

SOCW 2363: Introduction to Social Welfare Policy
Master Syllabus for Core Course Proposal

COURSE DESCRIPTION

A discussion of theoretical perspectives on policy development, an overview and history of social welfare policy in the US, and an investigation of the effects of social welfare policy on the social contract, with a particular focus upon marginalized groups

PREREQUISITE

None

COURSE OBJECTIVES

Social & Behavioral Sciences Core Learning Objectives

1. Evaluate assumptions and develop defensible conclusions based on interpretation and analysis of information relevant to course content.
2. Synthesize and deliver organized and well-constructed arguments about course content using multiple modalities (including written, oral, and visual formats) to include the use of technology.
3. Analyze or interpret empirically derived information and infer logical conclusions.
4. Apply theory or findings from empirical research to a contemporary social problem.
5. Identify the interplay among individuals, groups, institutions, and events within the context of society and culture.

Course-Specific Learning Objectives

6. the development and history of social welfare policy in the U.S.
7. key social welfare policies.
8. perspectives on analyzing social policies.
9. effects of key policies on women, minorities, and other groups.

TEXTBOOKS

Chapin, R. (2014). Social policy for effective practice: A strengths approach. ISBN-13: 9780415519922

Edelman, P. (2013). So rich, so poor: Why it's so hard to end poverty in America. ISBN-13: 9781595589361

COURSE REQUIREMENTS

- **Exams (50%):** Tests #1 (25%) and #2 (25%) will cover all reading and course material to date, with specific attention to the appropriate application of generalist social work practice techniques with diverse and urban populations. Exams may also contain practice questions from the Licensure Practice Exam, specifically as they relate to course learning objectives. Exam items may be multiple choice, true-false, matching, short answer, and/or essay. (Meets LOs 3-9)
- **Quizzes/ Policy Reflection Video Journal (20%):** There will be a minimum of five quizzes and/or video journals including an orientation quiz in the class.
 - **Quizzes:** Quizzes will be posted in BlackBoard Learn. Quiz items may be multiple choice, true-false, matching, short answer, and/or essay. (Meets LOs 3-9)
 - **Policy Reflection Video Journal:**
For your video journals, you will review the video/ multimedia production tutorial and then do EACH of the following:
 - 1) If you have not done so already, read (XXXX),
 - 2) Reflect (in your video journal) on ways in which a policy is and is not addressed in the Houston metro area and in Texas, and
 - 3) Discuss:
 - a. What aspects of the policy needs to change to make related programs and services more effective and efficient, and
 - b. How would you advocate for changes to the policy to make it more effectiveYour responses should be thoughtful and make reference to the course readings and lectures. As a rule of thumb, each of your responses should be 3-5 minutes in length. (Meets LOs 1, 2, 6-9)
- **Policy Analysis (30%):** You are to prepare a 5-7 page analysis for one policy (not including the title or reference pages) that provides the following: 1) brief problem description, 2) title and description of one particular policy that addresses the problem, 3) the goals of the policy, 4) a description of the services, 5) eligibility rules

(be sure to include estimates of those eligible and those receiving services), 6) service delivery system, 7) financing, and 8) analysis of the policy. **The brief should be in your own words.** You may use some quotes, if cited properly using APA 5th or 6th edition style. **Cite all of your sources.** Instructions and rubric appear in Appendix A. (Meets LOs 1, 2, 4, 8-9)

GRADE BREAKDOWN

<u>Assignment</u>	<u>Percentage of Final Grade</u>
Quizzes/Video Journals	20%
Exam #1	25%
Exam #2	25%
Policy analysis Paper	30%

Final Grade Structure

A=90-100%

B=80-89.9%

C=70-79.9%

D=60-69.9%

F=0-59.9%

Academic Honesty:

Please refer in general to the University's academic honesty policy in the University catalog at <http://www.uhd.edu/campus/handbook0405/policies.htm#academic>. Plagiarism specifically (<http://www.uhd.edu/library/guides/plagiarism.html>) is the use of the work of others without giving proper credit. For the purposes of this class, plagiarism will be defined as four or more consecutive words taken directly from a source (e.g., website, brochure, journal or newspaper article) without being placed in quotation marks, and/or without citing the source, and/or overusing a particular source. Cheating includes turning in work done partially or wholly by someone else or copying your or another's work in whole or in part (this includes extra credit assignments and papers completed for other courses).

Grades of "Incomplete":

You are expected to fulfill all course requirements within the semester. It is not my preference to assign "incompletes" for a final grade. If some extraordinary circumstance occurs that will impact your academic performance during the semester, please make an appointment to discuss the situation with me as early in the semester as possible so that we can make an action plan. **Grades of "Incomplete" ("I") are only assigned to students who: 1) have documented university excused absences and have not violated the course attendance policy; 2) completed the majority of coursework**

(≥70%) and still need to complete a paper or other major course activity; and 3) have an action plan in place prior to the final exam period of the enrolled semester.

The Americans with Disabilities Act (ADA) Notice:

The University of Houston-Downtown complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, UHD strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a documented disability requiring academic adjustments/auxiliary aids, please contact the Office of Disability Services, One Main St., Suite 409-South, Houston, TX 77002. (Office) 713-226-5227 (Website) www.uhd.edu/disability/ (Email) disabilityservices@uhd.edu

GRADING

As assignments and examinations are graded, grades will be posted on UHD Blackboard. Students can log on to UHD Blackboard to view your grades once they have been entered. Final grades will be posted according to the University schedule. If you ever have a concern about your grade(s) please don't hesitate to speak with me.

GENERAL TOPICS TO BE COVERED:

Overview of Social Welfare Policy & History

An overview of key historical trends and policies shaping the practice of contemporary social work with traditionally underrepresented and vulnerable populations.

Economic & Political Context for Social Welfare Policy

An introduction to models of economic and political environments and forces shaping social welfare policy.

Needs Assessment & Policy Analysis

An introduction to approaches for community and social needs assessment, as well as models for analyzing social welfare policies.

Policy Development & Policy Practice

An introduction to advocacy principles and skills for policy practice and policy development.

Specific Arenas of Practice

A more in-depth exploration of specific arenas of policy practice, including key challenges, populations, programs, and services.

Civil Rights

Income/ Asset-BASED Policies & Programs

Children & Families

Health & Mental Health

Older Adults

APPENDIX A

SOCW 2363 Policy Brief and Analysis Assignment

You are to prepare a 5-7 page paper (a policy brief and accompanying analysis). You will select one policy from a list provided to you. This paper should contain the following information: 1) problem description; 2) title and brief description of the policy you have selected that addresses the problem; 3) the goals and objectives of the policy; 4) a description of the benefits and/or services provided under the policy; 5) eligibility rules (be sure to include estimates of those eligible and those receiving services); 6) service delivery system(s); 7) financing; and 8) analysis of the cost-effectiveness and outcomes of the policy. (See Chapin Chapter 5, pp. 185-194 for additional information.)

The policy brief/analysis assignment is worth **30% of your overall course grade** and is **due by the assignment due date**. The assignment should be prepared as follows: a) 5-7 pages, not including the title or reference pages; b) 1" margins; c) double-spaced; d) 12-point Times New Roman; and e) subheadings (see below). You should primarily use your own words to describe and analyze this policy; however, you may use some short quotes from peer-reviewed literature and federal government policy websites, if cited properly using APA 5th or 6th edition style. Cite all of your sources and place them in the reference page. A good "rule of thumb" is two references per page of text (i.e., roughly 10-14 references, including the policy itself, for this brief).

Students may submit their papers through the Turnitin.com link multiple times up until the due date to make use of the originality reports in revising papers.

- I. Description of the Problem (~ 1 page)
Problem scope – WHY?
 - What is the nature of the problem that the policy is intended to address?
 - What is the extent (scope) of the problem?
 - How many are affected by this problem? (Use specific statistics)
 - Why is a policy necessary to address this problem?

- II. Title and Description of Relevant Policy (~ 1 page)
 - Formal title of the policy
 - Detailed description of the policy

- III. Policy Goals and Objectives (~ ½ page)
Goals – WHAT?
 - What should this policy accomplish?
 - What are the Manifest and Latent Goals?

- IV. Benefits and/or Programs and Services (~ ½ page)
Benefits & Services – WHAT?
 - What is to be delivered? (Is this benefit/service designed to help people overcome barriers to meeting their needs? Or, does the benefit/service exist to correct some "deficit" or behavior? How much consumer choice is allowed?)

- V. Eligibility Rules (~ ½ page)
Eligibility Rules – WHO?
- Who can receive benefits? Who are the clients? (Can be universal...“all children” “all workers” or, selective - means-tested (financial), disease-specific, etc.)
- VI. Service Delivery System (~ ½ page)
Service Delivery Systems – HOW?
- How will services/benefits be implemented? (Hospitals, schools, non-profit agencies, government offices, etc.)
- VII. Financing (~ ½ page)
Financing – HOW?
- How will this be paid for? (Taxes? Fees? Licenses?)
- VIII. Policy Analysis (~2 pages)
In terms of your analysis, you should answer questions such as the following:
- How effective (in terms of achieving its goals) and cost-effective is the policy?
 - How efficient is the policy?
 - Is the policy ethically sound? (according to social work values and ethics)
 - What does evaluation of potential alternative policies reveal? Are there suitable alternatives?
 - What recommendations can be established for positive changes to the policy?

Remember to cite peer-reviewed literature and other policy sources (government documents, etc.) and be thorough in your analysis.

<u>Grading Criteria</u>	<u>Point Value</u>	<u>Was Criteria Met?</u>
Policy Brief		
<ul style="list-style-type: none"> ○ Selects a policy from the “Eligible Policy” list ○ Reviews the policy and provides written summaries of the following information from the text of the policy and peer-reviewed and other appropriate sources: 1) problem description; 2) title and brief description of the policy you have selected that addresses the problem; 3) the goals and objectives of the policy; 4) a description of the benefits and/or services provided under the policy; 5) eligibility rules (be sure to include estimates of those eligible and those receiving services); 6) service delivery system(s); and 7) financing. 	60 points	<ul style="list-style-type: none"> ○ Excellent, required elements of the policy are well-described and accurate, using demographic statistics, peer-reviewed literature, government websites, and other scholarly materials (up to 60 points) ○ Fair, description provides only surface-level details of the policy, and statements concerning the policy are not well-researched or cited. (partial credit, 48 points max) ○ Poor, policy is not appropriate as the focus of the assignment and/or no meaningful description of the required elements is provided from any sources. (0 points)
Policy Analysis		
<ul style="list-style-type: none"> ○ Selects peer-reviewed literature (using available electronic databases and key word searches) to form the basis for a policy analysis ○ May use government documents/websites and other scholarly materials ○ Analysis provides information on policy’s effectiveness, cost-effectiveness, efficiency, and other elements 	30 points	<ul style="list-style-type: none"> ○ Excellent, analysis of the policy is thorough and well-researched, using demographic statistics, peer-reviewed literature, government websites, and other scholarly materials (up to 30 points) ○ Fair, analysis provides only cursory evaluation, and/or primarily cites books, popular press, and non-government websites, and/or very little literature is used to source statements in the analysis. (partial credit, 15 points max) ○ Poor, no meaningful literature/sources used in analyzing the policy (i.e., paper is primarily student’s unsubstantiated opinions; 0 points)
Overall Presentation of Paper		
<ul style="list-style-type: none"> ○ Uses professionally- and culturally-appropriate language ○ Contains APA-style format, citations, and references ○ Provides APA-style Title and reference pages ○ Free from grammatical errors 	10 points	<ul style="list-style-type: none"> ○ Excellent, minor errors (up to 10 points) ○ Fair, moderate errors (partial credit, 5 points max) ○ Poor, clear lack of editing and/or evidence of improper paraphrasing (0 points)

Social and Behavioral Sciences Worksheet

SOCW 2363: Introduction to Social Welfare Policy

The state requires that all classes in this component area “focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture” and must teach “Critical Thinking Skills; Communication Skills; Empirical and Quantitative Skills; and Social Responsibility.” The faculty-led committee for this component area has decided that these goals will be met with the five learning outcomes listed below. For each, describe how your class will teach them and how you will evaluate them. If the proposal is accepted, every section of the class must adhere to these teaching and evaluation strategies.

Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome:	Method by which students’ mastery of this outcome will be evaluated: (See Appendix A)
<p>#1: Evaluate assumptions and develop defensible conclusions based on interpretation and analysis of information relevant to course content.</p>	<p>Through readings, lecture, videos, and/or class discussion students will evaluate their assumptions and develop defensible positions about social welfare policies concerning traditionally underrepresented and vulnerable populations. For example, addressing myths and misinformation about policies impacting individuals living in poverty, older adults, and individuals with intellectual and developmental disabilities.</p> <p>In preparation for and participation in class discussion, students will interpret and analyze course material, such as those related to policy development, implementation and impact on social services for underrepresented and vulnerable populations.</p>	<p>Students will demonstrate this by delivery of video journals and policy analysis regarding assumptions and defensible positions about social welfare policies for traditionally underrepresented and vulnerable populations.</p>

<p>#2: Synthesize and deliver organized and well-constructed arguments about course content using multiple modalities (including written, oral, and visual formats) to include the use of technology.</p>	<p>Through reading, viewing videos, participating in class discussion, and reviewing lecture material, students will prepare for course assignments across multiple modalities.</p>	<p>Students will demonstrate this by participating in class discussions about course content.</p> <p>Students will demonstrate this by completing tutorials on use of software and technology for constructing digital/multimedia presentations.</p> <p>Students will demonstrate this by delivery of video journals and policy analysis regarding assumptions and defensible positions about social welfare policies for traditionally underrepresented and vulnerable populations.</p>
<p>#3: Analyze or interpret empirically derived information and infer logical conclusions.</p>	<p>Through readings, lecture, videos, and/or class discussion students will be introduced to social welfare policies for traditionally underrepresented and vulnerable populations. Students will also examine the impact of social trends on development of social welfare policies pertaining to traditionally underrepresented and vulnerable populations, and will be able to analyze and interpret the impact of such policies on these populations.</p>	<p>Students will demonstrate their ability to analyze and interpret social welfare policies through participating in class discussions about course content, and written assignments such as quizzes, exams and policy analysis paper.</p>
<p>#4: Apply theory or findings from empirical research to a contemporary social problem.</p>	<p>Through readings, lecture, videos, and/or class discussion students will be introduced to social welfare policies for traditionally underrepresented and vulnerable populations. Students will also examine the impact of social trends on development of social welfare policies pertaining to</p>	<p>Students will demonstrate their ability to apply theory or findings from empirical research through participating in class discussions about course content; written assignments such as quizzes, exams and policy analysis paper.</p>

	traditionally underrepresented and vulnerable populations, and will be able to analyze and interpret the impact of such policies on these populations.	
#5: Identify the interplay among individuals, groups, institutions, and events within the context of society and culture.	Through readings, lecture, videos, and/or class discussion students will identify how the historical roots of social welfare policy influence contemporary social work fields of practice and delivery systems, as well as traditionally underrepresented and vulnerable populations.	Students will demonstrate this through participating in class discussions about course content and written assignments such as quizzes and exams.

APPENDIX A

Major Assignment Examples

Instructors must assess all learning objectives (LOs). Instructors will do so by selecting a combination of the following assignments. LOs met could be slightly altered given the topic and structure of the assignment.

Your final grade will be determined by your performance as follows:

Exam #1 = 25%; Exam #2 = 25%; Quizzes/Blackboard discussion posts = 20%; Policy analysis = 30%

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