

SOCIAL WELFARE POLICY - SWK 401
Fall, 2008
Tuesday & Thursday – 1.00 – 2.15 p.m. HL 523

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I have an open door policy. You are welcome to stop by with questions regarding assignments or the class.

1. COURSE OUTLINE

This certified writing course will include the examination of social policy elements, including historical aspects, value assumptions, social-political-economic context and processes. The student will gain an understanding of policy analysis and develop skills of policy analysis. The purpose of this course is to help students understand what drives social welfare policy, the values and beliefs underlying social welfare policy, and how it impacts our lives. The course is designed to be theoretical and practical.

Fundamental concepts and theories of social welfare policy are examined. The competing values and beliefs that influence social welfare policy are discussed and analyzed. An overview of the history of social welfare policy in the United States is explored. Social welfare policies and programs are examined within the context of the social problems they address. The course also explores the strengths and weaknesses of current government interventions. Special focus is given to social welfare policies and programs designed to promote social and economic justice. The themes of poverty, racism, sexism, homophobia, and other forms of oppression are addressed. Students will also explore ways to conduct effective social welfare policy analysis.

2. MATERIALS

Required Text:

Gilbert, Neil and Terrell, Paul. Dimensions of Social Welfare Policy. 6th ed. Allyn and Bacon. Boston. 2005.

Recommended Text: Andrew W. Dobelstein. Social Welfare Policy and Analysis. 3rd ed. Brooks/Cole. Pacific Grove. 2003.

Elizabeth A. Segal. 2007. Social Welfare Policy and Social Programs: A Values Perspective. Brooks/Cole. Belmont.
Selected readings as assigned.

3. DEPARTMENTAL OBJECTIVES

1. Understand and relate the historical antecedents of the social work profession with contemporary issues and future trends.
2. Apply the problem-solving and systems perspectives when intervening with individuals, families, small groups, organizations and communities.

3. Understand and apply social work values and ethics in the context of professional practice.
4. Appreciate and exhibit professional use of self in generalist practice and the appropriate use of supervision.
5. Understand/assess/employ appropriate social and organizational change within a social work organization, and social work delivery system.
6. Analyze social policies and services effecting clients, social workers, and social agencies.
7. Apply principles, concepts and theories of evaluation to undergraduate generalist social work practice.
8. Understand and assess professional practice through the application of qualitative and quantitative research methodology.
9. Employ social work interventions sensitive to diverse, oppressed and disenfranchised populations.
10. Apply the strengths perspective when working with individuals, families, small groups, organizations, and communities.
11. Apply critical thinking skills when working with individuals, families, small groups, organizations, and communities.
12. Inculcate an international social work perspective on social policy development.

4. COURSE OBJECTIVES

Knowledge:

1. To develop an understanding of the historical context within which social welfare policies have evolved in this country.
2. To develop an understanding of the social, political, economic, legal, cultural, psychological, and structural variables that influence the development of specific social policies.
3. To develop an understanding of the nature and function of social welfare policy.
4. To develop an understanding of the elements that constitute a social welfare policy and how they interrelate to each other.
5. To develop an understanding of the reciprocal role of policy in the practice of social work.
6. To develop an understanding of the issues of priorities, power, and control that are involved in social policy and policy decisions.
7. To develop an understanding of the major organizations of society in order to provide insights into options for overcoming social dilemmas in society.
8. To develop an understanding of current policy and service issues in selected fields of social welfare.
9. To develop an understanding of current income maintenance programs.
10. To develop an understanding of legislative, judicial, and administrative processes in relation to social welfare policy development and implementation.

11. To develop an understanding of the impact of social policy on people's lives, especially in relation to vulnerable populations and oppressed groups.
12. To develop an understanding of the importance of diversity in policy formulation and social change efforts.

Skills:

1. To develop beginning skills in policy research analysis and development using basic analytical skills.
2. To develop beginning levels of analytical skills in utilizing status/racial/ethnic/minority factors in the analysis of social policies.
3. To develop a beginning level of skill in the effective implementation of social policy in generalist social work practice.
4. To develop an understanding of the importance of evaluating the effects of policies and programs especially in relation to populations at risk.

Values:

5. To develop an understanding of the influence and interaction of status, racial/ethnic/minority factors, values, beliefs, traditions, and ideologies in social policy formulation.
6. To develop a moderate level of commitment to social justice and social change.

5. COURSE REQUIREMENTS

- A. Attendance is required. Three classes may be missed without any consequence. For each class missed after three, five (5) points will be deducted from your final grade. Students involved in sports will not be negatively affected by missing class if a letter noting game dates is received from the coach.
- B. The course consists of 2 tests (mid-term/Final) and a major social policy paper. Papers are due at the beginning of the class on the date determined. Your papers will be evaluated not only for depth and content, but also for sentence structure, clarity of thought, paragraph cohesion, spelling and grammar. Always proofread and make a copy of your papers.
- C. The social policy paper involves an analysis of a social problem/need and the welfare policy used to alleviate the problem. You can choose any social problem of interest to you in collaboration with your course instructor. **The topic and the abstract should be a page and submitted to the instructor for approval by class 3.**

Objectives of the written assignment are:

- 1) Be able to apply and synthesize policy concepts and principles, and
- 2) Help you understand the composition process, moving from identifying an initial topic to the finished paper.

The paper should be approximately **18 to 20 pages** in length, **double-spaced, APA style, properly referenced paper** (*minimum of five references, either books or journal articles. Online sources and the required textbooks will not count as a reference*). The paper should address the linkages between a social problem, a governmental policy meant to alleviate it, and an implementing

program. In addition to a general introduction, the paper should be organized into three major sections, under each of which you may have as many subsections as needed.

Section I, identify and define a social problem that affects a specific population. Describe (a) the nature of the problem; (b) those who are directly and indirectly affected; and, (c) the scope and etiology of the problem. (3 – 4 pages)

Section II; select a governmental policy that has been formulated at the national, state, or local level to address, at least partially, the social problem you have examined. Briefly, describe how the governmental policy came to be and discuss its goals, objectives, and main provisions. (6 – 7 pages)

Section III; Describe and analyze a social service program that implements the policy. (6 – 7 pages)

Section IV; in the final section of the paper, provide your recommendation for policy reform or improvement, making your value premises or other criteria that influence your judgment. (2 pages)

You will submit a draft of each stage to me and to a peer for review. Critique forms will be provided on which to complete a peer review. The purpose of reviewing one another's work is to provide feedback on internal structure (organization and development, unity, focus, coherence, sentence and paragraph structure, use of transitions, grammar, spelling, punctuation, and mechanics), documentation, and development of your ability to analyze the social policy. The major paper of this course will follow APA (American Psychological Association) style: (a) typing instruction, (b) citation format, (c) references list, and (d) writing style. An abbreviated version of this written by Professors Nancy Perry, Mark Ware, and Elizabeth Dahl will be on reserve in the University's Library. Each of you is expected to be peer reviewers for your classmates. You are expected to edit and revise your paper for final grading by the date indicated in the syllabus. At that time, you will turn in all sections of the paper. Five (5) points will be deducted for each day the paper is late.

6. ACADEMIC HONESTY

This course adheres to the University's Policy on Academic Honesty and the College's procedures as found on: <http://www2.creighton.edu/fileadmin/user/CCAS/docs/acadhonesty.html>. Appropriate penalties will be imposed as allowed by the University's Policy for failure to participate within the expectations of academic honesty in all requirements of this course.

7. GRADING

Exams (MT/Final)	= 200pts	93-100%	= A	372-400pts.
Policy paper	= 100	87-92	= B+	348-371
Policy Presentations	= 50	83-86	= B	332-347
<u>Peer Reviews</u>	= <u>50</u>	77-82	= C+	308-331
TOTAL	= 400	73-76	= C	292-307
		63-72	= D	252-291

Student Performance Rubric:

This rubric is intended for overall grading standard for the department of social work. Individual courses may have specific criteria as specified by the instructor.

A =100-93%	Performance is excellent . The work is submitted on time, written well with content that demonstrates high quality critical thinking. The student is respectful and fully participates in class discussion and demonstrates leadership. All paperwork is handed in on time. Outstanding piece of writing with no grammatical, spelling, punctuation, and usage errors.
B+=92-87%	Performance at this level is competent or solid. Work is handed in on time and has strong content but insufficient critical thinking. Students participate in class and show leadership in class. Paperwork is submitted on time. Overall good piece of writing but with few grammatical, spelling, and usage errors. Shows good conceptual, organizational, and methodical developments in the paper.
B=86-83%	Performance is fairly competent . Student is generally consistent in class and shows signs of improvement. The student demonstrates a beginning level of professional demeanor and behaviors. Paper does not show a full picture of the nature and scope of the problem. It is less developed conceptually, methodologically, and organizationally.
C+=82-77%	Performance is adequate with some unevenness and limitations observed; student needs to continue to work in this area. Students demonstrate limited participation in class. Paper addresses the objectives but does not have sufficient depth or content. The student does not demonstrate professional demeanor and behavior consistent with the profession.
C=76-73%	Performance is minimally acceptable ; problems are evident and consultation with the professor is required. Paperwork is late. Assignments are late with minimal quality. Paper is in control of the subject but not in a comprehensive manner. Shows quite a few grammatical, spelling, and usage errors. Lacks critical thinking. The student does not demonstrate professional demeanor and behavior consistent with the profession.
D=72-63	Performance unsatisfactory and definite problems exist in this area. The work is of poor quality. Is not involved in any class discussion or activities. The student does not demonstrate professional demeanor and behavior consistent with the profession. The paper avoids requirements of the assignment. It is characterized by unsubstantiated and general statements. Grammar, spelling, and punctuation make the narrative difficult to read.
F = below 63%	Lack of participation, poor attendance, is not actively involved in class discussions, repeatedly turns in papers and assignments late. The paper has significant grammatical, spelling and punctuation errors. It does not address the objectives of the assignment and minimally deals with the topic. A cogent, analytical position on the topic was not taken. Outside references are absent. The student does not demonstrate professional demeanor and behavior consistent with the profession.

<i>Week</i>	<i>chapters</i>	<i>content</i>	<i>Assignments Due</i>
1 Aug. 28		Course Overview, Policy Paper Why study Policy	
2 Sep.2 Sep. 4	Be prepared to discuss Chapter 1	The Field of Social Welfare Policy <ul style="list-style-type: none"> - Perspectives on the study of social welfare policy - Emerging perspectives - History of Welfare - Video: Making Welfare Work Relevance of policy analysis to practice	Policy Paper topic and abstract – Sep. 4
3 Sep. 9 Sep. 11	Be prepared to discuss Chapter 2	The Modern Welfare State <ul style="list-style-type: none"> - Evolving welfare state - Welfare goals - Welfare scope - Welfare realms - Emerging issues Theories of welfare growth	
4 Sep. 16 Sep. 18	Be prepared to discuss Chapter 3	Analyzing Social Welfare Policies <ul style="list-style-type: none"> - Social Welfare Policy Making Benefit allocations - Elements of an analytic framework - Application of the framework Video: Take it From Me	Section 1 – Draft Due – Sep. 18
5 Sep. 23 Sep. 25		Chapter 3 continued <ul style="list-style-type: none"> - Distributive justice in public assistance - Individual and collective values in public assistance - Theories, assumptions, and social choice Emerging issues	
6 Sep. 30 Oct. 2	Be prepared to discuss chapter 4	The Basis of Social Allocation <ul style="list-style-type: none"> - Who shall benefit - Universality and selectivity in income maintenance - Social Effectiveness and cost effectiveness - Allocative principles and residual conceptions - Operationalizing the allocative principles - Eligibility versus acces - Emerging issues - Movie: "And the Band Played On" 	Section 1 – Final part Due – Oct. 2
7 Oct. 7 Oct. 9	Be prepared to discuss Chapter 5	The nature of social provision <ul style="list-style-type: none"> - Basic forms - Alternative forms - Vouchers 	

8 Oct. 14 Oct. 16		Chapter 5 continued <ul style="list-style-type: none"> - Substance of the social provision - Social provisions as reflections of policy values - Cycles of public assistance Emerging issues MID-TERM – OCT. 18	Mid-term on Ch. 1,2,3,4,5 Section 2 – Draft Due – Oct. 16
9		Oct. 17 - 27. FALL BREAK.	
10 Oct. 28 Oct. 30	Be prepared to discuss Chapter 6	The Design of the Delivery System <ul style="list-style-type: none"> - Privatization and commercialization in service delivery - Promoting coherence and accessibility: service delivery strategies - Selecting strategies - Emerging issues 	
11 Nov. 4 Nov. 6	Be prepared to discuss Chapter 7	The Mode of Finance <ul style="list-style-type: none"> - Source of funds - Philanthropic contribution - Contributory schemes and fee charging - Public financing and Emerging issues 	Section 2 – Final Part Due – Nov. 6
12 Nov. 11 Nov. 13	Be prepared to discuss Chapter 8	The Mode of Finance <ul style="list-style-type: none"> - Centralization and Decentralization - Money flow - Conditioning Transfers - Devolving public welfare - AFDC to TANF 	
13 Nov. 18 Nov. 20	Be prepared to discuss Chapter 9	Policy Dimensions <ul style="list-style-type: none"> - International trends - Pressures for change - Directions for Change - Implications of Change 	Section 3 – Draft Due – Nov. 18
14 Nov. 25		- Immigrants, Social Policy, and the States	
15		Thanksgiving Break: Nov. 25 5.00 p.m. to Dec. 1	
16 Dec. 2 Dec. 4	Handouts	US Social Welfare Policies and International Comparisons. Social Welfare Policy and Social Workers Presentations	Section 3 – Final part Due – Dec. 4
17 Dec. 9 Dec. 11		Presentations Continued Final Comments, Unanswered questions, Final Exam discussion, & Course Evaluations.	Section 4 - Final part DUE Dec. 11
18 Dec. 15 - Dec. 19		FINALS WEEK	

SOCIAL WELFARE POLICY
BIBLIOGRAPHY

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