



UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Spring, 2016

Course Title: Social Welfare Policy and Services

Course Prefix/Number/Section: SOCW 3303-003

Instructor Name: Dorothea L. Ivey, MSW, MPA, HS-BCP

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Office Hours: By Appointment

Classroom Location (Building/Classroom Number): Science Hall Rm 205

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu/webapps/login/>

School of Social Work Vision and Mission

Vision:

Educating Leaders to create community partnerships for promoting a just society.

Mission:

The University of Texas at Arlington School of Social Work promotes the highest standards of integrity, and excellence in research, teaching and service, and creates collaborative scholarly and educational opportunities for students and the community, with the goal of achieving a just society.

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 and Welfare 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:

Karger, H. and Stoesz, D. (2014). American social welfare policy: a pluralist approach (7th ed.). Boston: Pearson.

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/2014-green-book>

Philip Popple and Leslie Leighninger, *Social Work, Social Welfare, and American Society*, 8th ed., available on Blackboard.

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

N/A

E. Major Course Assignments & Examinations:

Item	Date	Weight
First Class Notes	Feb. 24	11%
First Clippings File	Mar. 9	1%
Second Class Notes	Mar. 23	11%
Second Clippings File	Apr. 13	1%
Third Class Notes	April 27	11%
Group Presentations	See Course Calendar	15%
Class Participation		10%
Policy Analysis Paper	April 27	35%
Complete Clippings File	May 4	5%
Total		100%

a) Clipping Project 7%

You are expected to regularly read at least one newspaper, one weekly news magazine, and keep up with at least one social work/social welfare related web site. Clip or make copies of everything you find that is related to social work and what social workers do. Bring your folder to class each day and be prepared to discuss items you have found. This assignment counts a total of 7 points and the criteria for grading will be the number of items you have found, if you have items for every week, the relevance of the items to course content, the range of sources that you have used, and the neatness and care you

have demonstrated in organizing your folder. Class discussion of your items will be part of your class participation grade.

b) Group Presentation 15%

For your policy analysis paper you will select/be assigned one of the following topics (Instructor will work to accommodate your first choice, but you may have to settle for a lower choice): Earned Income Tax Credit (EITC); Social Security (OASDI); Supplemental Security Income (SSI); Temporary Assistance to Needy Families (TANF); Supplemental Nutrition Assistance Program (SNAP/Food Stamps); Keeping Families and Children Safe (Reauthorization of Child Abuse Prevention and Treatment Act); The Affordable Care Act (Health Care Reform); Deinstitutionalization (The Mental Health Centers Construction Act and its aftermath); Housing Projects/Section VIII Housing Voucher Program; McKinney-Vento Housing Act (Homelessness).

Your group will make a 35 - 45 minute presentation on the date listed on the course calendar. For groups with earlier dates the presentation will not be expected to be as polished as those having more time. External content such as YouTube clips should not take up more than one-quarter of your presentation and, if you do use such material, the verbal part of your presentation should be at least 45 minutes.

One person will email the power point to the instructor before class and carbon copy your group members. The instructor will reply with a confirmation.

c) Policy Analysis Paper 35% Due: April 23

The policy analysis paper will be on the same topic as your group presentation. For the group presentation all members of the group will get the same grade. However, the paper should represent an individual effort and will be given an individual grade.

One person will email the paper to the instructor before class and carbon copy your group members. The instructor will reply with a confirmation. Please also bring one paper copy to class to submit to the instructor.

Policy Analysis Model. For your policy analysis paper please use the model below. You may vary the order of the sections if you wish.

- a) Introduction
- b) Description of the Problem that Necessitated the Policy
- c) Historical Background of the Policy
- d) Description of the Policy
- e) Policy Goals
- f) Major Issues/Problems with the policy
- g) Proposals/possibility for reform of the policy
- h) Social Thought and Ideology
 - What are the major ideological suppositions contained in the policy?
 - Are these more consistent with conservative or liberal perspectives?
 - What is the perspective on the role of government, the economic system, and the nature of society, as it pertains to the policy?

- How is the voluntary sector/for-profit sector involved in the policy?
- i) Conclusion
 - Proposals/potential for reform of the policy
 - Who is advocating for reform of the policy; how are they doing so; chance of success?
- j) Definitions of Key Terms
- k) References

Writing Details:

Purpose. Be sure and state clearly on page 1 of your policy analysis paper in the Introduction: (a) what you are going to do in the paper: (b) how you plan to do it.

Outline Paper. Use the policy analysis model presented above as your outline for the paper. The policy analysis model headings should be incorporated into the body of the paper itself.

Issue Focus. Your paper should focus on the various issues and points of view on your topic. Example: If you are doing your paper on Social Security, and are discussing privatization as a proposed reform, then bring in both the pro privatization anti privatization perspectives. In other words, present both sides of the issue.

Definitions of Key Terms. Put this on a separate page. Define terms that may have a bearing on what you are writing about. Example, if you are writing about “home health care,” then you might also define “meals-on-wheels” or “long-term care,” if you think that this may be helpful to your reader or audience. Do not make too many assumptions about your reader or audience in respect to knowing what you may mean by the terms you are employing.

Readings. Use the required readings as a base, as much as possible. This may not always be possible, as you may have chosen a topic that is not covered in the readings. But if it is covered, then refer to the readings in your paper.

References. A separate page(s) should include a listing of references or footnotes. It is not necessary to include a listing of footnotes on one page and bibliography on the other (in many style manuals they are one and the same). The number of references needed is up to the individual student. I would think that 8 would be the minimum number. Books and scholarly journals (Social Service Review, etc.) should be employed over popular journals (Newsweek, etc.), or Web sites. No more than 20% of the references should come from Web sites (this does not include articles that are published on-line—there is no limit to these).

Style Manual. Please use the style manual of the American Psychological Association (APA).

Length. The policy analysis paper should be between 10 and 12 pages with one inch margins and double spaced. This maximum length does not include separate pages for endnotes, charts, graphs, or other illustrations. Don’t obsess about the length. If you

feel you are done after nine pages, this is okay (although if you have written less than nine or ten pages you probably should look to be sure you haven't left something out). If your paper is longer than 14 pages you should look to see where you can edit it down.

Conclusion. In the last one or two paragraphs of the policy analysis paper, please integrate, sum up, relate to the larger picture, asking yourself some larger questions such as "What does it all mean?"

d) Class and Reading Notes 33% Due Feb. 26, Mar. 26, May 5

You are required to take notes on class presentations, power point slides, discussions, and on all assigned readings. This includes the presentations by your classmates. These may be done on your computer or by hand, whichever is your style. They will be graded in terms of:

- Were you there? If you were not in class you will get no credit.
- Did you note important details/points?
- Did you take notes on the assigned readings?
- Are your notes comprehensive?
- Are your notes organized and understandable? It doesn't matter whether you use a tightly organized system such as outlining everything, or you use a more free-flowing approach, but it has to be decipherable to me to at least to the extent that I am convinced that you understand the concepts you have written about.

F. Attendance and Participation 10%

You will be able to earn up to 10 points for class participation. This grade will be assessed in two ways. The first is class attendance. See Section H – Class Participation for details on absences. The second part of your class participation grade will be based on the amount and quality of your contributions to class discussions, particularly based on your clippings project.

G. Grading Policy:

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

For this course, the semester grade is calculated as follows:

Item	Weight	Grade	Description
First Class Notes	11%		
First Clippings File	1%	A	90-100 Points
Second Class Notes	11%	B	80- 89 Points
Second Clippings File	1%	C	70- 79 Points
Third Class Notes	11%	D	60- 69 Points
Group Presentations	15%	F	0- 59 Points
Class Participation	10%		
Complete Clippings File	5%		
Policy Analysis Paper	35%		
Total	100%		

H. Make-Up Exam or Assignment Policy:

10% per day will be deducted for late assignments.

I. Attendance Policy:

You will be able to earn up to 10 points for class participation. This grade will be assessed in two ways. The first is class attendance. Because this class meets only twice a week, and for only twenty-eight sessions, it is important that you attend every class. You are allowed one absence no questions asked. After this your class participation grade will be reduced 3 points for each unexcused absence. An excused absence is one for which you have a statement from a health care provider stating that you could not attend class because of illness or injury (a statement saying only that you had a doctor's appointment is not sufficient), or a statement documenting that the absence was due to participation in a university sanctioned activity (team sport, student government, or similar official university activity). The second part of your class participation grade will be based on the amount and quality of your contributions to class discussions, particularly based on your clippings project.

J. Course Schedule:

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.

	DATE	TOPIC	READINGS	ASSIGNMENT
First Day	Jan. 20	Introductions, Syllabus Review, Assignments		
Week 1	Jan. 27	Social welfare policy and the social work profession	Chap. 1	Find the Green Book online and add it to your favorites on your tool bar
Week 2	Feb. 3	Voluntary & For Profit Sec, Privatization	Chaps. 6 & 7	
Week 3	Feb. 10	Social welfare policy analysis ***ONLINE CLASS***	Chap. 2	Go to your search engine and type in "World's Smallest Political Quiz." Complete the quiz and print out your results. Read the descriptions of each of the political positions, paying particular attention to the one the quiz identifies as yours. Bring all of this to the next class and be ready to discuss it.
Week 4	Feb. 17	Political ideology and social welfare policy	Popple and Leighninger Chapter 1 (Blackboard)	
Week 5	Feb. 24	Evolution of American Social Welfare Policy		24th DUE: First set of class notes
Week 6	Mar. 2	Discrimination	Chap. 4	
Week 7	Mar. 9	Poverty, the central issue in social welfare policy	Chap. 5	
SPRING BREAK				
Week 8	Mar. 23	Poverty, nature and causes	Popple and Leighninger Chapter 8 (Blackboard)	23th DUE: First part of clipping file
Week 9	Mar. 30	Tax policy and income distribution	Chap. 9	30th Due: Second set of class notes
Week 10	Apr. 6	Social insurance	Chap. 10	Group presentations: Earned Income Tax Credit; Old Age Survivors and Disability Insurance
Week 11	Apr. 13	Public assistance	Chap. 11	Group presentations: Supplemental Nutrition Assistance Program; Temporary Assistance to Needy Families 13th DUE: Second set of clipping file
Week 12	Apr. 20	Health Care; Mental Health	Chaps. 12 & 13	Group Presentations: The Affordable Care Act; Deinstitutionalization
Week 13	Apr 27	Child Welfare; Housing	Chaps. 15 & 16	Group presentations: Keeping Families and Children Safe (Reauthorization of the Child

				Abuse Prevention and Treatment Act); Housing Projects and Section VIII Subsidies; McKinney-Vento Act 27th DUE: Policy Analysis Paper 27th DUE: Third set of class notes
Week 14	May 4	Policy Practice Skills: Lobbying, program evaluation, advocacy, negotiations	Poppo, P. “Negotiation: A critical skill for social Work administrators”	Complete Student Feedback Survey 4th DUE: Third set of clippings

Note: Grades will be posted to the campus MyMav system after 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.

K. 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.

L. Grade Grievance Policy:

See BSW/MSW Program Manual.

M. 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, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building A of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. 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.

N. 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>

O. 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.

P. 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/>).

Q. 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.

R. 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.

S. 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.

T. 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>.

U. 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>.

V. 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.

W. School of Social Work - Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the "School's vision is to promote social and economic justice in a diverse Environment." Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply "symptoms". This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment
Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.