



University of Michigan-Flint  
Department of Social Work  
Social Work 300  
Fall 2009



Course Title: Social Welfare Policies and Services

Course Time: Monday 5:30-8:15 p.m., 558 FH, 3 credits - Prerequisite: SWR100

Instructor: K. Woehrle, 454 French Hall (762-3390) Email: kwoehrle@umflint.edu

Office Hours: By appointment

### Course Description:

This course introduces students to social welfare policy. As the foundation for all social work activities, policy gives rise to what services clients receive, how they receive it, and what amount. This course will analyze how social welfare policies grow out of societal values, public sentiment, and collectively held attitudes. Students will learn how social welfare policy is a compromise between political interest groups and special interest groups. This course will also introduce students to the role and responsibility of social workers in attempting policy change and will present a model for accomplishing such change.

### Course Objectives:

The Social Work curriculum at the University of Michigan-Flint is accredited by the Council on Social Work Education to prepare students for a bachelor degree in social work. The BSW curriculum is structured by 4 goals and seventeen objectives to assure students who graduate with the accredited BSW degree are prepared for successful practice as a generalist social worker. Each core course in the curriculum is designed to provide particular content, socialization to social work values and ethics, and direct instruction in specific skills necessary for successful practice as a generalist social worker.

SWR 300 is part of the core curriculum and is the second course in the policy sequence. This course is primarily focused on the formation, implementation and evaluation of social welfare policy. As you complete this class, you are expected to continue to build on your previous learning, by adding depth to your understanding of the program objectives that relate to policy content. Listed below are the specific expectations for this course. Please notice how these expectations are also linked directly to the course assignments and to the course calendar.

### Course Learning Objectives:

#### Program Objective 1.1: Effectively utilize critical thinking in practice settings. (CSWE 2001, EP3.0.1)

Upon successful completion of the course, the student will be able to:

- a. Recognize the relationship between perspective, political party, issues and policy.
- b. Describe the strengths and weaknesses of the legislative process in a democratic society.
- c. Recognize the relationship between stigmas and need based programs.
- d. Differentiate need based and entitlement programs.
- e. Evaluate a policy based on outcomes for clients.

- f. Evaluate a written social welfare policy regarding terms of elements of a policy.

Program Objective 1.2 : Embody the values and ethics of the social work profession. (CSWE 2001, EP3.0.2)

Upon successful completion of the course, the student will be able to:

- a. Advocate for policy change in the tradition of one of the historical Social Work leaders.
- b. Rate the effectiveness of a policy based recommendations for intervention within a particular social work tradition.

Program Objective 1.3: Exhibit a consistent sense of professionalism in interactions with others. (CSWE 2001, EP3.0.2)

Upon successful completion of the course, the student will be able to:

- a. Participate in a task group with peers to evaluate a social welfare policy.
- b. Negotiate conflict and manage differences of opinion in the choice of group topic and presentation of the policy analysis.
- c. Maintain rigor and appropriate roles in the task group of peers for the presentation.

Program Objective 1.4: Demonstrate an appreciation of the tradition and history of the social work profession as well as a working knowledge of important emerging professional trends. (CSWE 2001, EP3.0.5)

Upon successful completion of the course, the student will be able to:

- a. Differentiate the implications of policies that led to the Settlement House Movement and COS strategies.
- b. Identify emerging policy issues in a field of practice.
- c. Identify how the five major historic social policies influence current social welfare services.

Program Objective 1.5: Adapt the knowledge and skills of generalist social work to practice settings of varying sizes and approaches. (CSWE 2001, EP3.0.6)

Upon successful completion of the course, the student will be able to:

- a. Discuss the implementations of advocacy and lobby forces on policy formulation.
- b. Articulate the roles of social work in enhancing the link between policy formulation, implementation and outcomes for clients.

Program Objective 2.1: Demonstrate an understanding of and respect for the positive value of diversity. CSWE 2001, EP3.0.3)

Upon successful completion of the course, the student will be able to:

- a. Classify a policy provision according to vocabulary of the program's Diversity Definition
- b. Identify how policy is strengthened by review from multiple perspectives.

Program Objective 2.2: Understand the origins and workings of oppression and discrimination and demonstrate the ability to implement change in order to advance social and economic justice. (CSWE 2001, EP3.0.4)

Upon successful completion of the course, the student will be able to:

- a. Describe the use of policy as a mechanism of oppression.
- b. Identify specific policies used as a mechanism of social justice.
- c. Articulate options for improving a policy toward justice.

Program Objective 2.3: Communicate appropriately and effectively with the variety of audiences regularly encountered in social work practice. (CSWE 2001, EP3.0.10)

Upon successful completion of the course, the student will be able to:

- a. Demonstrate skills in written work using appropriate policy analysis terms.
- b. Demonstrate skills in presenting policy analysis information to peers.
- c. Explore the process of policy advocacy through contact with a legislative representative.
- d. Provide feedback to peers regarding presentation of policy analysis research.

Program Objective 2.4: Exhibit the ability to differentially assess and apply appropriate interventions skills necessary to serve diverse populations. (CSWE 2001, EP3.0.3)

Upon successful completion of the course, the student will be able to:

- a. Identify populations at risk for oppression resulting from policy
- b. Explain the role of social welfare policy in reducing the number of people in “populations at risk.”

Program Objective 3.2: Demonstrate insight into the impact of social policies upon client systems. (CSWE 2001, EP3.0.8)

Upon successful completion of the course, the student will be able to:

- a. Describe the stages of the political policy process at national and state levels.
- b. Explore an institutional policy process.
- c. Describe the policy process stages of formulation, implementation and evaluation.
- d. Identify major trends in social welfare policy.
- e. Describe the legislative history of a specific policy.
- f. Explain the influence of policy history on the potential of a specific policy.
- g. Identify funding implications for policy.

Program Objective 3.3: Engage in collaborative efforts to promote social justice. (CSWE 2001, EP3.0.8)

Upon successful completion of the course, the student will be able to:

- a. Demonstrate team work in the evaluation and presentation of a policy analysis according to standards of social justice.
- b. When confronted with institutional policies that are discriminatory or oppressive, align their behavior to standards of social and economic justice.

4.3: Program Objective 4.3: Faculty and students demonstrate responsiveness to issues emerging in the practice community including issues unique to the Greater Flint area.

Upon successful completion of the course, the student will be able to:

- a. Evaluate a proposed policy within the Flint Community (government or agency) according to the standards of appropriate social welfare policy.
- b. Apply the principles of policy change to a local social welfare issue.
- c. Identify local policy strategies for alleviating poverty, illiteracy and other factors creating local “populations at risk.”
- d. Identify a social problem that impacts service delivery in a social service agency.
- e. Propose a planning process for organizational change to align an agency more closely to the ideals of social welfare policy.

**Syllabus Changes**

From time to time there may be changes made in the course calendar or other elements of the syllabus. All such changes will be announced in class. If a student is unable to attend a class, it is his/her responsibility to check with the instructor or a classmate to determine what announcement may have been made in the missed session.

**Professional Expectations of Social Work**

**Standards of Academic Integrity**

The fundamental value of your education and degree is based on the knowledge and skills you acquire from the learning process. The foundation of this value is the basic integrity of you as an individual and the integrity of the course of study. Without integrity, the degree has no meaning. Therefore, we have a professional obligation to uphold the strongest criteria of integrity, and you have a personal obligation to yourself to do likewise.

In light of this obligation, traditional standards of academic integrity are the minimum expectation of the course. Integrity is achieved when credit is given to the appropriate activities or plagiarism (copying another author without crediting the source). Violations of academic integrity will not be tolerated, and will be processed to the full extent. This process can include failure of the assignment, removal from the class, social work program, and/or University. Evidence of academic misconduct can inhibit your eligibility for further study.

**College Level Report Writing**

All social work courses require papers written outside of class to conform to college level writing standards. Begin your professional career with a writing manual. APA is the standard manual in social work and the social sciences. Minimum expectations of written work include: typed, double spaced, appropriate margins, correct spelling, proper use of standard English vocabulary and grammar, good organization, appropriate structure and form (use of headings and subheadings). All written assignments must include a cover sheet containing the report writer’s name, assignment name, assignment title, course name, date and instructor’s name.

Assignments, which require references to text, course content, other literature (e.g. journals, books, movies) or interviews MUST include citations in the text and a reference section in the back of the paper. Refer to the style manual for details of appropriate citations & references. Please note that Wikipedia is not an acceptable resource for this course (and most others). If you need to refer to an encyclopedia, please use one that is juried by scholars.

## **Course Policy on Attendance & Professional Conduct**

As the fundamental course teaching social welfare programs and policy, students are learning to be professionals. Recall what you learned in SWR 100 about Bartlett's Definition of Social Work, professional practice includes knowledge, values, purposes and interventive technique. You will be expected to continuously improve in all aspects of your professional studies. Your ability to integrate all 4 elements and to improve your performance toward professionalism, are considerations of your admission to social work. Once admitted, you must also maintain steady progress in professionalism. Faculty will fulfill his/her gate keeping responsibility for the course will be maintained according to the following standards.

- Repeated (more than 2) absences or lateness will be noted and the student's grade for this course will be lowered.
- Students are expected to act in ways that are consistent with and advance the NASW Code of Ethics at all times of professional study. Pre-majors in social work will be provided direct instruction to remediate behavior that violates the Code of Ethics, with the accompanying expectation of immediate and full compliance. The violation of the Code of Ethics by pre-majors will be recorded by faculty and incorporated in deliberations on decisions about admission to the program. Serious, significant, intentional and/or unresolved violations of the code of ethics will be considered in the deliberations of an admission to the program of a pre-social work candidate.
- Admitted students must maintain the NASW Code of Ethics. Violation of the NASW Code of Ethics by students admitted to the major, is considered as grounds for academic dismissal.
- Students will fully engage in class activities. Students are expected to be attentive, remain on task, and fully participate in discussions, group activities and assignments as directed by the faculty.
- Cell phones use, private conversation and texting are not acceptable activities during class. Students in urgent situations, who need to be reached by phone, may request permission to receive calls during class.
- Student may use a lap-top computer to review lecture material or take notes from lecture. Checking e-mail, surfing the web, gaming, or otherwise miss-using computers during class will result in loss of computer privileges
- Professional Comportment – Students are expected to present themselves (i.e., appropriate dress), maintain professional behavior, demonstrate enthusiasm for the content, and maintain respectful and collegial interactions with clients, peers and faculty at all times. When challenging ideas or behaviors are presented by others, each student is expected to demonstrate personal composure and act in ways that advance social work values and maintain the NASW Code of Ethics.

## **Course Policy on Late Papers/Assignments**

Papers, exercises and assignments that are turned in late without authorization will not be accepted.

## **Diversity Statement**

It is my intention to honor and respect the diversity of students in attendance in this class. In developing the course, I may have overlooked events of significance to a student. In the event that a class lecture, exam or paper is due on a secular or religious holiday of significance to a student, I will make reasonable accommodations that maintain equity among students. In order to facilitate this action, the student must inform me by the end of the second week of class of the conflict. In this manner, reasonable accommodations can be planned and implemented.

## **ADA Statement**

It is my intention to support the full participation of all students in the learning process of this class. To this end, I have incorporated a variety of instruction techniques and evaluation methods in the course

process. Despite these efforts, situations may occur in which the learning style of individual students is not met by the instructional climate.

It is my expectation that students who require specific or additional support in acquiring the course content or demonstrating their achievement of the objectives will inform me of such needs at the beginning of the semester. Anyone in this course who might be entitled to special accommodations must register with the Office of Accessibility Services, Student Development Center, 264 UCEN, 810-762-3456).

## **COURSE ASSIGNMENTS AND EVALUATING LEARNING**

### **Course Assignments**

There are three types of course assignments: 1. Exams and Quizzes, 2. In-Class assignments, and 3. Term paper. These assignments are described briefly below and in detail in the assignment guidelines provided in the on-line course companion.

#### 1. Exams and Quizzes

Exams Worth 50 points each = 150 points

There will be 3 exams. They will consist of multiple choice and true false questions. All questions are based on the reading and class discussion. Make-up exams MUST be taken before the next scheduled class. It is your responsibility to contact me and arrange for this, otherwise, you get a zero. Medical contingencies lasting for more than 1 week may be considered for additional time to make up the exam.

Quizzes Worth 150 points (15 quizzes, 10 points each)

An on-line quiz over each chapter must be completed BEFORE the class session for which it is assigned. Quizzes may not be turned in late. The quizzes are open book and you may repeat the quiz if you are unsatisfied with your score. Please email me only one copy of the quiz.

#### 2. In-Class Assignments

Regular Attendance (-5 points)

Students are expected to read course materials ahead of class, attend each class session, arrive on time, and remain until class is dismissed. Grades are reduced when these minimum expectations are not met.

Class Participation (-5 points)

Students are expected to remain attentive to lecture and class discussion. Students are expected to be prepared to respond to direct questions from faculty about pre-reading course materials and the content of the course as presented in class. Students are expected to remain attentive and respectful to classmates during class discussions, and spontaneous in class assignments. Grades are reduced when these minimum expectations are not met.

The Case Analysis - Group Project (worth 140 points)

Students will work as a group to conduct a cases analysis of an example case study – policy analysis from our Flint Community. The group project will be conducted mainly in class, and will be completed by the team as a whole. Results of the project will be presented to the class as a group oral presentation. This assignment is graded based on group processes (individual and collectively), the effectiveness of group-work, and accuracy and appropriateness of the presentation.

#### 3. Term – Paper (Worth 100 points)

Each student will analyze a federal or state social welfare policy related to a field of practice of interest to their professional practice. The analysis will follow the standards of policy analysis as detailed in class, and comply with APA standards of professional writing.

## Grading System

A letter grade will be assigned based on the accumulation of points.

### Final Grades

A	=	523+
A-	=	506-522
B+	=	488-505
B	=	470-487
B-	=	451-469
C+	=	433-450
C	=	416-432*
C-	=	399-415
D	=	375-398
E	=	000-375

### \* Notes:

Social Work majors must receive a C or better to continue in the program. Students earning less than a C will need to repeat the course or consider a change in major.

This is a professional core course, and each assignment has been created to provide you with an opportunity to practice a pre-requisite skill and acquire foundational knowledge for a particular employment expectation. Successful completion of all assignments is a necessary indicator of your readiness to advance in your professional studies. To this end, it is expected that each student will earn a grade of C or better on each of the major assignments (paper, discussion boards, attendance and exams) to successfully complete the course with a C or better. Although it is technically possible to earn enough points on the scale for a C grade without attempting one or more of the major assignments, students who fail to complete all papers, group work, and exams will receive an "I" (incomplete grade) until all major assignments have been submitted reflecting a passable performance.

### Text Book and Reference Materials

Karger, H.J. & Stoesz, D. (2010). *American social welfare policy* (6th ed.). NY: Longman.

Text resource web site = <http://www.ablongman.com/karger5e>

The NASW Code of Ethics available at: <http://www.socialworkers.org/pubs/code/default.asp>

### Optional text:

Rae, A. & Nicholas-Wolosuk, W. (2003). *Changing agency policy: An incremental approach*. Boston: Allyn & Bacon

### References

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

DiNitto, D. (1995). *Social welfare: Politics and public policy*.

Gibbs & Gambrill (1996). *Critical thinking for social workers*.

Poppo, P.R. and Leighninger, L. H. (2008). *Social Work, Social Welfare and American Society* (7th ed.). Boston: Allyn and Bacon.

Wilson, W. (1987). *The Truly Disadvantaged*.

Social Work 300 Course Calendar

Date	Class Topic Preparation- Course Reading	Class Activity	Learning Objectives	Learning Assessment
Week 1	Course Introduction  Library Orientation to Policy <u>Review:</u> Policy in Generalist Practice Political Processes of Policy	Library Orientation	Recognize the relationship between perspective, political party, issues and policy.	Exam 1
		Lecture –	Describe the strengths and weaknesses of the legislative process in a democratic society.	Exam 1
			Describe the stages of the political policy process at national and state levels.	Exam 1
			Describe the policy process stages of formulation, implementation and evaluation.	Paper Topic
Week 2	Karger & Stoesz Chapters 1 & 2  Key Elements of Policy	Lecture	Identify emerging policy issues in a field of practice.	Paper Part 1
		Paper Part 1 review	Evaluate a written social welfare policy regarding terms of elements of a policy.	Paper Part 1 Exam
			Demonstrate skills in written work using appropriate policy analysis terms.	Paper Part 1 Exam
Week 3	Karger & Stoesz Chapter 3 Historical Perspective of Social Welfare and Social Work	Lecture	Describe the legislative history of a specific policy.	Paper Part 2
		Group discussion	Differentiate the implications of policies that led to the Settlement House Movement and COS strategies.	Exam 1
		Paper Part 2 review	Identify how the five major historic social policies influence current social welfare services.	Paper Part 2
			Rate the effectiveness of a policy based recommendations for intervention within a particular social work tradition.	Paper Part 2
Week 4	Karger & Stoesz Chapter 4 Populations at Risk Legal attempts to remedy <i>isms</i> Discrimination, Oppression	Review of Diversity Definition	Explain the role of social welfare policy in reducing the number of people in “populations at risk.”	Exam 1
		Lecture	Describe the use of policy as a mechanism of oppression.	Exam 1
			Identify specific policies used as a mechanism of social justice.	Exam 1
			Identify populations at risk for oppression resulting from policy.	Exam 1
			Classify a policy provision according to vocabulary of the program’s Diversity Definition.	Paper Part 2
			Articulate options for improving a policy toward justice.	Paper Part 2

Week 5	Karger & Stoesz Chapter 5 Poverty/ Economic Deprivation Anti-poverty programs	Review of Diversity Definition	Recognize the relationship between stigmas and need based programs.	Exam 1
		Lecture	Differentiate need based and entitlement programs.	Exam 1
Week 6		Exam: 1 Ch. 1-5		
Week 7	Karger & Stoesz Chapters 6 - 7 Agency Practice – The Link Between Clients and Policy Social Service Sectors	Lecture	Articulate the roles of social work in enhancing the link between policy formulation, implementation and outcomes for clients.	Exam 2
		Paper part 3 review	Advocate for policy change in the tradition of one of the historical Social Work leaders.	Paper Part 3
Week 8	Karger & Stoesz Chapter 8 Governmental Policy Legislative Advocacy Lobbying	Lecture	Discuss the implementations of advocacy and lobby forces on policy formulation.	Paper Part 3
		Guest Speaker	Explore the process of policy advocacy through contact with a legislative representative.	Exam 2
Week 9	Karger & Stoesz Chapter 9 Social Insurance		Identify funding implications for policy.	Exam 2
			Evaluate a policy based on outcomes for clients.	Paper Part 3
			Explain the influence of policy history on the potential of a specific policy.	Paper Part 3
			Identify how policy is strengthened by review from multiple perspectives.	Paper Part 3
Week 10	Introduction to agency policy change	Exam 2 Ch. 6-10	Identify a social problem that impacts service delivery in a social service agency.	Team Part 1
		Introduction to Group project	Evaluate a proposed policy within the Flint Community (government or agency) according to the standards of appropriate social welfare policy.	Team Part 1
Week 11	Deciding to intervene Values and Ethics of Policy Change	Paper Due	Identify local policy strategies for alleviating poverty, illiteracy and other factors creating local “populations at risk.”	Team Part 2
		Lecture	Demonstrate team work in the evaluation and presentation of a policy analysis according to standards of social justice.	Team Part 2
		Group Project	When confronted with institutional policies that are discriminatory or oppressive, align their behavior to standards of social and economic justice.	Team Part 2

Week 12	Karger & Stoesz Chapters 12-13  Health Care System Mental Health & Substance Abuse Policy	Lecture Group Project	Identify major trends in social welfare policy.	Exam 3
			Explore an institutional policy process.	Team Part 2
			Apply the principles of policy change to a local social welfare issue.	Team Part 2
			Propose a planning process for organizational change to align an agency more closely to the ideals of social welfare policy.	Team Part 2
Week 13	Karger & Stoesz Chapters 14-16 Criminal Justice, Child Welfare, and Housing	Lecture	Identify major trends in social welfare policy.	Team Part 2
			Explore an institutional policy process.	Team Part 2
			Apply the principles of policy change to a local social welfare issue.	Team Part 2
			Propose a planning process for organizational change to align an agency more closely to the ideals of social welfare policy.	Team Part 2
Week 14		Exam 3 Ch 12-16		
Final		Team Presentations Group Discussion	Provide feedback to peers regarding presentation of policy analysis research.	Team Part 3
			Demonstrate skills in presenting policy analysis information to peers.	Team Part 3
			Participate in a task group with peers to evaluate a social welfare policy.	Team Part 3
			Negotiate conflict and manage differences of opinion in the choice of group topic and presentation of the policy analysis.	Team Part 3
			Maintain rigor and appropriate roles in the task group of peers for the presentation.	Team Part 3