



SWK 2362: Social Welfare

Summer 2023

INSTRUCTOR INFORMATION

Instructor: **Leon Theodore**

Office Location:

Office Hours: **Virtual by Appointment**

University Email Address: Leon.Theodore@tamuc.edu

Preferred Form of Communication: **Email**

Communication Response Time: **2 business days**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Segal, E. (2016). *Social welfare policy and social programs: A values perspective*.

(4th ed.). Cengage.

Software Required: **NONE**

Optional Texts and/or Materials: **NONE**

Course Description

This course offers a historical and contemporary examination of legislation and resulting programs, policies and services in the context of the social welfare system in the United States. Special attention is given to the political, economic, environmental and social conditions that prompted the development of legislation to meet the needs of the vulnerable populations. Societal responses to legislation are also considered. Through examination of the programs, policies and services in the context of the welfare system in the United States, this course examines the

theoretical basis for understanding groups, organizations, and communities. Emphasis is placed on providing students with theoretical knowledge, which can then be applied to assessing, and intervening with mezzo and macro client systems. Systems theory is utilized as a framework for understanding interactions between and among social units.

Relationship to Other Courses:

This pre-requisite course prepares students for continued study in Social Welfare Policy and Social Issues and serves as an essential foundation for all areas of Generalist Social Work Practice.

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

Student Learning Outcomes

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. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Assignment/Assessment	Dimensions
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		
Students will apply their understanding of social, economic, and environmental justice to advocate for human	Social Welfare Policy Letter	Knowledge, skills

rights at the individual and system levels		
Students will engage in practices that advance social, economic, and environmental justice	Social Welfare Policy Letter and online discussions	Knowledge, skills, values
Competency 5: Engage in Policy Practice		
Students will identify social policy at the local, state, and federal level that affects well-being, service delivery, and access to social services	Social Welfare Policy Letter	Knowledge, skills
Students will assess how social welfare and economic policies impact the delivery of and access to social services	Social Welfare Policy Letter; Documentary	Knowledge, skills, values
Students will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Social Welfare Policy Letter; Documentary	Knowledge, skills, values

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, If you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.

9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Evaluation for course grades are according to the following formula:

ASSIGNMENT:	Points:
3 Online Discussions	75
Social Welfare Policy Letter	50
Documentary Reflection Paper	100
Total	225

Assessments

DUE DATES:

All Assignments are due in D2L by the due date. I will not be able to accept late work.

As social work students, you will have many deadlines in practice that you will be expected to meet. Many times not meeting deadlines can result in having an adverse effect on your clients' lives. It can also result in termination in employment. The School of Social Work feel it is good to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful not only in this course, but also in the practice setting.

Thank you for understanding and your willingness to take the first step toward your own success.

ASSIGNMENT I :

DISCUSSIONS (75 points total- 25 points each)

You are expected to read each chapter in this book. There will be (3) Discussion Prompts throughout the semester. You will read the Chapter and answer the Discussion prompt by Wednesdays of the week the discussion is assigned by 11:59pm (Initial Post) and respond to at least two (2) classmates by Saturdays at 11:59pm of the same week. You must post initial post by Wednesday or no points will be awarded. The purpose of the Readings and Discussions is to prepare you to participate in the discussion and to serve as a study guide for your midterm and final. Social Welfare 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.

Assignment II:

SOCIAL WELFARE POLICY LETTER – (50 points)

Choose a social welfare issue discussed in class. Prepare a letter to an elected official regarding your chosen social welfare issue. You are not required to actually send the letter; however, it must demonstrate the appropriate format and content.

Additional information is located in Appendix A of the syllabus. Example papers are located in D2L.

Assignment III:

Documentary Reflection Paper- (100)

Analyze the social welfare policy issues presented in a current documentary that presents the impact of social welfare policies and programs on people's day-to-day lives. Additional information is located in Appendix B of the syllabus. Documentary options are located in D2L.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

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LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. Instructor will respond to email queries within two business days.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. Instructor will respond to email queries within two business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03)

Undergraduate Student Academic Dishonesty Form

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

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. 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 may include, but are not limited to participation in 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 of the time set during a semester by the instructor.

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

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>

University Code of Conduct *located in the Student Guidebook 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

Appendix A: Rubric and Instructions for Social Welfare Policy Letter

Social Welfare Policy Letter

Choose a social welfare issue discussed in class. Prepare a letter to an elected official regarding your chosen social welfare issue. You are not required to actually send the letter; however, it must demonstrate the appropriate format and content. Please keep in mind that you don't have to present yourself as an expert. One of the purposes of advocacy letters is to ask questions, raise problems, discuss issues.

- 1-2 Pages Double Spaced, 12pt font, Times New Roman, 1" margins

Guidelines for writing advocacy letters:

1. Select a social welfare policy issue to address in a letter to your elected official
2. You must address the letter to the elected official in your voting district
3. In the letter, you should identify yourself as a student taking a social welfare course.
4. State clearly what you would like your reader to do.
5. Explain *briefly* why you think he/she should do this. Help your reader understand the need for action on his/her part.
6. If the action you are requesting would require the reader to contact you, provide your telephone number, fax number, and/or e-mail address.

Social Welfare Policy Letter Rubric

Area of Focus	Specifics for Grading	Points Available	Points Earned
Introduction	Introduce yourself, introduce the issue, and introduce who is impacted by this issue (identified population).	5	
Body of the Letter	A. Give an overview of the policy; provide enough information for the reader to have a clear picture of the policy at hand. Give details, and cite your references.	20	
	B. Provide two specific examples of how this policy impacts the identified population.	15	
Conclusion	Follow-up- the last paragraph should tell your elected official that you look forward to meeting with them to discuss the identified issue and that you will call their local office to schedule a meeting. As a closing, invite the legislator to contact you for further information.	5	
Grammar and Clarity	Grammar, spelling, use of academic tone vs. conversational tone (do not write how we speak), cite your references. (APA)	5	

****Three example letters are located in D2L****

Appendix B: Documentary Reflection Paper Rubric & Instructions

Analyze the social welfare policy issues presented in a current documentary that presents the impact of social welfare policies and programs on people's day-to-day lives.

Documentary Reflection Paper Instructions:

Develop a 2-3 pages paper that addresses:

- What social problems are identified in the documentary? –
- What are the major social welfare policy issues related to the content of the documentary?
- What social values are critical?
- What are the implications for future social welfare policy and social work practice?
- *Do not use the first person in this written assignment.*
- *Documentary options are provided in D2L*

<u>Documentary Reflection Paper Rubric</u>			
Area of Focus	<u>Specifics for Grading</u>	Points Available	Points Earned
Introduction (Heading)	The purpose of the paper is presented fully, professionally and clearly. Include purpose statement and thesis.	10	
Social Problem (Heading)	Identify and explain the social problems identified in the documentary	20	
Policy Issues (Heading)	Discuss the major social welfare policy issues related to the content of the chosen documentary	20	
Social Values (Heading)	Discuss why social values are critical	20	
Conclusion (Heading)	Summation of paper and discuss implications for future social welfare policy and future social work practice.	20	
Grammar	No 1 st person, grammar, spelling, use of academic tone vs. conversational tone (do not write how we speak), cite your references. (APA)	10	

COURSE OUTLINE/SCHEDULE

Weeks/Dates	Zoom Meeting Dates	Topics	Assignments
Week 1 June 5-11	Zoom Thursday, June 8 @ 7pm	INTRODUCTION – Course Overview Introduction- Course Overview What is social welfare? Why study social welfare policy? Values and beliefs as the cornerstone of social welfare policy in America HISTORICAL FOUNDATIONS OF SOCIAL WELFARE AND THE SOCIAL WORK PROFESSION Colonial Period - Elizabethan Poor Laws Industrialization Progressive Era - Settlements & Charity Organization Societies New Deal Era - Social Security Act Post WW II Social Reform - Anti-poverty programs Retrenchment – Social welfare pull-back from the 1970s through the 1990s The new century – Impact of the recession Emergence of social needs and policy responses – health Insurance and the Affordable Care Act, and immigration reform through Executive Action Policies divided by political parties, contested through the courts	Syllabus Review Read Chapter 1-2 Lecture Video D2L
Week 2 June 12-18		CONCEPTUAL FOUNDATIONS OF SOCIAL WELFARE POLICY Ideologies of the social welfare system Theories of social welfare evolution Paradigms of the social welfare system ANALYZING AND RESEARCHING SOCIAL WELFARE POLICIES Dynamics of social welfare policy development. How is social welfare policy created? Models for social welfare policy analysis Critical theory model Applications of the critical theory model Researching public policies	Read Chapters 3 and 4 & watch lecture video Discussion 1 due 6/18 @ 11:59pm
Week 3 June 19-25	Zoom Thursday, June 22 @ 7pm	DELIVERY OF SOCIAL WELFARE SERVICES The professionalization of social welfare services Invisibility of government role in social welfare Public and private providers Forms of social welfare assistance. Relevant values and beliefs	Read Chapters 5 and watch lecture video
Week 4 June 26-July 2		SOCIAL JUSTICE AND CIVIL RIGHTS Barriers to social justice and civil rights Human rights The US Constitution History of voting rights Protection from discrimination and oppression	Read Chapter 6 and watch lecture video

		Progress over history, but still gaps Conflicting values and beliefs	discussion 2 due 7/2 @ 11:59pm
Week 5 June 3-July 9		POVERTY AND ECONOMIC INEQUALITY Official definition of poverty - poverty line Absolute vs. relative poverty Contributing factors to poverty Antipoverty policies and programs. Programs to ensure economic stability Program providing in-kind support Relativity of poverty in light of economic downturn impact Conflicting values and beliefs ECONOMICS, EMPLOYMENT, BUDGETS, AND TAXES Importance of economics to social work Key economic concepts Major economic social welfare programs Federal budget Corporate America and the workforce Economic downturn of 2007- 08 Conflicting values and beliefs	Read chapters 7 & 8 and watch lecture videos & complete discussion 3 due 7/9 @ 11:59pm
Week 6 July 10-16	Zoom Thursday, July 13 @ 7pm	SOCIAL INSURANCE The Social Security Act Social Insurance Public Assistance The future – Is Social Security solvent? Conflicting values and beliefs AGING AND SOCIAL WELFARE POLICIES AND PROGRAMS History of social welfare policies related to aging. Financial security Health care Political Power	Read Chapters 9 and 10, watch lecture video & complete
Week 7 July 17-23		SOCIAL WELFARE POLICIES AND PROGRAMS AFFECTING CHILDREN AND FAMILIES The child welfare system Historical development of child and family policy Major federal programs providing services to children and families. Emerging social concerns	Read Chapter 11 and watch lecture video Social Welfare Policy Letter Due 7/23 @ 11:59 pm
Week 8 July 24-30	Zoom Thursday, July 27 @ 7pm	HEALTH CARE POLICY AND PROGRAMS Overview of health care policy Overview of mental health care policy Major health programs The Affordable Care Act – how emerging health policy concerns	Read Chapter 12 and watch lecture video
Week 9 July 31- August 6		US SOCIAL WELFARE AND INTERNATIONAL SOCIAL WELFARE POLICY History of US in relation to international populations Immigrants and refugees Globalization Border policies US compared to other nations	Read Chapter 13 & watch Lecture Video Documentary Reflection Paper Due 8/6 @ 11:59 pm

<p>Week 10 August 7-10</p>		<p>POLICY PRACTICE AND THE IMPACT OF SOCIAL WELFARE POLICY Why is social welfare policy important to us? The power of social welfare policy to effect change. Changing social welfare policy. Policy practice Advocacy Promoting social justice through social welfare policies Social empathy</p>	<p>Read Chapter 14 and watch video lecture</p>
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