

NORTHEASTERN ILLINOIS UNIVERSITY

SOCIAL WORK PROGRAM

SWK-207: SOCIAL WELFARE POLICY I

FALL 2009

Instructor: Melinda J. Baldwin, MSW, LCSW

Email: m-baldwin@neiu.edu

Office: Lech Walesa Hall (CLS) 3100

Telephone: 773-442-4760

Office hours:

- Main Campus:
Mondays and Wednesdays from 1:00 to 2:00 p.m.
Mondays from 3:30 to 4:30 p.m.
- El Centro:
Mondays from 5:00 to 6:00 p.m.

Class Meeting Time: Mondays: 6:10-8:50 p.m.

Class Meeting Location: El-Centro Campus

Prerequisites: None; 3 credit hours.

TEXTS:

Chapin, R. (2007). *Social Policy for Effective Practice*. New York, NY: McGraw Hill.

Sachs, J. D. (2005). *The end of poverty: economic possibilities for our time*. New York: Penguin Books.

Szuchman, L. T., & Thomlison, B. (2009). *Writing with style: APA style for social work*. Belmont, CA: Thomson Brooks-Cole.

Additional readings as assigned by the Instructor. These will be available either on Blackboard or on reserve in the library.

REFERENCE TEXTS:

Publication manual of the American Psychological Association (5th Ed). (2002). Washington, D.C.: American Psychological Association.

Szuchman, L. T., & Thomlison, B. (2009). *Writing with style: APA style for social work*. Belmont, CA: Thomson Brooks-Cole.

COURSE DESCRIPTION

This course covers content of the history of social welfare, current social welfare programs and the societal values that underlie these provisions.

LEARNING OUTCOMES

Students **will identify and understand the:**

1. influence of societal values, beliefs, and political thought on the structure of social welfare programs,
2. connection between American societal values, the social work profession and one's personal worldview,
3. influence of the social work profession, and its code of ethics on policy formation,
4. processes of how social welfare policy is formed, implemented, and evaluated locally and internationally,
5. interplay of the structure and function of social welfare programs within the context of the delivery of services locally and internationally,

Students **will examine the:**

6. the historical trends in social welfare policy and their influence upon present policy formation,
7. role of policy advocacy in promoting social justice and human rights,
8. responsibility of the social work profession to reduce and redress various forms of inequality in social welfare policy by promoting social and human justice,
9. interplay if multifaceted client contexts on the formation and implementation of social welfare policy

Students **will demonstrate:**

10. level one proficiency in Core Social Work Professional Identity behavior.

COURSE CONTENT AND METHOD OF INSTRUCTION

A balance of lecture material and interactive learning activities will be used for this course. There will be class discussion, small group activities, and videos.

STUDENT CONDUCT

1. Punctual attendance and active, appropriate, and authentic participation is **required**. Chronic tardiness will result in the lowering of a student's grade one letter grade. Prior consent of the instructor is necessary for excused absences. Please see class participation under "Assignments" below for further information about class attendance.
2. Preparation for class includes reading the assigned material **prior** to coming to class. Healthy debate of issues is encouraged. The sharing of the student's thoughts, beliefs, and values is encouraged throughout this class. Respect for the opinions and the feelings of others is expected.
3. A hard copy and an electronic version of your paper must be submitted at the **beginning of class** on the assigned due date. Electronic copies will not be accepted.
4. Assignments received within one week of the due date will result in the lowering of the student's grade by one letter grade. Assignments over a week late will not be accepted and the student will receive a zero for that assignment.
5. Papers are to be typed in a 12 point Times New Roman font, doubled spaced, and have 1" margins. A title page including your name, course number, date, and paper assignment title should be attached to each paper. Papers should be paginated and have the paper's title as a running head. Your paper should be written in the style consistent with the *Publication Manual of the American Psychological Association, 5th edition* (APA). A copy of the grading rubric should be attached to the paper. All papers need to be stapled. Papers that are not stapled together will not be accepted.

Grammar, spelling, syntax, and organization are important and will be evaluated. You are highly encouraged to seek assistance from the NEIU Writing Lab. Appointment with the Writing Lab may be made by visiting them in CLS 2046 or by calling them at (773) 442-5480.

6. Oral presentations, written papers, and posts to Blackboard should use non-sexist, non-racist, and non-stigmatizing language.
7. Plagiarism, cheating, and other forms of academic misconduct are taken seriously. These activities are not only a violation of University protocol, but are also a serious breach of ethical social work practice. If a paper is found to have been plagiarized, it will automatically receive a failing grade and the student may also receive a failing grade for the course. The student, the Department Chair, and the Office of the Dean of Students will be notified. Students are responsible for understanding this policy, the University's policy, and the consequences for violating it. The University's policy may be found in the Student Conduct Code:
<http://www.neiu.edu/~ejhowens-plagiarism>. More information on plagiarism may be found at <http://www.indiana.edu/~wts-wts-plagiarism.html#plagiarized>.
8. Participation in the class Blackboard site is required. Students must login to the site before the second class period with a valid e-mail address. If a student's e-mail address changes throughout the course of the semester, the student is responsible for changing the address on the site. Students are responsible for all information posted to the Blackboard site and must check their e-mail regularly.
9. Students with documented special needs should notify the instructor immediately. Students with disabilities should contact NEIU's Disability Services Program at 773-442-5496.

GRADING

Grades will be assigned in accordance with the scale below. Students must achieve the full value of the lower end of each subscale to be awarded the corresponding letter grade.

A =	180-200 points
B =	160-179 points
C =	140-159 points
D =	120-139 points
F =	0- 119 points

ASSIGNMENTS

Class participation

30 points

Class participation points are based on the student's involvement in class by thoughtful participation, responding respectfully to others, being prepared for classroom discussion, and engaging in group activities. Cellular telephones must be turned off or placed on silent during class. Stepping out to answer the telephone and-or texting will not be tolerated in class. Should this occur, the student will be asked to leave the classroom and will be marked "absent" for that class period.

Sachs Reaction Paper

30 points

Students will read this book as assigned throughout the semester. The purpose of the assignment is to critically analyze the different viewpoints that exist related to social policy issues and to give the student an opportunity to reflect and make connections between class discussion

and assigned readings. The student must select a theme that is present in the book as the focus of the paper. The student's thoughts must be incorporated while making connections between class discussions and the assigned readings. References to class reading materials must be cited in APA style. The reaction papers will answer a question that will be posed about each of the following texts. Each reaction paper must be typed, following on the guidelines above, and be between four and five pages long exclusive of references.

Examining a Social Issue: Policy and Program Analysis Project 70 points

The purpose of this assignment is to help the student gain an initial understanding of the complexities involved in the mechanics of social welfare policies and the programs that carry out their purpose. Through this assignment the student will master the following skills: the research skills needed to access, identify, and research a chosen social welfare policy, the evaluation of an identified policy and related program the student will develop the research skills needed to identify, more fully understand the political ideologies that impact social welfare policy making, the interface and importance of the process with the social work profession, and the ability to work with groups.

Students will be assigned to work in groups of three or four. Each group will identify a social issue- problem, i.e. homelessness, child abuse, domestic violence, of interest. A related policy and local program related to this social problem will be selected and approved by the instructor. Consulting with Chapter five of the Chapin text your project must include the following points:

Chosen Policy:

- A description of the policy and how it addresses the social issue or problem you have selected
 - Discussion and answers to the following questions: Do dominant social values either support or oppress the targeted audience of the policy?
 - Does the policy elevate groups from or further contribute to their social problem?
- Using the policy analysis framework presented in the Chapin text, students will analyze their policy.

Chosen Program:

- Goals of the program
- Services provided through the program
- Eligibility criteria of the program
- Service delivery systems
- Funding processes, i.e. how do programs receive funding?
- Funding streams
- Evaluation of the program: does the program meet the policy goals as stated? If so, is the social problem identified in the policy alleviated or reduced? If not, why not?

Presentation

35 points

Each group will prepare a twenty minute power point presentation to the class about their policy and program analysis project. Each group member must participate equally in the preparation and oral presentation. Although the presentation will incorporate all group members' work, it must be presented as a unified presentation.

Paper

35 points

Each group will submit ONE paper. The paper must be between 17 to 20 pages in length and include at least 8 references (cited in APA style). The paper must contain a table of contents, labeled sections, be paginated, and have a complete reference section.

Exams 70 points

Midterm Exam

35 points

The midterm exam will be given at approximately at the mid point of the semester. The exam will be comprehensive, covering all material that we have covered from the beginning of the semester. It will be consist of multiple choice questions, short answer, matching, true-false, and essay questions. The exam will be given during the regularly scheduled class time. Students must finish the exam during the time allotted for the exam. No extra time will be given unless the student has an approved letter from the Disability Center. No make-up exams will be given. Cellular telephones, backpacks, purses, etc. will not be allowed in the exam room.

Final Exam

35 points

The final exam will be given at the designated final exam period during final exam week. The exam will be comprehensive, covering material from the entire semester. It will be consist of multiple choice questions, short answer, matching, true-false, and essay questions. Students must finish the exam during the time allotted for the exam. No extra time will be given unless the student has an approved letter from the Disability Center. No make-up exams will be given. Cellular telephones, backpacks, purses, etc. will not be allowed in the exam room.

Course Schedule

8-31-09

Class introduction, syllabus, assignments, and student and course expectations.

9-7-07

Labor Day

University Holiday – No Class

9-14-09

Unit I: Introduction to Social Welfare Policy in American and International Contexts

Students will be able to describe the historical evolution of social welfare as a social institution. An overview of the basic definitions and concepts in policy will allow students to begin to understand the relationship between social welfare and the field of social work. They will explore the core values and ethics that undergird social welfare policies and programs. Students will learn about the history of social welfare in America, including the Poor Laws of 1601, the contributions of the Settlement House Movement and COS, the New Deal Era, the Great Depression and the importance of the Social Security Act of 1935. Special emphasis will be given to the Elizabethan Poor Laws and the impact of the laws on present social welfare policy. Students will also be exposed to religious thought and how it has influenced social welfare policy. Students will examine a framework for policy analysis in depth.

They will be given an orientation on library research: how to evaluate various resources such as books, journal articles, online content, etc. In this section, students will begin to understand the difference between voluntary, for-profit and governmental policies and organizations. Students

will also be exposed to the American political and economic context and understand how social work and social policy are interrelated. Students will understand how social policies are created.

Examine documents that contextualize social work in the world-wide framework:

Reading: Chapin: Chapter 1

Reading: The United Nations Declaration of Human Rights:
<http://www.unhcr.ch/udhr-lang-eng.htm>
International Federation of Social Workers:
<http://www.ifsw.org/Publications-4.4.pub.html>
Social Work Code of Ethics
<http://www.socialworkers.org/pubs/code-default.asp>

9-21-09

The Historical Context of Social Welfare Policy and the Development of our Current Welfare State

Reading: Chapin: Chapter 2 and 3:
Sachs: Forward, Preface, Introduction, Chapters 1 & 2

9-28-09

Students will be introduced to the policy framework developed by Chapin in Chapter The instructor will provide a library and web research orientation.

Readings: Chapin: Chapter 5
Sachs: Chapters 3 and 4

Video: In class video

Assignments due: Group information sheet
APA formatting worksheet due

Unit II: Ism's and Social Welfare Policy

This unit will review traditional American values that influence social policy. Emphasis of will rest on the social work populations served, including reviewing historical context of those who experience discrimination and marginalization. Historical and present day discriminatory practices against minority populations such as African Slaves, Native Americans, Asian-Americans, Women, GLBTQ, people with disabilities, and older adults will be reviewed and policy attempts to remedy discrimination will be explored.

10-5-09
Civil Rights

Readings: Chapin: Chapter 7
Sachs: Chapters 5 & 6

10-12-09

Policies and Programs for Children, Families, and Older Adults

Readings: Chapin: Chapters 9 and 11
Sachs: Chapters 7 - 10

10-19-09

Midterm Exam covering lecture notes, readings from Chapin Chapters: 1-3, 5, 7, 9 11 and Sachs Chapters: 1-10

Unit III: Poverty in American: Meeting Human needs through the Voluntary and Private Sectors

Students will learn about theoretical formulations regarding poverty; the demographics of the poor, how poverty is measured, and strategies used to combat poverty. Students will examine the voluntary, private sectors that meet human needs. A brief examination of the history of American tax policy at the state and federal levels and tax expenditures as poverty policy will be reviewed.

10-26-09

Income and Asset-based Social Policies and Programs Economic and Political Context

Readings: Chapin: Chapters 8, 4
Sachs: Chapters 11-13

11-2-09

Unit IV: Social Insurance and Public Assistance Programs

Students will learn about social insurance programs, including unemployment insurance, workers' compensation and social security. Social security will be examined in depth and the current arguments to privatize the program and its long term prospects. Myths and assumptions about the public assistance programs (TANF and GA), welfare to work, and welfare behaviorism will be reviewed. Students will use the knowledge gained about social insurance and public assistance to examine Housing Policies of the United States and their impact on the poor.

Health and Mental Health Policies and Programs

Readings: Chapin: Chapter 10, review Chapter 8
Located on BB: Read Chapter 3: pp. 47-63
Mason, D. S. (2009). *The end of the American century*. Lanhan, Maryland: Rowman & Littlefield Publishers, Inc.
Sachs: Chapters 14- 18
Video: Michael Moore's *Sicko*

11-9-09

Sach's Discussion

Class discussion about Sach's book and relationship to policy formation and analysis.

Readings: Complete Sach Reading

Assignment: Sach's reflection is due

11-23-09

The Future and Globalization

Unit V: A Cross Comparative Review of the American Welfare State and Future Policy Directions

Readings: Chapin: Chapter 12

Located on BB: Read Chapters 8 – 10 pp.155 - 225

Mason, D. S. (2009). *The end of the American century*. Lanhan, Maryland: Rowman & Littlefield Publishers, Inc.

11-30 through 12-7-09

Student Presentations and Review for Final Exam

Assignments: Group papers are due on 12-7-09

12-14-09

Final Exam

An effort will be made to adhere to this schedule. However, sometimes circumstances arise which require flexibility and adjustments may be necessary. In such cases, the instructor reserves the right to make changes. All changes will be presented in class and will be posted on Blackboard.