Locator Information:
Instructor:
Course Number and Name: SWRK 350 Social Welfare Policy II: Analysis and Evaluation
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 second course of the two-course policy sequence and extends the foundation of Social Welfare Policy I by having students apply knowledge obtained from the first policy course regarding rudimentary analysis and begin to employ critical thinking skills to evaluate how policy impacts outcomes for clients. Students develop strategies to achieve social change, and social economic justice for families, groups, and communities. Emphasis is placed on understanding poverty and the various ways in which our society has responded to it over time. The course explores the interplay between values, political structures, and economic factors, and how these affect social welfare policy development, and create or limit access and availability to social welfare services and programs. Special attention is placed on the differential impact of policies on populations at risk, including women, children, people of color, immigrant groups, older adults, people with mental and physical challenges, and gay, lesbian, bisexual, and transgender individuals.

**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

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


COURSE OBJECTIVES

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

A. Knowledge Objectives

1. Apply their understanding of the historical development, philosophical, ideological political, economic and social antecedents of social welfare policy, services and programs to particular populations, and social problems.

2. Identify and explain the linkages between social work practice and social welfare policies.

3. Understand the role of empirical research in documenting the need for policy and shaping policy options.

4. Recognize the differential impact of policy on diverse populations and populations at risk, including those distinguished by gender, women, children, elderly, military, rural and urban populations, disability, religion, socioeconomic position, race, ethnicity, or sexual orientation.

5. Understand the organizational context in which public and private services are delivered, and how this impacts client systems.

B. Values Objectives

1. Critically evaluate policies and services to determine compatibility with social work values and analyze ethical dilemmas and the ways in which these dilemmas affect practice, services and clients.

2. Use case situations to demonstrate the ability to apply knowledge, formulate, and implement social policies in a manner that empower at-risk populations and promote social economic justice.

3. Use case situations to demonstrate the ability to apply knowledge, formulate, and implement social policies in a manner that empower at-risk populations and promote social economic justice.

4. Identify and know how to apply advocacy, social change, strengths perspective, empowerment, and mediation skills to promote programs and services that perpetuate social and economic justice.

5. Appreciate the importance of social and economic justice to social work practice, and understand the various obstacles to achieving it.

C. Skills Objectives

1. Research, analyze and formulate recommendations for change, including preparation of written policies that advance social and economic justice.
2. Identify financial, organizational, administrative, and planning processes required to deliver social services.

3. Analyze and apply the results of policy research relevant to social service delivery.

4. Demonstrate policy practice skills in regard to economic, political, and organizational systems and use them to influence, formulate, and advocate for policy consistent with social work values.

5. Apply critical thinking skills to current controversies in the social policy arena

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 address all of these domains, the following strategies will be utilized in this course:

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, group projects and individual exercises that accompanies this course, tied to each chapter that provide an opportunity to apply textbook knowledge in a variety of formats.

C. Experiential Methods

The students will complete one application assignment, which is a written assignment and presentation where they will track a piece of legislation through the state legislature. They will track legislation that is currently supported by NASWLA. They will be required to contact either their state 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. Or students may attend the NASWLA Lobby Day in Baton Rouge and contact a legislator at the capitol. The 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.

Course Domain: How this Course Relates to the Rest of the Curriculum

The two course policy sequence is a part of the core social work curriculum. The course builds on a liberal arts base. The university required courses of History 101 and 104, Social Science 101, Political Science 201, Economics 201 and Philosophy 301 specifically relate to the policy courses. Social Work 200, Introduction to Social Work is generally taken prior to the policy sequence as are the university required courses in the BSW social work curriculum.
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. **Military Policy Analysis and Resource Paper (20%)**

Identify empirical research articles, books, videos, addressing military policies and issues concerning diversity in the military, family advocacy, child welfare, deployment, discrimination, domestic violence, oppressed groups, mental health, health care, retirement, human services, etc. Provide a summarization of policies and resources. Also, include a brief analysis of each policy and discuss how the policies impact social work practice and how resources may be used in training, education and social work practice. The paper should follow APA format and a maximum of 25 pages.

2. **Social Welfare Policy Practice Paper (20%)**

Students will develop a social welfare policy that is directed related to practice across system levels, and across client problem. Once you have conducted a literature related to the policy, address the following areas in your paper:

Questions to consider (when applicable):

1. Introduction to the issue being advocated.
2. What are your desired outcomes (what is your agenda)?
3. What are your justifications?
4. What are your priorities?
5. What are your fallback positions?
6. Who are your likely or identified allies and opponents? Why?
7. Who are your targets? How do they see the situation?
8. How are you tailoring your information to fit your different targets?
9. What evidence are you going to use or where are you going to get the evidence to support your proposed policy?
10. What are the likely arguments that you will have to counter?

3. **Case Study Teams (20%)**

Students will divide into teams of no more than three people. During the class, each team will present a case study pertaining to their assigned chapters and readings. The class will work on the case study in teams. Prior to presenting case study, the teams will identify important concepts and highlight issues addressed in the chapters. The teams may use PowerPoint, handouts, video clips, speaker, etc. during their presentations. The presentations should not be longer than one hour. The following will be addressed in the presentation:

a) Introduction
b) Define the problem
c) What caused the problem?
d) Identify and define sub issues underlying problems
e) Analysis
f) Recommendation for solutions
g) Presentation should be no more than 45 minutes

4. **Exams 30%**
Final Grade is based on:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Military Policy Analysis and Resource Paper 1</td>
<td>20%</td>
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<tr>
<td>Social Welfare Policy Practice Paper 2</td>
<td>20%</td>
<td></td>
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<tr>
<td>Case Study Team Presentations 3</td>
<td>20%</td>
<td></td>
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<tr>
<td>Two Exams</td>
<td>30%</td>
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<tr>
<td>Attendance and Classroom Participation (10%)</td>
<td>10%</td>
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<tr>
<td>Total</td>
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Grading Scale:

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<tr>
<th>Grade</th>
<th>Description</th>
<th>Score Range</th>
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<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>
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<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>
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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
- distractive 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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<th>WEEK</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
<th>CORE COMPETENCIES</th>
<th>PRACTICE BEHAVIOR</th>
<th>OUTCOME MEASURES</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course &amp; Syllabus Overview</td>
<td>Dolgoff &amp; Feldstein, Chapters 1 &amp; 2</td>
<td>Educational Policy 2.1.8—Engage in policy practice to advance social and</td>
<td>23. Analyze, formulate, and advocate for policies that</td>
<td>Class discussion</td>
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<td>Video Reaction</td>
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<td>Paper</td>
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<tr>
<td>An Overview of Social Welfare, Policy, &amp; Social Values</td>
<td>Video: Making A Difference: Influence State Policy</td>
<td>economic well-being and to deliver effective social work services</td>
<td>advance social well-being</td>
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| Week 2 | Social Welfare: England from the Middle Ages and The American Experience | Dolgoff & Feldstein, Chapters 3 & 4 | Exams, quizzes, class discussion, & participation, homework assignments, class presentations, reaction papers, reports, and group projects |

<table>
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<tr>
<th>Week 3</th>
<th>Poverty &amp; Inequality</th>
<th>Carlton-LaNey, Chapters 1-8</th>
<th>Educational Policy 2.1.5—Advance human rights and social and economic justice</th>
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<tr>
<th>Week 4</th>
<th>Families and Children, and Poverty</th>
<th>Dolgoff &amp; Feldstein, Chapter 5</th>
<th>2.1.10(c)—Intervention</th>
<th>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</th>
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<tr>
<th>Week 5</th>
<th>Social Policy, Social Services, and Social Work</th>
<th>Dolgoff &amp; Feldstein, Chapter 6</th>
<th>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</th>
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<tr>
<th>Week 6</th>
<th>Examine Social Welfare Programs</th>
<th>Dolgoff &amp; Feldstein, Chapter 7</th>
<th>2.1.10(c)—Intervention</th>
<th>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</th>
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<tr>
<td>Week 8</td>
<td>Ideological, Decision-Making &amp; Organizational Views of Social Welfare</td>
<td>Dolgoff &amp; Feldstein, Chapter 8</td>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
<td>Exam I</td>
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<td>Week 9</td>
<td>Current Social Welfare Programs and Economic Security</td>
<td>Dolgoff &amp; Feldstein, Chapter 9</td>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
<td>Case Study Team Presentations</td>
</tr>
<tr>
<td>Week 10</td>
<td>Social Welfare Programs Sustaining the Quality of Life</td>
<td>Dolgoff &amp; Feldstein, Chapter 10</td>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
<td>Military Policy Analysis and Resource Paper 1</td>
</tr>
<tr>
<td>Week 11</td>
<td>Nonprofit and Private Social Welfare</td>
<td>Dolgoff &amp; Feldstein, Chapter 11</td>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
<td>Case Study Team Presentations</td>
</tr>
<tr>
<td>Week 12</td>
<td>Community, Organization, Group Work and Social Planning</td>
<td>Dolgoff &amp; Feldstein, Chapters 12 &amp; 13</td>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
<td>Case Study Team Presentations</td>
</tr>
<tr>
<td>Week 14</td>
<td>Globalization and Social Welfare Policy</td>
<td>Dolgoff &amp; Feldstein, Chapters 14 &amp; 15</td>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice</td>
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<tr>
<td>Week 15</td>
<td>Policy Analysis Applications</td>
<td>Social Welfare Policy Practice Paper 2</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>
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<td>Week 16</td>
<td>Exam 2</td>
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Suggested Readings:


