THE UNIVERSITY OF TEXAS AT ARLINGTON
School of Social Work

Semester/Year: Fall 2015
Course Title: Social Welfare Policy and Services
Course Prefix/Number/Section: SOCW 5303-003
Instructor Name: Jan Finch, LCSW-S, BA, MSW, PhD
Faculty Position: Assistant Professor in Practice
Faculty Profile: N/A
Office Number: B113
Phone Number: 214-289-5201
Email Address: finch@uta.edu
Office Hours:
Day and Time of Class (if applicable): Online
Location: Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.
Blackboard: https://elearn.uta.edu/webapps/login/

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

Social Welfare Policy and Services examines how social goals are met by social welfare institutions. Conceptual schemes are developed for analyzing the structure of social welfare institutions and evaluating social welfare sub-systems. The social work profession is examined in the context of the evolution and function of the contemporary American social welfare system.

This course introduces social welfare policy as a central concern of the social work profession. Presented are the theory, philosophy, and research bases of social policies and programs in the United States including comparison to other nations. The policy making process, policy analysis from multiple analytic frameworks, and implications of policy for program design and service delivery are discussed. The course will help the student identify evolving politico-socio-cultural and economic bases of social welfare and social and economic justice. Policies in the areas of aging, family and child welfare, health, and poverty and public welfare may be drawn upon for purposes of illustration and example. The history of social welfare is considered and its influence on the development of the social work profession is analyzed. Key policy practice competencies such as advocacy, policy and program evaluation and political action are emphasized.

B. Measurable Student Learning Outcomes:

The content of this course is consistent with the requirements of the CSWE Educational Policy and Standards (EPAS) Section 4.4 for Social Policy:
Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and 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; and identify financial, organizational, administrative, and planning processes required to deliver social services CSWE EPAS pp. 9-10 Section 4.4.

The course addresses the following competencies and practice behaviors as listed in CSWE Educational Policy 2.1—Core Competencies:

E.P. 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
- advocate for client access to the services of social work.

E.P. 2.1.2—Apply social work ethical principles to guide professional practice.
- recognize and manage personal values in a way that allows professional values to guide practice.

E.P. 2.1.3—Apply critical thinking to inform and communicate professional judgments.
- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- analyze models of assessment, prevention, and intervention, and evaluation

E.P. 2.1.4—Engage diversity and difference in practice.
- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

E.P. 2.1.5—Advance human rights and social and economic justice.
- understand the forms and mechanisms of oppression and discrimination.
- advocate for human rights and social and economic justice.
- engage in practices that advance social and economic justice.

E.P. 2.1.6—Engage in research informed practice and practice informed research.
- use research evidence to inform practice.

E.P. 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- analyze, formulate, and advocate for policies that advance social well-being
- collaborate with colleagues and clients for effective policy action

E.P. 2.1.9—Respond to contexts that shape practice.
- continuously discover, appraise, and attend to changing locales, populations, scientific and
technological developments, and emerging societal trends to provide relevant services.

- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

**C. Required Text(s) and Other Course Materials:**

Readings will be assigned from the textbooks and may be augmented with class handouts. Additional readings may be assigned that are both relevant to course material and will enhance student learning. A combination of lecture, discussion and in-class and out-of-class exercises (individual and small group) will highlight the major concepts covered in the course.


**D. Additional Recommended Text(s) and Other Course Materials:**


Additional readings may be posted on Blackboard

**E. Major Course Assignments & Examinations:**

**Assignments and grading policy:**

- **Advocacy assignment. 30 points** (15 % of course grade)
- **Class participation in discussions 30 points** (15% of course grade)
  - **Policy Analysis Paper 80 points** (40% of course grade)
- **Final exam 60 points** (30% of course grade)
- **Total points available: 200**

**Guidance for Policy analysis paper**

Use the model of Social Policy analysis presented in Chapter 2 of your textbook by Karger & Stoesz. If you would like to use a different Social Policy Analysis Model, please consult with Dr. Finch and be prepared to provide a copy of that model with your paper. Apply the model to a Social Policy in your area of interest, experience or expertise, or to an area in which you want to gain more knowledge. Be sure that what you are analyzing is truly an implemented social welfare policy and please be sure to utilize the most recent version of that policy. All policy topics must be approved by Dr. Finch. Evaluate the policy according to the guidelines in the model selected. Library research is essential for this assignment, and you should start this assignment early in the semester. The paper should be 12-15 pages in length and include a minimum of 12 references using APA style. A grading rubric is presented below for your guidance. Papers may be completed individually or in pairs or a group of no more than four people. **All members of a group will receive the same grade**, so it is the group’s responsibility to ensure equal input from each member. Whether you complete a group or an individual paper, you are encouraged to engage in co-operative learning with classmates, share resources and discuss your work with each other as this more closely replicates the working situation.
Your references should include federal or state laws and budgets; congressional record; federal or state statistics; government white papers; government pamphlets; academic journal articles; books; newspaper articles; statistics; and web site references.

- UTA Librarians, Mr. John Dillard dillard@uta.edu and Mr. Tom Lindsey, based at the main library, are available for consultation on resources. Mr. Lindsey is an expert on congressional materials. Mr. Dillard has a very helpful website at this link with a policy analysis section: http://libraries.uta.edu/dillard/

Rubric for Policy Analysis Paper:

<table>
<thead>
<tr>
<th>Introduction / Policy Analysis Model used</th>
<th>History of the social problem and the policies that address the problem</th>
<th>Policy Summary and Goals</th>
<th>Interest Groups Advocacy groups, political party support</th>
<th>Diversity, Social Justice and Ethical Issues</th>
<th>Policy Outcomes (did the policy do what was intended--use statistics to prove)</th>
<th>Global Comparisons Compare to another country or state</th>
<th>Writing style, references, APA citations</th>
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<tbody>
<tr>
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1. Advocacy Assignment:

EITHER a) A letter to a representative or senator (State or Congressional). The letter should clearly identify the policy or piece of legislation, should demonstrate a carefully thought out and well framed and supported position giving data and other reasons why you think the representative should support your request. For full points, you must also show a response from the representative’s or senator’s office, since part of this assignment is learning how to access your representatives.

OR b) Attend a City Council Meeting. Write a report on your observations. Guidance will be given on the Black Board for this assignment.

OR c) An advocacy activity that meets course goals 2, 5, and 8, and is pre-approved by the instructor.

Rubric Guidelines for option a) of the advocacy assignment is as follows:
1. **Final Exam:**

This will consist of 60 multiple choice, or true/false questions on the content of the semester’s work.

**Discussion postings:** There is one intro and 5 discussion questions for 30 points (15% of course grade). You are required to introduce yourself to colleagues and the course instructor and respond to another student’s introduction to get a full 5 points. For discussion questions, you must answer one question **completely** and respond to another student’s discussion post to obtain the full 5 points available for each discussion. Quality of the discussion and substance of the content will be taken into consideration in awarding points for this assignment. Use your textbook and other sources as your reference points in answering discussion questions.

**F. Grading Policy**

**Assignments and grading policy:**

- **Advocacy assignment.** 30 points (15 % of course grade)
- **Class participation in discussions** 30 points (15% of course grade)
- **Policy Analysis Paper** 80 points (40% of course grade)
- **Final exam** 60 points (30% of course grade)
- **Total points available: 200**

The grade for work in this course is determined by the points total accrued in the four designated assignment areas, as outlined above. The semester grade is calculated as follows

\[
\text{A} = 180-200 \text{ points} \\
\text{B} = 179-160 \text{ points} \\
\text{C} = 159-140 \text{ points} \\
\text{D} = 139-120 \text{ points} \\
\text{Fail} = \text{less than 120 points}
\]

**Note:** Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by
the instructor, per University Policy.

G. Make-Up Exam or Assignment Policy:

Please contact your instructor with a request for a deadline extension BEFORE the due date.

H. Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section:

As this is an on-line class, be prepared to access e-mail and Black Board daily. Important information is shared in this manner for the course.

I. Course Schedule:

**SCHEDULE OF MODULES AND REQUIRED READINGS**

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Start Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Aug 27</td>
<td>• Review the professor's introduction to the course</td>
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<tr>
<td></td>
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<td>• Review syllabus, textbook and assignments</td>
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<td>• Familiarize yourself with Blackboard Learning Management System</td>
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<td>Check out the website provided by UTA for student resources</td>
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<td>Check out this student resources website for Blackboard</td>
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<td><a href="http://www.uta.edu/blackboard/students/index.html">http://www.uta.edu/blackboard/students/index.html</a></td>
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<td>Post your introduction on the discussion board, due Sep 6 midnight</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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</table>
| 1    | Sep 7 | Introduction to Social Policy-1  
§ What is Social Policy?  
§ Definitions of Public Policy and Social Policy  
§ Values in American Social Welfare.  
§ Why study Social Policy as a Social Worker?  | Karger & Stoesz Chapter 1, 3 |
| 2    | Sep 14 | Introduction to Social Policy-2  
§ The Policy Process: how governmental policies are made.  
§ Models and Paradigms of Social Welfare | Karger & Stoesz Chapter 8, 10, 11 |
| 3    | Sep 21 | Social Policy Analysis  
* Policy Analysis. Review and application of models.  | Karger & Stoesz Chapter 2 |

Discussion Posting #1 due Sep 20

Begin research on your policy analysis topic and e-mail Dr. Finch with topic and group members (if applicable—you may work on your own) Due Sep 30
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Sep 28</td>
<td><strong>History of Social Welfare -1</strong></td>
<td>Discussion posting #2 due Oct 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Poor Laws and Charity</td>
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<tr>
<td>5</td>
<td>Oct  5</td>
<td><strong>History of Social Welfare-2</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>The New Deal</td>
<td></td>
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<tr>
<td>6</td>
<td>Oct 12</td>
<td><strong>History of Social Welfare- 3</strong></td>
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<tr>
<td></td>
<td></td>
<td>Social Policy and Politics after the New Deal: The Great Society and The War on Poverty</td>
<td>Karger and Stoesz, Chapter 11</td>
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<tr>
<td>7</td>
<td>Oct 19</td>
<td><strong>Poverty, Discrimination and Social Stigma</strong></td>
<td>Policy advocacy assignment due Oct 25</td>
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<tr>
<td>Week</td>
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<td>8</td>
<td>Oct 26</td>
<td>American Policy Responses to Income Maintenance: § Welfare Reform PRWORA 1996 § Social Insurance programs § Public Assistance programs</td>
<td>Karger &amp; Stoesz Chapter 9,10, 11,</td>
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<tr>
<td>9</td>
<td>Nov 2</td>
<td>Service Delivery Sectors and Systems: The Voluntary Sector; The public sector; Privatization and Human Service Corporations</td>
<td>Karger &amp; Stoesz Chapters 6, 7, 12</td>
</tr>
<tr>
<td>10</td>
<td>Nov 9</td>
<td>Social Development &amp; Social Policy: Asset Based Approaches</td>
<td>Karger &amp; Stoesz Chapter 8, See readings within module</td>
</tr>
<tr>
<td>11</td>
<td>Nov 16</td>
<td>An International Perspective on Social Welfare: Child Welfare</td>
<td>Karger &amp; Stoesz Chapters 15, 18</td>
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<tr>
<td>12</td>
<td>Nov 23</td>
<td>Child Welfare in America</td>
<td>Karger &amp; Stoesz Chapter 15</td>
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<tr>
<td>13</td>
<td>Nov 30</td>
<td>Mental Health Policies in America</td>
<td>Karger &amp; Stoesz Chapter 13, 14</td>
</tr>
</tbody>
</table>
| 14 | Dec 7  | Final Exam               |                           | Final Exam available Dec 12, 12:00 AM -12:00 midnight  
Please plan ahead accordingly |
| 15 | Dec 14 | Wrap up                  |                           | |

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

**J. Expectations for Out-of-Class Study:**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievance Policy:**


**L. Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For
immediate, 24-hour help call 1-800-273-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php
The following is a list, with links, of commonly used library resources:
Library Home Page..................... http://www.uta.edu/library
Subject Guides........................... http://libguides.uta.edu
Subject Librarians....................... http://www-test.uta.edu/library/help/subject-librarians.php
Database List................................ http://www-test.uta.edu/library/databases/index.php
Course Reserves.......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog.......................... http://discover.uta.edu/
E-Journals................................ http://utalink.uta.edu:9003/UTAlink/az
Library Tutorials ........................ http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus.. http://libguides.uta.edu/offcampus
Ask a Librarian......................... http://ask.uta.edu

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

O. Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aaoaao/).

P. Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All
instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:
The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

R. Academic Integrity
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code: 
I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.
UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101,

S. Electronic Communication:
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Student Feedback Survey:
At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

U. Final Review Week:
This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to
the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.