Locator Information:
Instructor:
Course Number and Name: SWRK 340 Social Welfare Policy I
Semester Hour of Credit:
Day/Time Class Meets:
Email:
Class Location Building:
Office Phone:
Fax: (910) 672-1755
Office Location:
Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.
Course Description:
This course is the first of a two course policy sequence. This course focuses on social welfare legislation and the policies, programs and services that flow from such legislation. Students analyze social welfare policy within the context of the social and political milieu which spawns social welfare legislation. Policy I identifies how values from social to personal influence the formulation of social welfare policy. Consideration of definitions and theories on poverty is viewed from both the USA and a global perspective. Social and economic justice for people from diverse backgrounds and those who may be oppressed is discussed.

BSW Program Mission:
The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

BSW Program Goals:

1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with emphasis on rural and military social work
2. To develop social workers who advance and promote social justice
3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.
4. To inculcate in students respect for diversity and an appreciation of difference as they prepare for service in a multicultural society and global community.
5. To produce social workers who will be effective consumers and producers of research for evidence based practice
6. To produce students who will embrace the concept of lifelong learners
Course Core Competencies and Related Practice Behaviors (Course Outcomes):

<table>
<thead>
<tr>
<th>Competencies (2008 EPAS)</th>
<th>Practice Behaviors</th>
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</thead>
<tbody>
<tr>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
<td>16. Understand the forms and mechanisms of oppression and discrimination</td>
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<tr>
<td></td>
<td>17. Advocate for human rights and social and economic justice</td>
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<tr>
<td></td>
<td>18. Engage in practices that advance social and economic justice</td>
</tr>
<tr>
<td>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>23. Analyze, formulate, and advocate for policies that advance social well-being</td>
</tr>
<tr>
<td>Educational Policy 2.1.10(c)—Intervention</td>
<td>33. Negotiate, mediate, and advocate for clients</td>
</tr>
</tbody>
</table>

Required Textbook:


Publication Manual of American Psychological Association:


**RECOMMENDED INTERNET RESOURCES:**

National Association of Social Workers: http://www.naswdc.org
Parliamentary Procedures: www.parli.com
State Policy: www.statepolicy.org
COURSE OBJECTIVES:

This course will address the following knowledge, values and skills objectives:

A. Knowledge Objectives

1. Understand and interpret the historical development, philosophical, ideological political, economic and social antecedents of social welfare policy, services and programs.

2. Understand how policies are made at national, state, and agency levels.

3. Utilize a generalist framework for identifying and describing the formal and informal structure and dynamics of social service agencies and organizations in rural, urban and military settings.

4. Identify strengths and limitations of social policies through research and use findings for formulation of alternative policies.

5. Develop an appreciation for meeting the needs of rural and military populations

B. Values Objectives

1. Critically evaluate how poverty, discrimination, oppression, social and economic injustice, and other social problems and policies may have an impact on vulnerable populations with emphasis on those distinguished by the characteristics of race, color, gender, age, religion, marital status, physical and mental ability, national origin, sex, sexual orientation, or other characteristics that put them at risk.

2. Gain an understanding of the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice

C. Skills Objectives

1. Utilize critical thinking skills to analyze policies, services and service delivery structures on local, state, national, and international levels.

2. Analyze and understand the roles that professional and personal values and ethics play in the formulation, implementation and delivery of social services.

3. Identify and demonstrate skills in analyzing social policies and conceptualize feasible modes to responding to social problems

4. Critically evaluate and use appropriate theoretical frameworks to analyze policies, services and service delivery structures.

5. Understand and begin developing policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate and advocate for policies that are consistent with social work values.
Course Domain: How this Course Relates to the Rest of the Curriculum

Whereas Policy I addresses the history of social welfare policy, and related social welfare services, Policy II provides a framework for analyzing and evaluating social welfare policies with regard to intent, impact, and outcomes.

Teaching Strategies:

Research indicates that learning among adults occurs when cognitive, affective and experiential methods are utilized concurrently in the learning process. In order to provide the optimum learning experience, a variety of methods will be used.

A. Cognitive Methods

This course may utilize such methods as assigned readings, classroom handouts, lecture materials, PowerPoint presentations, videos, and classroom discussions to foster student learning.

B. Affective Methods

This course may utilize such methods as classroom discussion, small group discussion, and individual exercises that accompanies this course, tied to each chapter that provide an opportunity to apply textbook knowledge in a variety of formats. The students will have to identify their values and see where they “fit” on the continuum from conservative to liberal.

C. Experiential Methods

The students will complete one application assignment, which is a written assignment where they will track a piece of legislation through Congress. They will track legislation that is currently supported by NASW or CSWE. They will be required to contact either their federal Senator or Representative’s office, write a letter or e-mail noting their stance, and will respond to a series of questions that identifies how the bill is progressing. This hands on experience will be an active learning experience that will hopefully excite them about the political process and their opportunities to become a change agent.

Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACT) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); (910) 672-1203

Attendance and Class Participation Policy

Please refer to the FSU Student Catalog for the Undergraduate Attendance Policy. Regular class attendance is required, and full participation all class activities is expected. Participation means that you are engaged with the current task of the class. You are also expected to arrive for class on time. Special policies for tardiness and attendance will be discussed and established on the first day of class. If you
miss three classes you will automatically lose five points from your final grade. If you are sick or have any other emergency that causes you to miss class you are to inform the professor by calling before class. If you are sick you should have appropriate official documentation. The same applies for military related absences.

If you must leave class early you must be excused by the professor at the beginning of class and/or this can count as a portion of a missed class, portions of missed classes can add up to an entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.

Course Requirements and Evaluation Criteria

Assignments and Exams

1. Policy Analysis Paper Total 30 Points

Select a social policy, i.e. social welfare, health, child welfare, mental health. Policy must focus on a specific law or court decision, i.e. Personal Responsibility and Work Opportunity act of 1996. Research selected policy by utilizing the policy analysis model described on page 22 in your required text, Foundations of Social Policy: Social Justice, Public Programs, and the Social Work Profession. Also, the following components below should be addressed in your paper.

1. Historical Background of Policy
2. Description of Problem that Necessitated the Policy
3. Description of Policy
4. Policy Analysis

In addition, include in your discussion intended and unintended consequences of policy implementation. Address appropriate constituencies, theorists, service providers, clients/consumers, activists, lobbyist, and decision makers; and social and cultural factors influencing policy development.

After preparing policy analysis paper, students are required to submit at minimum a 200 word e-mail message to the appropriate representative to support or oppose the proposed legislation. This representative should represent either the state or federal level of government under which the legislation was proposed. Address the following in your e-mail message:

1. State your purpose for sending the message by indicating whether you support or oppose the proposed legislation (indicate bill name and number relating to your policy).
2. Provide a personal point of view on the issue addressed in the proposed legislation and inform representative that you live in his or her district.
3. Present your position on the proposed legislation.
4. Present data and arguments supporting your position.
5. If you oppose the proposed legislation, suggest an alternative measure to addressing the issue.
6. Request a response to the message and thank the representative in advance for responding.

Students will debate selected policies in class during mock policy panel hearings. Students will serve as panelist or testifier. Students will familiarize themselves with Robert’s Rules before participating in debates. Policy analysis paper outline and bibliography will be due on September. Policy analysis draft paper is due in October. The final 10-12 typewritten and APA style analysis paper and electronic advocacy e-mail message to representative(s) will be due in November. Student debates on policies will occur in December.
<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>4 Exams (15% each)</td>
<td>45%</td>
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<tr>
<td>Policy Analysis Paper Outline &amp; Bibliography</td>
<td>10%</td>
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<tr>
<td>Policy Analysis Draft</td>
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<tr>
<td>Policy Analysis Paper</td>
<td>25%</td>
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<tr>
<td>Attendance, Classroom Participation &amp; Student Debates</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>Exceptionally High</td>
<td>92-100</td>
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<tr>
<td>B</td>
<td>Good</td>
<td>83-91</td>
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<tr>
<td>C</td>
<td>Satisfactory</td>
<td>73-82</td>
</tr>
<tr>
<td>D</td>
<td>Marginally Passing</td>
<td>64-72</td>
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<tr>
<td>F</td>
<td>Failing</td>
<td>Below 63</td>
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<tr>
<td>FN</td>
<td>Failing</td>
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<tr>
<td>W</td>
<td>Withdrew by due date</td>
<td>W</td>
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</table>
Grading Criteria:

A: Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

C: Meets minimum course requirements.

D: Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

F: Did not meet minimum course requirements.

Indicators of Exemplary Performance:

With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

Academic Integrity:

The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.

Confidentiality:

Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues, or find personal issues arising, during the course are encouraged to talk with the instructor about available support. Confidentiality, within the above-specified limitations, is guaranteed between the student and faculty member.

Academic Support Resources:

Smart Thinking:
Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish is available. Online tutors are available 24 hours per day, seven days per week. Access Smart Thinking through Blackboard’s home page. Select “Smart Thinking Student Site,” then select “Tools” from the menu on the left. Click on “Smart Thinking” login. After logging in, click Smart Thinking Student Handbook for tips on navigating the Website and using the service.

The Writing Center:

Individualized tutoring is available at the Helen Chick building, Room 216-C, 8 AM – 8PM, Monday through Thursday; 8 AM – 5 PM, Friday. Call 910-672-1864 for more information. You may also access the Website at http://www.uncfsu.edu/writingcenter.

Academic Dishonesty:

According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and thoughts of another person without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work, or aids and abets others to cheat). Penalties include failing the course, suspension and/or expulsion.

Plagiarism:

Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized, and the reason for such suspicion. If the student chooses to protest the grade on the assignment, he/she will be asked to confer with the instructor first, and if not resolved, confer with the Department Chair.

Professional Conduct:

According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”

Examples of improper behavior in the classroom (including the virtual classroom of email, chatrooms, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- use of tobacco products
- monopolizing discussion
- persistent speaking out of turn
- distracting talking, including cell phone usage
• audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
• refusal to comply with reasonable instructor directions
• employing insulting language or gestures
• verbal, psychological, physical threats, harassment and physical violence

Classroom Etiquette
• 1. Students are expected to arrive to class on time. Students may not leave or prepare to leave until dismissed by the instructor.
• 2. Students are not permitted to sleep in class.

Academic Grievance Process
As indicated in the university Student Handbook, A student believing that he/she has been academically unfairly treated or disciplined, may enter into an academic grievance process. A memorandum setting forth the process shall be made available to the student upon request or at the time of formal discipline. The student who has an academic grievance should follow the procedures outlined below.

If the dissatisfaction outlined when initiating the grievance with the instructor or department require action, the student should follow the procedure outlined below:

(1) Step One: The student shall first discuss the grievance with the instructor in an informal conference immediately after its occurrence, but no later than one month into the following semester.

(2) Step Two: If the student is dissatisfied with the results of Step One, then the student may submit the grievance in writing to the chair of the department and/or program director involved and to the coordinator of the program in which the student is enrolled within seven business days of the informal conference accomplished in Step One.

The chair of the department and/or program director in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.

(3) Step Three: If dissatisfied with the results of Step Two, the student may appeal to the dean of the school housing the department within seven days of receipt of the written decision of Step Two and request that the dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean’s decision shall be communicated in writing to the student within three business days after receipt of the committee’s report. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs shall be informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.
## Course Outline and Schedule:

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<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
<th>CORE COMPETENCIES</th>
<th>PRACTICE BEHAVIOR</th>
<th>OUTCOME MEASURES</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Class Orientation</td>
<td>Barusch, Chapter 1</td>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
<td>18. Engage in practices that advance social and economic justice</td>
<td>Paper and Exam</td>
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<tr>
<td></td>
<td>Definitions of Social Policy</td>
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<tr>
<td>Week 2</td>
<td>Social Justice &amp; Policy Analysis</td>
<td>Barusch, Chapter 1 cont</td>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
<td>16. Understand the forms and mechanisms of oppression and discrimination</td>
<td>Paper and Exam</td>
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<td>17. Advocate for human rights and social and economic justice</td>
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<td>18. Engage in practices that advance social and economic justice</td>
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<td>Week 3</td>
<td>Levels &amp; Branches of Government U.S. Tax System</td>
<td>Barusch, Chapter 2</td>
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<tr>
<td>Week 4</td>
<td>Social Security Act Philosophies of Social Security in the United States</td>
<td>Barusch, Chapter 3 Policy Analysis Paper Outline &amp; Bibliography Due</td>
<td>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>23. Analyze, formulate, and advocate for policies that advance social well-being</td>
<td>Paper and Exam</td>
</tr>
<tr>
<td>Week 5</td>
<td>Defining Poverty</td>
<td>Barusch, Chapter 4 EXAM I-Chapters 1-3</td>
<td>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>23. Analyze, formulate, and advocate for policies that advance social well-being</td>
<td>Paper and Exam</td>
</tr>
<tr>
<td>Week 6</td>
<td>Values and Beliefs about Poverty and the Poor</td>
<td>Barusch, Chapter 4 continued</td>
<td>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>23. Analyze, formulate, and advocate for policies that advance social well-being</td>
<td>Paper and Exam</td>
</tr>
<tr>
<td>Week 8</td>
<td>Interventions to Prevent or Alleviate Poverty</td>
<td>Barusch, Chapter 4 continued</td>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
<td>18. Engage in practices that advance social and economic justice</td>
<td>Paper and Exam</td>
</tr>
<tr>
<td>Week 9</td>
<td>History of Public Health Interventions in the United States</td>
<td>Barusch, Chapter 5</td>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
<td>18. Engage in practices that advance social and economic justice</td>
<td>Paper and Exam</td>
</tr>
<tr>
<td>Week 10</td>
<td>Social Work Roles in Health Care Policy</td>
<td>Barusch, Chapter 5</td>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
<td>18. Engage in practices that advance social and economic justice</td>
<td>Paper and Exam</td>
</tr>
<tr>
<td>Week 11</td>
<td>Historical Development of Intervention for the Mentally Ill</td>
<td>Barusch, Chapter 6 Policy Analysis Draft Paper Due</td>
<td>2.1.10(c)—Intervention</td>
<td>33. Negotiate, mediate, and advocate for clients</td>
<td>Paper and Exam</td>
</tr>
<tr>
<td>Week 12</td>
<td>Historical Development of Child Welfare Policy</td>
<td>Barusch, Chapter 7 Exam II Chapters 4-6</td>
<td>2.1.10(c)—Intervention</td>
<td>33. Negotiate, mediate, and advocate for clients</td>
<td>Paper and Exam</td>
</tr>
<tr>
<td>Week 14</td>
<td>Policy Practice in Child Welfare</td>
<td>Barusch, Chapter 7 continued</td>
<td>2.1.10(c)—Intervention</td>
<td>33. Negotiate, mediate, and advocate for clients</td>
<td>Paper and Exam</td>
</tr>
<tr>
<td>Week 15</td>
<td>Policy Issues Concerning Women</td>
<td>Barusch, Chapter 8</td>
<td>2.1.10(c)—Intervention</td>
<td>33. Negotiate, mediate, and advocate for clients</td>
<td>Paper and Exam</td>
</tr>
<tr>
<td>Week 16</td>
<td>Cultural Perspectives Concerning the Elderly Social and Demographic Factors Affecting the Elderly</td>
<td>Barusch, Chapter 9 Policy Analysis Paper Due Chapter 9</td>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
<td>16. Understand the forms and mechanisms of oppression and discrimination</td>
<td>Paper and Exam</td>
</tr>
<tr>
<td>Final Exam</td>
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<td>Chapters 7-9</td>
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Suggested Readings:


