



UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester:	Fall	Year:	2016
Course Prefix/Number:	SOCW 3303		
Section Number:	008		
Course Title:	Social Welfare Policy and Services		
Instructor Name:	Antwan C. Williams, M.S., J.D.		
Faculty Position:	Adjunct		
Faculty Profile:	https://www.uta.edu/profiles/antwan%20-williams		
Office Number:	Social Work Complex B, Room 119		
Phone Number:	817-272-6708 (You may leave a message, but emailing is preferred)		
Email Address:	antwan.williams@uta.edu		
Consultation Availability:	Available in person, by telephone, or video chat		
Day and Time of Class (if applicable):	This is an online course taught via Blackboard.		
Location (Building/Classroom Number):	N/A		
Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.			
Blackboard:	https://elearn.uta.edu		

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

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 also examined in the context of the evolution and function of the contemporary American social welfare system.

Prerequisite: SOCW 2311 Introduction to Social Work.

B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:

The content of this course is consistent with the requirements of the CSWE Educational Policy and Standards (EPAS) Section 4.4 for Social Policy:

4.4 Social Welfare Policy and Services

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:

- a. Karger, H. and Stoesz, D. (2014). American social welfare policy: a pluralist approach (7th ed.). Boston: Pearson.
- b. U.S. House Ways and Means Committee 2012 Green Book. Background Material and Data on the Programs within the Jurisdiction of the Committee on Ways and Means. This can be accessed at <http://greenbook.waysandmeans.house.gov/2012-green-book>
- c. Philip Popple and Leslie Leighninger, *Social Work, Social Welfare, and American Society*, 8th ed., **available on Blackboard.**
- d. **A major national news outlet** such as the New York Times, Los Angeles Times, Washington Post, USA Today, or the Wall Street Journal. Each of these newspapers has a website that allows free access to online articles up to a certain number of articles per day/week/month. You can also explore signing up for daily emails such as Today's Headlines, although similar restrictions on the number of free articles may apply. You can sign up to news alerts through social media sites such as Twitter, where available. Finally, you can choose to purchase a digital or print subscription as well.

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

1. Google Alerts: This is a free service that allows you to monitor the web for interesting new content. Choose up to three current policy topics of your interest (e.g. immigration, Affordable Care Act, police brutality, gun rights) and create alerts. Be careful with creating an alert that is either too narrow or too broad—for example, “immigration” may generate an overwhelming amount of alerts as compared to “immigrant children Central America.” Information on creating the alerts can be found at <https://www.google.com/alerts>
2. Local newspaper such as the Fort Worth Star-Telegram or Dallas Morning News
3. “All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via KERA-FM (90.1). A weekly radio schedule is available at <http://www.kera.org/radio/schedule/>
4. Cable News and Policy discussions

5. Evening Network News – (CBS, ABC, NBC)

E. Major Course Assignments & Examinations:

Item	Due Date	Points	Weight
10 Current Events Postings	Throughout	50	10%
5 Reading Quizzes	Varies/See Schedule	100	25%
5 Team Activities (TA)	Varies/See Schedule	50	10%
Social Media Advocacy for Policy Issue Group Assignment/Project Submission Peer Reviews	Oct 16 Oct 23	125	20%
Social Media Advocacy for Policy Reflection Paper (Individual Assignment)	Oct 30	50	10%
Policy Analysis Paper (Individual Assignment) Executive Summary Draft Paper (Voluntary) Final Paper	----- Nov 13 Nov 23 Dec 7	125	25%
Total		500	100%

I. Current Events Postings - 10%

You are expected to regularly read at least one major media news outlet, as well as other media sources (see Required and Recommended Course Materials). You will be required to post at least one Current Event to a weekly discussion board that relates to the reading assignment for the week. In addition, you must post substantive responses to at least two postings of your classmates each week. There will be 15 Discussion Boards, corresponding with the 15 course sessions for the semester. However, in order to accommodate for unexpected challenges that may occur in any given week, I will only grade 10 of your weekly posts.

You can earn up to 5 points per week for your Current Event posting and responses. It does not count if you post more than one Current Event in the same week. Criteria for grading includes: a) proper citation of the media story, b) the reliability and range of the media sources, c) a concise summary of the story, d) relevance to the reading, and e) why the news story is important for social work practice.

II. Reading Quizzes - 20%

It is important to keep up with the reading assignments in order to facilitate discussion around these readings and current events. To facilitate this taking place on a consistent basis, six quizzes will be given during the semester. The lowest quiz grade will be dropped at the end of the semester. The five highest grades will each count for 20 points of your final grade (100 points total). Each quiz may cover material from the readings for that class session, as well as current events posted in the online discussion board, PowerPoint, discussion, or guest speakers. Questions will be multiple choice, true or false, matching, fill-in-the blank, and/or short answer items. Since one quiz grade will be dropped, NO make-up quizzes will be given unless warranted by a documented serious illness or emergency that results in a student missing more than one quiz.

III. Team/Group Activities - 10%

Every two to three weeks, you will work with your team/group to apply the materials from the previous two to three weeks. Activities may take on many forms such as structured discussions or interactive games. Each person within your team/group must make an active contribution to the team activity. **There will be at least Five Team/Group Activities throughout the semester.**

You may earn up to 10 points each team/group session by participating in the activity. I will not determine your grade; rather, you will be responsible for grading each other (within your group) after each designated team activity. *This includes grading yourself as well.* Your grade will be determined by the average of all scores you receive. Your group will be asked to come up with its own grading criteria, and you will submit your grading criteria to me for final approval. You may modify your grading criteria as the semester progresses IF all members of your group agree and you provide the instructor with the modified criteria. I will provide more details and later announce the due dates for the grading/evaluations.

IV. Social Media Advocacy for Policy Issue - 25% (Team/Group Assignment)

Social workers are required to advocate for policies that advance social justice. Social workers can advocate in multiple ways, such as case advocacy to help clients receive the services they need, raising awareness through media involvement, public activism such as demonstrations, and public policy advocacy to influence legislation. The influence of social media is shaping the discussion around many present-day social policy issues, thus making it critical for social workers to possess the skills to engage in advocacy through this platform. In addition, being an effective policy advocate requires you to collaborate with colleagues and clients, particularly when you may not share the same values.

You will be assigned to work within teams created by the instructor to maximize diversity. Your team will select one of the social policy issue issues in the media that are listed below. Together you will identify a local or state group that focuses on this policy issue, and you will monitor the media coverage of this issue during the semester. Your

team will work together to research and discuss the social policy issue, including communication with the local group you identified. As a final product, your team will formulate a persuasive and evidence-based response in a digital format (video, website, blog, infographic, digital images, podcast, or petition) and a one to two-page written summary of the policy issue. The purpose of your product is to influence social policy, so make sure you carefully consider the audience (Who do you want to see this product?) and the purpose (What do you want them to do with this information?)

This assignment will be graded through a peer review. A detailed rubric with guidelines for the assignment is available on Blackboard.

- Racial profiling and state-sanctioned violence (Criminal Justice)
- Women's access to reproductive health services (Reproductive Justice)
- The Affordable Care Act (Health Care Reform)
- Rights of faith-based providers (Religion and Social Welfare Policy)
- Privatization of social services (Child Welfare/Private Prisons)
- Infectious diseases and public health (Health, International)
- Social Security (OASDI)
- Public assistance and drug testing (TANF/SNAP)
- Supplemental Nutrition Assistance Program (SNAP/Food Stamps)
- Immigrant access to benefits (Health Care/Public Benefits)
- Child welfare financing and workforce (Child Welfare)
- Deinstitutionalization (The Mental Health Centers Construction Act and its aftermath)
- Housing Projects/Section VIII Housing Voucher Program
- McKinney-Vento Housing Act (Homelessness)
- Other topic with instructor approval

V. Social Media Advocacy Reflection Paper - 10% (Individual Assignment)

Following your Social Media Advocacy assignment submission, you will write a 2-3 page paper that reflects on your experience working with social media in a group setting. In particular, you will be asked to explore the role of social media in advocacy, your personal and professional values as they relate to your topic, and how you managed or negotiated any conflicts that arose for you from this experience. You will also be asked to evaluate your peers and their contributions to the assignment. This is an individual assignment. A detailed rubric with guidelines for the assignment will be available on Blackboard.

VI. Policy Analysis Paper - 35% (Individual Assignment)

The policy analysis paper **cannot** be on the same topic as your group presentation. You are free to choose another topic listed above or with prior approval from the instructor a different topic. The paper is an individual assignment. The paper will be completed in three steps:

1. Executive Summary: A one-page outline or summary of the policy that you propose to analyze in your paper and the major sections listed in the rubric.
2. First Draft: Voluntary Submission to instructor for review of structure and content.
3. Final Paper: Final submission of your individual paper.

A detailed rubric with guidelines for the assignment will be available on Blackboard and additional instructions will be provided throughout the course. Each step of this assignment will be submitted on Blackboard.

F. Grading Policy:

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Course Grading Scale

The following scale will be used for calculating an overall course grade:

<u>Grade</u>	<u>Percentage</u>	<u>Points</u>
A	100% - 90%	450-500
B	89% -80%	400-449
C	79% -70%	350-399
D	69% - 60%	300-349
F	59% and below	Below 300

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:

No make-up quizzes will be given unless warranted by a documented serious illness or emergency that results in a student missing more than one quiz. Other assignments will be accepted late on a case-by-case basis, and may receive a penalty of up to 10% of the final grade per day late.

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:

I have the ability to monitor your engagement with the course by reviewing when you last accessed the course, reviewed course materials and submitted assignments online. However, as an online student, you are expected to complete all required activities and assignments within the time frames specified below.

I. Course Schedule:

Weekly class sessions begin on Monday at 7:00am and end on Sunday at 11:59pm.

Current Events, Team Activities and Quizzes can be completed anytime during this time frame. All other assignments are due by 11:59pm on Sunday of the given week.

MODULE	DATE(S)	TOPIC	READINGS	ASSIGNMENT
First Day of Class	08/25 – 09/04	Introductions, Syllabus Review, Assignments	Introduction to the Course—Syllabus Overview	Complete Introduction
Module 1	08/29 – 09/11	What is Social Policy? Political Ideology & Social Welfare Policy Research	K&S Ch.1 (continued) P&L Ch.1 (Blackboard)	
Module 2	09/04 – 09/11	History and Religion of Social Welfare Policy	K&S Ch.3 Wrestling with Faith in Social Work Education What Place Does Religion Have in Social Work	Team/Group Activity 1

Module 3	09/12 – 09/18	The Voluntary Sector	K&S Ch.6	Quiz 1
Module 4	09/19 – 09/25	Privatization	K&S Ch.7 A Comparison of Caseworker Characteristics	Team/Group Activity 2
Module 5	09/26 – 10/02	International Perspectives	K&S Ch.18	Quiz 2
Module 6	10/03 – 10/09	Discrimination and Poverty	K&S Ch.4 &5 P&L Ch 8 (Blackboard)	Team/Group Activity 3
Module 7	10/10 – 10/16	Social Media Advocacy for Policy Issue – Peer Reviews	Obar, J.A., Zube, P., and Lampe, C. (2012). Advocacy 2.0: An analysis of how advocacy groups in the United States perceive and use social media... (on Blackboard)	<i>Due: Social Media Advocacy for Policy Issue (Group/Team)</i> Find the Green Book online and add it to your favorites on your tool bar Watch this video (click here)
Module 8	10/17 – 10/23	Social Policy Research and Making Governmental Policy	K&S Ch. 2 & 8	Quiz 3 Due: Social Media Advocacy for Policy Issue – Peer Reviews
Module 9	10/24 – 10/30	Tax Policy and Social Insurance	K&S Ch. 9 & 10	Team/Group Activity 4 <i>Due: Social Media Advocacy Reflection Paper (Individual)</i>
Module 10	10/31 – 11/06	Public Assistance and Food Policy	K&S Ch. 11 & 17	Quiz 4
Module 11	11/07 – 11/13	Health & Mental Health	K&S Ch. 12 & 13 Health in All Policies	<i>Due: Executive Summary (Individual)</i> Team/Group Activity 5
Module 12	11/14 – 11/20	Housing and Criminal Justice	K&S Ch. 14 & 16 The Case for Reparations...	Quiz 5

Module 13	11/21 – 11/27 Thanksgiving holiday will be 11/24-11/25	Child Welfare Policy	K&S Ch. 15	Quiz 6 <i>First Draft of Policy Analysis Paper Nov. 23 - (Individual – Voluntary Submission)</i>
Module 14	11/28 – 12/04	Policy Practice Skills	Popple, P. “Negotiation: A critical skill for social Work administrators” Lens, Vickie. “Principled Negotiation: a new tool for case advocacy”	<i>Complete Student Feedback Survey</i>
Module 15	12/05 – 12/13	Lessons from policy analysis Wrap-Up and Overview		<i>Due: Final Policy Analysis Paper (Individual) – No Later Than Wednesday, Dec. 7</i> Potluck (Class/Groups/Teams Get Together – TBA)
Final Exam Week	12/10 – 12/16	NO FINAL EXAM		

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:

See BSW Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf

Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

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://www.uta.edu/aao/fao/>).

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, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

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.