### SCWK 601-60 (CRN 15216)

**Policies & Services in Social Welfare I**

**Semester** | Fall 2011  
**Day/Time** | Tuesday, 7:45 p.m. to 10:15 pm  
**Location** | Price Building, Room 216

**Professor** | Dr. Leela Thomas  
**Office/Office Phone** | Room 226/302-857-6780  
**Fax** | Fax 302-857-6794  
**E-Mail** | lthomas@desu.edu

**Office Hours** |  
Monday | 9:30 am – 12:30 noon  
Tuesday | 3:35 pm – 4:35 pm  
Wednesday | 3:35 pm – 4:35 pm  
Thursday | 9:00 am – 10:00 am

**COURSE DESCRIPTION:**
This course has a dual focus. Major attention is given to the history of social welfare in the United States. Social welfare policies, services and institutions are examined from a historical perspective. Particular attention is given to the ways economic, political and organization systems impacted and continue to influence who can receive services and the methods of service delivery. These themes are discussed within a context of oppression and social injustice; that is, how social welfare policies and program address or ignore inequalities in the form of racism, discrimination and prejudice. Social Work’s historical record as an advocate for social change to eradicate social injustices is reviewed. The course also examines the emergence of prevention as an orientation for programs and services for individuals, families and communities. The course also presents and analyzes the evolution of social work in America. Concepts and events important to understanding Social Work’s response to need and its efforts to eradicate social injustice from a global perspective are also examined.

**COURSE CREDITS** | Three (3) semester hours.

**PREREQUISITE(S):** | Foundation Year Graduate Students
REQUIRED TEXTS


NOTE: Recommended texts and other readings in the course will be included throughout and in the References at the end. Also, students will be required to search the DSU library database for additional reading material related to their assignments

**Blackboard/Electronic Reserves:**
This will be a Blackboard-enhanced course. Students must log on to Blackboard for additional assignments. Students are responsible for providing their correct email address to the Blackboard staff. For assistance contact Ms. Marlene Cox at mcox@desu.edu. Supplemental readings will also be available on the DSU Library’s Electronic Reserves [ERes]. For assistance contact Ms. Beverly Charlot at bcharlot@desu.edu.

The following Learning Objectives/CSWE EPAS Competencies, Practice Behaviors and Department of Social Work Underpinnings will be assessed in this course, via an Assessment Rubric, to be distributed during first week of class. The assessment criteria are described in the syllabus under University Grading Scale:

Policies & Services in Social Welfare I will address the following two Core Competencies and four Practice Behaviors. The course will also address all five of the Department of Social Work’s underpinnings.

**Obj. I/EP 2.1.1**—Identify as a professional social worker and conduct oneself accordingly.

**KVS:** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

**Practice Behaviors**
Social workers will:
**PB 1:** advocate for client access to the services of social work;
**PB 5:** engage in career-long learning;

**Obj. VIII/EP 2.1.8**—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**KVS:** Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

**Practice Behaviors**
**PB 25:** analyze, formulate, and advocate for policies that advance social well-being; and
**PB 26:** collaborate with colleagues and clients for effective policy action.

**Department of Social Work Underpinnings:**
1. Strengths Perspective  
2. Empowerment Perspective  
3. Rural Perspective  
4. Global Perspective  
5. A Black Perspective for social work practice

**Course Requirements:**
1. Participation in class activities based on relevant information from identified readings.
2. Satisfactory completion of scheduled assignments (in class participation, take-home assignments, quizzes, exams, etc.)
3. Completion of assigned readings

**Students’ Responsibilities for Learning:**

**Attendance Policy:** Instruction will be both online using Blackboard and face-to-face. In both cases, students are fully responsible for their learning and class attendance. Regular and on-time attendance is expected for all classes. Consistent with the University policy, the final grade will not be reduced because of failure to attend classes. Nevertheless, final grades will reflect in-class participation. If absent from class, the student is responsible for obtaining notes from his or her classmates. (This policy is consistent with University Policy; See Student Handbook, 2001, p.36). Students are also responsible for keeping abreast of all the announcements made in class and completing all homework or out-of-class assignments given in class by the due dates.

In-class and online behavior will be considered an indication of the student’s identification with the profession and his or her readiness to assume the role of generalist social work practitioner. **All cell-phones must be turned off and put away during class.** Points will be deducted if cell phone rings in class. Points will be deducted from the final grade if cell phones are used in class for making calls, for texting, etc. or if the cell phone rings in class.

**Make-up for tests and assignment policy:**

Each student is expected to take tests/exams and submit written assignments on the scheduled date and time that such work is due. Exams will be given either online using blackboard or paper and pen/pencil. Irrespective of the circumstances, students are not entitled to make-up exams. Make up exams are given only in extreme cases, only at the instructor’s discretion, and only after the student provides adequate documentation of circumstances beyond the student’s control. Once the instructor determines that a make-up exam is valid, the student must work with the instructor to schedule and take a make-up test within three (3) days. A student who does not follow this procedure will receive a grade of zero on the test. Also, in fairness to students who take the exam on time, 10% will be deducted from makeup exams. Quizzes (announced or unannounced) may not be made up. All papers are due in class on the assigned dates. A point a day will be deducted for late papers. If the absence is excused by the activity’s faculty/staff advisor for the student’s participation in official University related activities, all work (tests, quizzes, due assignments, etc.) may be made up. The instructor reserves the right to make exceptions to this make-up policy in case of inclement weather, recognized religious holidays, and extenuating circumstances. **The instructor does not print or photocopy papers for students.**

**Student’s Responsibility For Incomplete Grades:**
Students are expected to complete all course requirements and stay on track with the course, regardless of his or her presence in class. Failure to meet these responsibilities may result in a grade of “I” (Incomplete) that automatically turns into an “F” after six (6) weeks into the next semester. An Incomplete grade will be given if:

1. At least 80% of the course work has been successfully completed so that a passing grade can be earned;
2. The student has made arrangement with the instructor prior to the time that final grades are assigned;
3. The student has provided information necessary to satisfy the instructor that circumstances beyond the control of the student has prevented him or her from completing the required work by the established deadline(s); and
4. The students have met the minimum requirement for attendance.

STATEMENT ON EQUAL OPPORTUNITY
Delaware State University is an equal opportunity institution committed to extending educational equality and non-discrimination in all programs and services of the University to all persons, regardless of race, religion, gender, creed, color, national origin, ancestry, age, marital status, sexual orientation, disability, veteran status, genetic information or other legally protected classification. This policy is in compliance with Titles III and VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Delaware Code. General Equal Opportunity inquiries/complaints (whether informal or formal) should be directed to: the Assistant Vice President of Human Resources and Legal Affairs, 325 Administration Building, Delaware State University, Dover, Delaware 19901 or to the applicable coordinator listed in the directory.

GRIEVANCE PROCEDURE UNDER TITLE VI AND TITLE IX
Title VI of the Civil Rights Act of 1964 prohibits discrimination against various protected classes by educational institutions. Title IX prohibits discrimination based on gender. The following grievance procedure should be used by any student or other member of the public that believes that Delaware State University or any member of the College Community has engaged in any form of discrimination in violation of these laws, or otherwise violated the University’s Statement on Equal Opportunity, in any of its programs and services, with two exceptions. This grievance procedure does not apply to any issues involving employment, and there is a separate procedure regarding discrimination against persons with disabilities. In addition to the Assistant Vice President of Human Resources and Legal Affairs, ADA inquiries and/or issues may be directed to Laura Kurtz, Delaware State University’s Director of Academic Support Center and Disability Services, 302-857-6388. AA/EO GRIEVANCE PROCEDURES are available on line at http://www.desu.edu (2008-2009 Undergraduate Student Handbook, p. 2).

AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504 OF THE REHABILITATION ACT OF 1973
In accordance with ADA, Title II and Section 504 of the Rehabilitation Act of 1973, programs at the University must be accessible to all persons with disabilities. To provide academic program accessibility, it may be necessary to reschedule classes to accessible facilities. With respect to nonacademic programs, it may be necessary to schedule appointments and activities in accessible facilities. Delaware State University will make reasonable accommodations for persons with disabilities.

Any student with a disability who needs information or assistance with a disability should contact the Office of Disabilities Services in Room 214A of the William C. Jason Library, 857-
HONESTY POLICY
Integrity must be practiced in all endeavors and relationships. All acts of dishonesty including, but not limited to, cheating on tests and examinations, plagiarism, unauthorized collaboration, alteration or misuse of college documents, records or identification cards, forgery, misrepresentation, unauthorized use of another’s property, lying, theft, or receiving stolen goods will be considered serious misconduct. Any student violating this policy is subject to dismissal from the University. (2008-2009 Undergraduate Student Handbook, p. 20)

University Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent, perfect / without error, clear, readily understandable</td>
</tr>
<tr>
<td>A-</td>
<td>90-94 Extremely well done –errors do not detract from clarity</td>
</tr>
<tr>
<td>B+</td>
<td>85-89 Very well done, some errors and lacks some clarity</td>
</tr>
<tr>
<td>B</td>
<td>80-84 Well done, but amount of errors detract from clarity</td>
</tr>
<tr>
<td>C+</td>
<td>75-79 Good: errors &amp; content are substantial distraction</td>
</tr>
<tr>
<td>C-</td>
<td>70-74 Acceptable, but with major errors and lacks clarity</td>
</tr>
<tr>
<td></td>
<td>90-100 = A</td>
</tr>
<tr>
<td></td>
<td>80-89 = B</td>
</tr>
<tr>
<td></td>
<td>79-79 = C</td>
</tr>
<tr>
<td></td>
<td>60-69 = D</td>
</tr>
<tr>
<td></td>
<td>0-59 = F</td>
</tr>
</tbody>
</table>

Assessment Criteria for measuring Learning Objectives/EP Competencies, Practice Behaviors and Department of Social Work Underpinnings:

**Advanced**-Students demonstrated an *outstanding* understanding, *clear* recognition and *sound* application of all dimensions of this practice behavior or underpinning.

**Proficient**-Students demonstrated an *acceptable* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

**Satisfactory**- Students demonstrated a *limited* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

**Unsatisfactory**- Students demonstrated *little to no* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

**Course Assignment weights:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>1st Test</td>
<td>September 27, 2011</td>
</tr>
<tr>
<td>15%</td>
<td>2nd Test</td>
<td>October 25, 2011</td>
</tr>
<tr>
<td>25%</td>
<td>3rd Test</td>
<td>November 29, 2011</td>
</tr>
<tr>
<td>35%</td>
<td>Journal &amp; paper</td>
<td>Final exam week</td>
</tr>
<tr>
<td>15%</td>
<td>Class Participation/ out-of-class assignments</td>
<td></td>
</tr>
</tbody>
</table>

Your final grade will be calculated based on the above weighing system. Students are required to keep track of their grades/scores, when they are distributed in class, throughout the semester to
avoid any surprises at the end. In case students are absent when results of tests/assignments are distributed, it is the student’s responsibility to obtain the results from the instructor, and it will be given at the instructor’s convenience.

COURSE OUTLINE

UNIT I Introduction & Overview

UNIT II WELFARE STATE

Obj. I/EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Obj. VIII/Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

   2. Presentation of major themes
      a) Institutional – Residual
      b) Universal – Selective
      c) Federal vs. States Rights
      d) Public vs. Private
      e) Equity – Equality – Adequacy
      f) Blaming the Victim

READINGS:


UNIT III MAKING THE AMERICAN WELFARE STATE MORE HUMANE

Obj. I/EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Obj. VIII/Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.


UNIT IV NEW SOCIETY AND SOCIAL POLICY IN THE 19TH CENTURY: 1789-1902

READINGS:
Obj. I/EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Obj. VIII/Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.


UNIT V SOCIAL WELFARE POLICY IN THE EARLY REPUBLIC

Obj. I/EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Obj. VIII/Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

READINGS:


UNIT VI SOCIAL REFORM IN THE PROGRESSIVE ERA

Obj. I/EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Obj. VIII/Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

READINGS:


Jansson, Bruce. The Reluctant Welfare State, 2012, Chapter 5
Black Profiles in Courage: A Legacy of African-American Achievement

Author: Kareem Abdul-Jabbar

UNIT VII CATASTROPHE, NEW DEAL & PROGRESSIVE ERA
Obj. I/EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Obj. VIII/Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

READINGS:
Jansson, Bruce. The Reluctant Welfare State, 2012, Chapter 6, & 7


UNIT VIII PARADOXICAL ERA 1968 – 1980

Obj. I/EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Obj. VIII/Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

READINGS:
Jansson, Bruce. The Reluctant Welfare State, 2012, Chapter 8

African American Teachers@
Author: Clinton Cox

Let It Shine: Stories of Black Women Freedom Fighters@
Author: Andrea Davis Pinkney
Publisher: San Diego: Gulliver Book/Hardcourt, C2000 1st Ed.

UNIT IX CONSERVATIVE COUNTERREVOLUTION ERA OF REGAN AND BUSH SR.

Obj. I/EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Obj. VIII/Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

READINGS:
Jansson, Bruce. The Reluctant Welfare State, 2012, Chapter 9
NASW video: Legacies of Social Change
UNIT X POLICY UNCERTAINTY IN CLINTON ADMINISTRATION

Obj. I/EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Obj. VIII/Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

READINGS:

Jansson, Bruce. The Reluctant Welfare State, 2012, Chapter 10

UNIT XI GEORGE W. BUSH’S QUEST FOR REALIGNMENT

Obj. I/EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Obj. VIII/Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

READINGS:

Jansson, Bruce. The Reluctant Welfare State, 2012, Chapter 11


UNIT XII PRESIDENT OBAMA REVERSE CYCLE OF HISTORY, WELFARE STATE RELUCTANCE & EVOLUTION OF AMERICAN WELFARE STATE

Obj. I/EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Obj. VIII/Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

READINGS:


**UNIT XIII** (Blackboard class to work on the journal) PRESIDENT OBAMA REVERSE CYCLE OF HISTORY, WELFARE STATE RELUCTANCE & EVOLUTION OF AMERICAN WELFARE STATE

**Obj. I/EP 2.1.1**—Identify as a professional social worker and conduct oneself accordingly.

**Obj. VIII/Educational Policy 2.1.8**—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**READINGS:**


**ASSIGNMENTS:** SCWK 601-60 (CRN 15216)

**Obj. I/EP 2.1.1**—Identify as a professional social worker and conduct oneself accordingly.

**PB 1:** advocate for client access to the services of social work;

**PB 5:** engage in career-long learning;

1. There will be three tests which will cover information from the textbook, Blackboard and class material, power-point presentations, guest speaker, video (NASW video: *Legacies of Social Change*), and will include topics, such as, history of treatment of minorities, gays and lesbians, homelessness, rural residents, HIV and AIDS, substance abuse, examples of how social workers can advocate for clients’ access to social services and engage in career-long learning (PB 1, PB 5). The tests will also demonstrate students’ knowledge of how African-Americans, American-Indians, and other minority groups used their strength to empower themselves, overcome discrimination and other obstacles, to survive and thrive.

**Obj. VIII/Educational Policy 2.1.8**—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**PB 25:** analyze, formulate, and advocate for policies that advance social well-being; and

**PB 26:** collaborate with colleagues and clients for effective policy action.
2. Final paper (group paper): For the final paper, you and your group members are required to follow and keep a daily journal of the current developments in a topic of your choice, e.g. health care. Be sure to include clippings from major newspapers, such as, the New York Times or the Wall Street Journals; current health care proposals available on the websites; bills being presented in congress, radio and television discussions, etc. At the beginning of this journal include a five (5) page paper on the history of the (health care) system in the United States. To complete this assignment, (a) review the history of the (health care system) in the United States and use the information to learn historically how social workers and various vulnerable groups used their collective strength to empower themselves and advocate for policies that affected their social well-being; how social workers worked with colleagues and clients to formulate major policies that affected the health and environment of their clients; (b) examine the current (health care system). Be cognizant of disparity in access to (health care) among minority groups such as African-Americans and Hispanics, and in rural and urban areas. (c) In this era of globalization, examine and compare with the United States’ current (health care) system the system of at least one of the countries that has a (national health care) similar system. Draw your conclusions, present your insights, and discuss what policy action you would undertake to bring about effective policy change. The paper must comply with the APA format. For both the paper and the journal, besides the quality of the content, points will also be given for creativity, presentation, and how well the paper and the journal complement each other.

3. Early draft(s) of the final paper may be expected in the form of out-of-class assignment(s).
REFERENCES


Marable, M., & Mullings) L (Eds.). (2000). We shall overcome: The second reconstruction,


