SCWK 602-60 (CRN 18592)

Policies & Services in Social Welfare II

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<tr>
<th>Semester</th>
<th>Spring 2012</th>
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<tr>
<td>Day/Time</td>
<td>Thursday, 7:30 p.m. to 10:15 pm</td>
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<tr>
<td>Location</td>
<td>Price Building, Room 204</td>
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<tr>
<td>Professor</td>
<td>Leela Thomas, Ph.D.</td>
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<tr>
<td>Office/Office Phone</td>
<td>Room 226/302-857-6780</td>
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<tr>
<td>Fax</td>
<td>Fax 302-857-6794</td>
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<tr>
<td>E-Mail</td>
<td><a href="mailto:lthomas@desu.edu">lthomas@desu.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Monday 9:30 am – 12:30 pm</td>
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<td>Tuesday 3:35 pm – 4:35 pm</td>
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<td>Wednesday 9:30 pm – 10:30 pm</td>
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COURSE DESCRIPTION:
This course is the second class in the policy sequence. It explores the contemporary American welfare state from local, state and federal perspectives, while presenting rural and urban conditions that contribute to the social problems social welfare policies are mandated to address. The course provides a framework for analyzing policies and programs in terms of their goals, recipients, entitlements, finances and effectiveness. Students are provided concepts and principles for policy practice that aims to advocate for and implement policies and services that promote well-being for individuals and communities.

COURSE CREDITS: Three (3) semester hours.

PREREQUISITE(S): SCWK 601. Acceptance into the second semester of the graduate Social Work program.

Course Rationale:
This course provides the tools for critical examination and analyses of social policies within a theoretical framework. It presents the diverse approaches to social welfare policy analyses, and discusses the values, assumptions, and theories that influence the choice of different analytical methods. It offers the knowledge that social workers need to compare, contrast, and assess national and international policies that oppress or promote social well being; that practitioners
need to study and strengthen policies and programs that insure human rights and social and
economic justice; and that policy advocates need to scrutinize, formulate and advance policies
that empower the weak.

REQUIRED TEXTS

Allyn & Bacon.

OPTIONAL TEXTS


NOTE: Recommended texts and other readings in the course will be included throughout and in
the Bibliography at the end.

Course Learning Outcomes/CSWE, EPAS Competencies:

Students will advance human rights and social and economic justice (Obj I: EP 2.1.5.)
Each person, regardless of position in society, has basic human rights, such as freedom, safety
privacy, an adequate standard of living, health care, and education. Social workers recognize the
global interconnections of oppression and are knowledgeable about theories of justice and
strategies to promote human and civil rights. Social work incorporates social justice practices in
organizations, institutions, and society to ensure that these basic human rights are distributed
equitably and without prejudice.

Practice Behaviors
PB 18: understand the forms and mechanisms of oppression and discrimination;
PB 19: advocate for human rights and social and economic justice; and
PB 20: engage in practices that advance social and economic justice.

Students will engage in policy practice to advance social and economic well-being and to
deliver effective social work services (Obj. II: EP 2.1.8.)
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.

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. Global perspective

Teaching Methods:

1. Lecture
2. Discussions
3. Presentations
4. Joint policy analysis
5. Out-of-class activities

Course Requirements:

1. Active participation in class activities, thought provoking comments based on relevant information from identified readings.
2. Equal participation in all group activities.
3. Satisfactory completion of scheduled assignments (in class participation, tests, papers, journals, out-of-class activities, etc.)
4. Completion of assigned readings
5. Students are required to keep track of their grades/scores, when they are distributed in class, and 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.

Students’ Responsibilities for Learning:

Each student is responsible for his or her own learning. If you are unsure and/or your learning style differs from how the material is being presented, please let me know. We can work together to use a combination of teaching and learning methods that are effective for you.

Class Attendance and Participation/In-Class Discussion and Assessments:

Students are full responsible for their 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 attendance. Unexcused absences constitute 25% of the participation grade. Students are expected to attend all classes (University policy) and, in this course are expected to be present throughout the entire class period. The student is responsible for requesting approval, in writing, ahead of time when an absence is planned. In the event of an unexpected absence, the student needs to contact the instructor afterwards as soon as possible. Under no circumstances will a student be able to pass this course if more than 40% of class time is missed, for any reason, due to the heavy reliance on classroom discussion/participation as part of the teaching/learning process. Missed assignments can only be made up with an excused absence unless the instructor gives permission. Participation is expected via attendance and contributions to class discussions.
Unapproved absences and absences without timely written notification to the instructor will not be excused. 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 in Blackboard, and homework or out-of-class assignments given in class. In-class 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 a cell phone rings in class and/or texting occurs. Occasionally, classes may be held using blackboard. Dates for blackboard classes will be announced in advanced in class or by e-mail. Attendance for Blackboard classes will be documented via Blackboard.

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 using blackboard or paper and pen/pencil. Make up exams are given only in extreme cases and only after the student provides adequate documentation of circumstances beyond the student’s control. A student who is not able to take a test as scheduled, must notify the instructor in advance and then must 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 and case-analyses are due in class on the assigned dates. Due dates for some of the papers and assignments will be indicated on the assignments. A point a day will be deducted for late papers. If the absence is excused by 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.

Academic Honesty: Questions about academic responsibility, plagiarism, cheating, etc. will be resolved in accordance with established College regulations. Cases in which there is evidence of
cheating will result in penalties ranging from zero on an exam, paper or assignment to College
disciplinary action. Academic dishonesty is taken very seriously and will not be tolerated in any
fashion. “Integrity must be practiced in all endeavors and relationships on University Premises
and during University activities. Students found to have engaged in acts of dishonesty such as
cheating on tests and examinations, plagiarism, alteration or misuse of University documents,
records or identification cards, forgery, misrepresentation and any other form of deceit, will be
subject to dismissal from Delaware State University.” “Academic dishonesty and cheating
includes, but is not limited to: (a) use of any unauthorized assistance in taking quizzes, tests, or
examinations; (b) dependence upon the aid of sources beyond those authorized by the instructor
in writing papers, preparing reports, solving problems, or carrying out other assignments; or (c)
the acquisition, without permission, of test or other academic material belonging to a member of
the University faculty or staff. Plagiarism is a type of academic dishonesty. It includes but is not
limited to, the use, by paraphrase or direct quotation, of published or unpublished work of
another person without full and clear acknowledgment and indication of direct quotation. It also
includes the unacknowledged use of materials prepared by another person or agency engaged in
the selling of term papers or other academic material. Direct cutting and pasting of material from
websites without use of quotation marks and appropriate attribution is a form of plagiarism.
Knowing and intentional violation of federal copyright or patent laws, and other laws protecting

Non-Discrimination Policy: “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.” (Student Handbook, 2008-2009, p.2)

Self Disclosure & Confidentiality: The social worker uses the self as a tool in the helping
process and must constantly examine the self to identify barriers to effectiveness. Self-
awareness (the accurate perception of one’s own actions and feelings, and the effects of one’s
behavior on others) is emphasized throughout the social work curriculum. Students may be
called upon, through exercises, written assignments, and in discussions, to identify and explore
their values, beliefs, and life experiences in order to assess their effect on future worker/client
interactions. Although students are encouraged, assisted, and expected to engage in the process
of self exploration and personal growth, no student will be required to disclose information
beyond what is considered by the student to be comfortable and appropriate. Student’s
comments and discussions are confidential and should not be shared beyond the classroom.

Conflict Management: The topic of this course is controversial. Challenges to the professor,
guest speakers and fellow classmates are encouraged only if done in a respectful manner. If
conflict occurs involving the instructor or subject matter, students are encouraged to meet with
the instructor privately.
Use of Technology: The use of laptops within the classroom is restricted to taking notes only. All class presentations, handouts, and class discussion prepared by the professor are the intellectual property of the instructor. They may not be recorded and shared beyond the class by any means. Use of pagers and cell phones are not permitted in class. Students are not to leave class to answer pagers or cell phones.

Life Experience Policy: Academic credit for life experience and previous work experience must not be given, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas.

Teaching Methods:
1. Lecture
2. Group Discussion
3. Presentations
4. Joint Policy Analysis

In addition to the above methods, this course makes use of many non-traditional and innovative teaching methods. The class will attempt to make one trip to the State Legislature.

The student's own diversity is again used to enhance discussion of how various policies in different sectors impact on different special populations and ethnic groups.

University Grading Scale:

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

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<tr>
<th>Weight</th>
<th>Assignment</th>
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<tr>
<td>15%</td>
<td>1st Test</td>
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<tr>
<td>15%</td>
<td>2nd Test</td>
</tr>
<tr>
<td>25%</td>
<td>3rd Test</td>
</tr>
<tr>
<td>30%</td>
<td>Journal &amp; paper</td>
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<tr>
<td>15%</td>
<td>Class Participation/ Presentation/out-of-class assignments</td>
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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 AND ASSIGNED READINGS:

UNIT I Overview of the course

UNIT II The field of Social Welfare Policy

OVERVIEW OF SOCIAL WELFARE POLICY ANALYSIS AND FRAMEWORK FOR ANALYSIS.

1. a. Basic of social allocation  
   b. Nature social provisions  
   c. Structure of the delivery system  
   d. Modes of finance: source of funds  
   e. Modes of finance: systems of transfer  
   f. Who plans? Choices in the process of policy formulation  

2. a. Scanning and analysis  
   b. Service delivery, funding and allocation choices  
   c. Legitimization and Implementation  
   d. Assessment - Policy Research and Evaluation

READINGS:

Gilbert, N. & Terrell. Dimensions of Social Welfare Policy, 2010, Text, Chapter 1

UNIT III  The Modern Welfare State

READINGS:

Gilbert, N. & Terrell, Dimensions of Social Welfare Policy, 2010, Text, Chapter 2


UNIT IV  A Framework for Social Welfare Policy Analysis

READINGS:

Gilbert, N. & Terrell, Dimensions of Social Welfare Policy, 2010, Text, Chapter 3


UNIT V  The Basis of Social Allocations

READINGS:

Gilbert, N. & Terrell. Dimensions of Social Welfare Policy, 2010, Text, Chapter 4


POLICIES REGARDING POVERTY AND ECONOMIC SECURITY

a. Definition of Poverty
b. Who are the Poor Rural and Urban?
c. Factors Related to Poverty
d. Effects on Women, Minorities and Children
e. The influence of Racism
f. Structural Inequality
g. Income Maintenance
h. Economic Perspectives on Social Welfare
i. Welfare Reform

READINGS:


Schiller, B. The Economics of Poverty and Discrimination, 2008, Text, Chapters 1-4.

Stonecash, Jeffrey, “Inequality of the American Public,” (Syracuse University, Maxwell School, January 2007).


UNIT VI TEST I (February 14, 2012)

UNIT VII The Nature of Social Provision

READINGS:


HEALTH AND AGING

a. Policy in the Health Sector
b. Medicare and Medicaid
c. Policy Regarding the elderly
d. Policy Regarding the Disabled

READINGS: Policy in the Health Sector


Schiller, B. The Economics of Poverty and Discrimination, 2008, Text, pp. 93-111.


READINGS: Medicare and Medicaid


READINGS: Policy Regarding the Elderly
UNIT VIII  The Design of the Delivery System

READINGS:


READINGS: Policy Regarding AIDS

READINGS: Policy Regarding the Disabilities

UNIT IX  The Mode of Finance: Sources of Funds

READINGS:


POLICIES REGARDING THE CHILD AND FAMILY SECTOR
  a. Child Welfare
  b. Family Social Policy
  c. Personal Social Services

READINGS:


UNIT X   TEST II (March 20, 2012)

Advocacy and Social Change
  a. Role of Social Worker in Political Arena
  b. Empowerment of Clients
  c. Social Action-Social Change
  d. Macro Practice in the Profession

READINGS:

UNIT XI  The Mode of Finance: Systems of Transfer

Gilbert, N. & Terrell, Dimensions of Social Welfare Policy, 2010, Text, Chapter 8


MENTAL HEALTH

a. Community Mental Health
b. The Homeless
c. Substance Abuse

READINGS: Community Mental Health


National Association of Social Workers. *A Brief Look at Managed Mental Health Care* (p.430)

READING: Homeless

READINGS: Substance Abuse

UNIT XII  Paper & Journal Due (April 3)

Policy Dimensions: International Trends

Gilbert, N. & Terrell. Dimensions of Social Welfare Policy, 2010, Text, Chapter 9

MENTAL HEALTH

d. Community Mental Health
e. The Homeless
f. Substance Abuse

UNIT XIII  TEST III (April 17, 2012)

UNIT XIV  Wrap up & Presentation  (April 24, 2012)

UNIT XV  Wrap up

** Materials covered on each date may be changed by the instructor at the instructor’s discretion.

ASSIGNMENTS

Educational Policy 2.1.5
• **PB18**: understand the forms and mechanisms of oppression and discrimination;

1. There will be three tests which will cover information on mechanisms of oppression and discrimination from texts, class lectures, power-point presentations, student presentations, guest speaker, and/or videos.
2. Students will be responsible for class presentations on a topic approved by the instructor.

**Educational Policy 2.1.8**

- **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.

3. Final paper (group paper): For the final paper, you are required to select a federal social welfare policy of your choice and analyze the policy using the Gilbert & Terrell framework. You may choose to focus on a population (such as, policies related to children, adolescents, young adults, elderly, disabled, or any vulnerable populations) or on issues (such as, health, mental health, poverty, disability, etc.). Your five (5) page paper should analyze *what* benefits are offered under the policy, to *whom* they are offered, *how* they are delivered, and *how* the programs and services offered under the policy are financed. You should analyze the strengths and weaknesses of the policy or system and offer recommendations to rectify the problems. Your analysis will be a lot easier if you compare and contrast the U.S. system with how the same issues are addressed in another country (a global perspective). Hence, your paper should include a discussion of *who, what, how, and how*, of the corresponding policy or system in another country. Such an analysis should give you ideas on how you can work with your colleagues and clients to formulate and advocate for policies that advance the well-being of your clients. The paper must comply with the APA format. All references used in the paper must be from peer-reviewed scholarly articles and/or scholarly books.

**Educational Policy 2.1.5**

- **PB19**: advocate for human rights and social and economic justice; and
- **PB20**: engage in practices that advance social and economic justice.

**Educational Policy 2.1.8**

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

4. At the end of the paper you should include a letter to a state representative in which you present your analysis of the policy, and your recommendations/advocacy for policies that would advance social well-being, human rights and social and economic justice. Your letter will sound more positive if you can discuss the strengths of your clients and how it can be used to empower them. This letter should be a demonstration of your ability to engage in practices that advocate for the advancement of social and economic justice, and social well-being of clients.

**Educational Policy 2.1.5**

- **PB18**: understand the forms and mechanisms of oppression and discrimination;

**Educational Policy 2.1.8**
• **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.

5. You are also required to collaborate with your classmates in putting together a journal of events that support your paper. Your journal can include some relevant clippings from major newspapers or photographs from news magazines, etc. It is very important that your journal compliment your paper. A good example would be, for instance, if in your paper you discuss a person or event that played a major role in fighting against oppression and discrimination or someone who formulated and advocated for policies that advanced the well-being of clients then you can include a photograph of the person or event in your journal, and label it so that the reader knows to which event in the paper the photograph corresponds, etc. Also, you should not just stick newspaper clippings into your journal but highlight it so that the reader can see how the newspaper clipping relates to your paper. Points will be given for substance, creativity, and overall presentation of your journal.

**Educational Policy 2.1.5**
• **PB19**: advocate for human rights and social and economic justice; and
• **PB20**: engage in practices that advance social and economic justice.

6. To be well-prepared to advocate for human rights and social and economic justice, students are required to complete one of the following two out-of-class assignments. Option 1: Visit the Legislative Hall (you can do this alone or as a group) to observe a committee in session or a bill being debated, and write a report. Option 2: Meet with a state representative (you can do this alone or as a group), discuss issues affecting your clients, and write a report about your experience. Meeting with a state representative who has been invited to speak in class does not count toward this option.
References


National Association of Social Workers. A Brief Look at Managed Mental Health Care. (p.430)


Stonecash, J. “Inequality of the American Public,” (Syracuse University, Maxwell School, January 2007).