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.

> ➢ <mark>**<u>Student Engagement is Defined as the Following:</u>**</mark>

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills. Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter this semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you MUST reach out to your instructor and let him or her know.

➢ ***Final Evaluation and Grade Depends on both Course Engagement and Completion of Assignments.***

 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.

Engagement activities are defined as active participation in live synchronous classroom instruction; active involvement in interactive group projects; participation in asynchronous discussions and other opportunities for peer to peer interaction, faculty to student interactions and interaction outside of classroom expectations (such as interviewing a social worker for an assignment) among other possible venues. One half of the students' grade will be based on their level of engagement throughout the course. Example:

Student A – earns 95% of possible points across the assignments

Student A – engaged in 75% of engagement activities provided throughout the course

Student A final grade: 95%+75%/2 – 85% (B) for the course.

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 **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
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/
  - Adobe Flash Player _(version 17 or later)_ https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time 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.

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.

Tentative Class Schedule

Week	Date	Course Events	Chapter	Notes
1	August 26	Introduction Overview of social welfare policy; Influence of politics and rationalism on social welfare policy	Preface	
2	Sept 2	Politics and Policymaking Process	1	Chapter wkst due
3	Sept 9	Analyzing, Implementing, and Evaluating Social Welfare Policy	2	Chapter wkst due
4	Sept 16	Politics and the History of Social Welfare Policy	3	Chapter wkst due
5	Sept 23	Ending Poverty: Is It an Issue Anymore?	4	Chapter wkst due
6	Sept 30	**Exam #1**		**Exam #1 Chs. 1-4**
7	Oct 7	Preventing Poverty: Social Insurance and Personal Responsibility	5	Chapter wkst due
8	Oct 14	Disability Policy: Embracing a Civil Rights Perspective	6	Chapter wkst due
9	Oct 21	Helping Needy Families: An End to Welfare as We Knew it	7	Chapter wkst due
10		Providing Healthcare: Can All Americans be Insured?	8	Chapter wkst due
	Oct 28	**Exam #2**		**Exam #1 Chs. 5 - 8**

11	Nov 4	Preventing Poverty: Education and Employment Policy	9	Chapter wkst due
12	Nov 11	Providing Social Services: Help for Children, Older Americans, and Individuals with Mental and Substance Use Disorders **POLICY PAPER DUE**	10	Chapter wkst due
				Policy Paper Due
13	Nov 18	The Challenges of a Diverse Society: Gender and Sexual Orientation	11	Chapter wkst due
		The Challenges of a Diverse Society: Race, Ethnicity and Immigration	12	Chapter wkst due
14	Nov 25	**Thanksgiving Break-No Class This Week**		
15	Dec 2	**Exam #3**		**Exam #3 Chs. 9-12**

* 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). DATES TBD