"We must ask ourselves who are in a better position and more called upon to act collectively, politically and responsibly for the goals of welfare than those who have made welfare their profession, that is, the dominant occupation of their lives."

- Eugen Pusic

A full electronic version of this syllabus with all assignments is on blackboard. That full version is the official syllabus for this course and will be updated to incorporate any minor revisions of due dates or assignments announced during the course of the term. Students should periodically download a PDF version and consult it.

Master Syllabus Course Description

SWK 300 provides students with the opportunity to develop foundation-level skills in analyzing social policies and programs. Students also develop the necessary knowledge and skills for becoming effective advocates for changes in social welfare policy. In order to do this, they also learn skills in identifying policy issues arising from community settings and in collaborating with colleagues in effective policy action.

This course builds on SWK 201, which covered historical trends in social welfare programs, the relationship of social welfare policy to social oppression and to struggles for social justice, as well as providing an overview of the major social welfare institutions. This course will provide both conceptual and analytical skills needed to examine social policies and programs. The course will also draw upon liberal arts background in referring to those economic and political factors that influence the development of social policy.

The course also builds on SWK201 by providing an overview of the social policies within each major area of social welfare, including health, mental health, child welfare, income maintenance, aging, etc. The course educates the student about several approaches to policy analysis of policies in these areas, and the student learns to produce a policy analysis of a selected policy. During the course, students learn to think creatively about the relationship between societal values, social work values and their own value systems and how they are related to social welfare policy.

Based upon this values clarification, knowledge rooted in the overview of social welfare, as well as knowledge about the nature of effective advocacy and the range of policy analysis methods, student will advance towards the application of this knowledge. First, they will learn how to identify policy issues arising from practice and community settings. Next, they will learn how to apply a policy analysis method to the analysis of an important course-relevant social policy. In
doing so, students will have an opportunity to formulate policy positions related to their interests and practice areas. Finally, they will engage in advocacy as individual students about a course-relevant issue of their choice, and will learn skills in collaborating with others in effective policy action. By the end of the course, students who have completed SWK 201/300 will be able to demonstrate how they have integrated the values, knowledge and skills which they acquired in order to ensure that their view of themselves as professional social workers has a policy practice component.

School Of Social Work BSW Program Competencies

Graduates of the School of Social Work BSW Program will be able to:

(1.) (EP 2.1.1) practice professional use of self, acquired through engaged learning of core knowledge, skills, and values which prepares them to use supervision and consultation to advocate for client services and commit themselves to lifelong learning.

(2.) (EP 2.1.2) assess ethical dilemmas through understanding and incorporating personal and societal values in addressing client values within the domain of the NASW professional code of ethics, and apply strategies within the context of local and national trends in Northeast Ohio in order to make principled decisions.

(3.) (EP 2.1.3) apply critical and reflective thinking in written and oral communication and professional judgments, displaying the ability to integrate information from a multitude of sources to examine a range of assessment, prevention, intervention, and evaluation models.

(4.) (EP 2.1.4) utilize critical consciousness in interacting and engaging diverse populations and differences recognizing the importance of the intersectionality of cultural groups, and subpopulations of client systems and stakeholders, that may be considered as possible sources of oppression, alienation, and societal marginalization.

(5.) (EP 2.1.5) advance basic human rights, and social and economic justice to ensure access to health and human well-being to enhance the quality of life for all persons by being knowledgeable of global oppression and develop strategies to promote and advocate for human and civil rights, that will be applied within all practice contexts.

(6.) (EP 2.1.6) engage in practice that is mutually informed by research to enhance knowledge of evidence-based interventions and self-evaluation of practice approaches, and apply research findings to improve practice, policy, and social and human service delivery.

(7.) (EP 2.1.7) analyze critically conceptual frameworks of human behavior and the impact of social systems in effectively working with client systems in completing assessments, interventions, and evaluation.
(8.) (EP 2.1.8) develop an awareness of how the Ohio Revised Code and national and international laws frame social work practice, know how to formulate and analyze policies, and establish linkages with community stakeholders to advocate for effective health and human services.

(9.) (EP 2.1.9) respond proactively to the needs of client systems from an ever changing contextual perspective to advance seamless transparent service delivery that addresses current trends and solidify best practices.

(10.) (EP 2.1.10) evaluate their own practice to assure that problem-solving with client systems follows the generalist practice model; and interact with client systems possessing effective professional knowledge, skills, and values to change the clients' human condition, and empower them to achieve social and economic justice and equality, and reach their potential.

**Social Welfare Policy Sequence Competencies**

(1) Identifies as a professional social worker with competence in policy practice skills located within the context of the history of social work and social welfare. (PC 8)

(2) Applies social work ethics about promoting social justice by engaging in social and political action responsive to local and national trends. (PC 2)

(3) Applies critical thinking about social welfare policies and services to policy practice roles such as policy analysis, formulation and advocacy. (PC 8)

(4) Prepares for policy practice by engaging in critical thinking about poverty and economic insecurity as well as oppression, dehumanization and exploitation. (PC 4)

(5) Actively utilizes principles of human rights, knowledge about human needs and theories of social justice while preparing for or engaging in policy practice roles that advance social and economic justice. (PC 5)

(6) Prepares for research-informed policy analysis, formulation and advocacy by assessing the effectiveness of social welfare policy as affected by changing community and societal contexts. (PC 6)

(7) Identifies policy issues arising from practice and community settings using various models of policy analysis to formulate proposed changes in laws, regulations or organizational policies. (PC 9)

(8) Advocates for social policies that advance social and economic well-being and/or contribute to more effective social work services. (PC 8)

(9) Collaborates with colleagues, clients and other allies to provide leadership for effective policy action to improve the quality of social services and/or social welfare benefits. (PC 9)

**SWK 300 Course Competencies**

The following course competencies are related to the social welfare policy sequence competencies. The specific assignments and readings designed, in each section, to implement these sequence competencies and the specific course competencies found below, differ from
section to section depending upon the instructor but ensure that there is an assignment that implements the course competencies and is related to the identified knowledge, skills and values below.

In SWK 300, the student:

1. \((1, 2.1.1)\) - Identifies as a professional social worker with competence in policy practice skills. [Assessment: 300: advocacy letter demonstrating identification as social work student concerned with specific policy issue; final integrative paper or other integrative assignment discussing the development of the professional self with respect to policy practice.]

2. \((1, 2.1.1)\) - Locates policy practice skills within the context of the history of social work and social welfare. [Assessment: 300: continued readings/lectures about history of social work and social welfare; Addresses past policy within the context of policy analysis, formulation and advocacy.]

3. \((2, 2.1.2)\) - Applies social work ethics about promoting social justice by engaging in social and political action responsive to local and national trends. [Assessment: 300: advocacy letter and policy analysis assignment; integrative paper discussion of plans for social and political action as a social worker.]

4. \((3, 2.1.3)\) - Applies critical thinking about social welfare policies and services to policy practice roles such as policy analysis, formulation and advocacy. [Assessment: 300: ability to discuss the pros and cons of past, current and proposed policies included in the policy brief or policy analysis assignments; in-class exercises.]

5. \((3, 2.1.3; 6, 2.1.6)\) In the preparation of the policy analysis or policy brief assignment, distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge related to the degree to which social welfare policy is effective as well as gaps in services and benefits.

6. \((3, 2.1.3; 6, 2.1.6)\) Demonstrates effective written communication in advocating for improvements in social welfare policy via an effective advocacy letter. [Assessment: 300: Advocacy Letter.]

7. \((4, 2.1.4)\) Prepares for policy practice by engaging in critical thinking about poverty and economic insecurity as well as oppression, dehumanization and exploitation. [Assessment: 300: Reflected in content related to poverty and oppression within the advocacy letter and/or the policy analysis/brief assignment.]

8. \((5, 2.1.5)\) Actively utilizes principles of human rights, knowledge about human needs and theories of social justice while preparing for or engaging in policy practice roles that advance social and economic justice. [Assessment: 300: Use of concepts in quizzes or reaction
paragraphs to assigned texts; Use of concepts as relevant in advocacy letters and policy analysis/brief assignment.]

9. (6, 2.1.6; 9, 2.1.9) Prepares for research-informed policy analysis, formulation and advocacy by accessing and using information about evolving community and societal contexts and about the effectiveness of social welfare policy. [Assessment: 300: Additional orientation to advanced library research sources for policy analysis, formulation and advocacy.]

10. (8, 2.1.8) Demonstrates knowledge of the role of practice in policy development, including having the ability to identify policy relevant issues arising from social agencies and the community. [Assessment: 300: Carries out classroom exercises and other assignments which require the learning of skills in identifying relevant policy issues.]

11. (8, 2.1.8) Demonstrates the ability to continuously discover, appraise, and attend to changing local and societal trends as relevant to services and benefits and in doing so identify services and benefits issues of importance to clients and communities. [Assessment: 300: Develops skills, reinforced by assignments, in library and information resource use that can be applied to policy practice.]

12. (8, 2.1.8) Demonstrates via the policy analysis or the scope of the problem section of a policy brief assignment how the nature of current policy affects service delivery and the conditions faced by clients and communities. [Assessment: 300: policy analysis paper or policy brief.]

13. (8, 2.1.8) Discusses in the policy analysis assignment the pros and cons of current policies, and the role of unintended consequences of existing policy. [Assessment: 300: policy analysis paper or policy brief.]

14. (8, 2.1.8) Formulates proposed changes in laws, regulations or organizational policies. [Assessment: Policy analysis paper or policy brief content on proposed policy changes.]

15. (8, 2.1.8) Advocates for social policies that advance social and economic well-being and/or contribute to more effective social work services. [Assessment: advocacy letter and value of policy analysis paper or policy brief for advocacy purposes]

16. (8, 2.1.8; 9, 2.1.9) Collaborates with colleagues, clients and other allies to provide leadership for effective policy action to improve the quality of social services and/or social welfare benefits. [Assessment: Learn the issues being addressed by existing advocacy organizations and social agencies; prepare policy briefs/analyses and/or advocacy letters relevant to identified issues.]

In order to achieve these competencies, the course will deliver curriculum content regarding the knowledge, skills and values conveyed in this course as part of the social welfare policy sequence. These knowledge, skill and value elements include, the following as they are related to our sequence competencies.
In the area of knowledge (K), students will learn about:

1. the historical development and current functioning of the US social welfare system (SC 1, 2, 4)
2. the role and significance of private and public sector social welfare (SC 1, 4)
3. the relationship between social welfare and other economic & political institutions (SC 1, 2, 4, 8)
4. trends in poverty and inequality (SC 2, 4, 5)
5. major differences between social welfare in the US and other nations (SC 1, 2, 8)
6. strategies for aiding vulnerable populations, including people of color, women, the aged, gays and lesbians, the disabled, and low-wage workers. (SC 2, 4, 5)

In the area of skills (S), students will be able to:

1. use appropriate social welfare terminology (SC 1, 5)
2. apply social science methodology to social problems (SC 1)
3. analyze the ideological roots of social welfare debates (SC 1, 2, 4, 8)
4. communicate about social welfare issues with greater precision and clarity (SC 1, 2)
5. evaluate the impact of public policy on vulnerable populations and society as a whole. (SC 1, 5, 8)

In the area of values (V), students will be prepared to:

1. apply the values and ethics of the social work profession to social welfare issues (SC 1, 2, 8)
2. demonstrate sensitivity to the problems of disadvantaged and oppressed groups (SC 4, 5)
3. challenge disrespect, intolerance and prejudice encountered in their professional or personal lives (SC 4, 8)
4. commit themselves to participate in efforts to promote social justice. (SC 1, 4, 8)

Textbooks

Required:


Additional Readings will be assigned in particular from the following two additional texts (on reserve)


Additional Articles, and related outlines for the course are available from the Course Reserve in the CSU Library, follow the prompts, using your student identification, access, and download, using search by instructor’s name.
GRADING SCALE

Following is the standard grading scale, with further explanation. Many points are given points and/or letter grades. But all work is ultimately assessed on the basis of a qualitative judgement, based upon the following. For instance, although some 5 or 10 point assignments in this course specify that “full credit” will be given when completed to the instructor’s satisfaction, there are others which receive 100% of the points only if outstanding work is done. Otherwise, grades are inflated and there is no incentive to do outstanding work on an assignment. Please note that University policies do not permit awarding an A+ in the course. Points are not rounded up to the next highest number if necessary.

100-98%      A+   Outstanding
97-93%        A     Excellent
92-90%        A-    Very Very Good
89-87%        B+    Very Good
86-83%        B     Good
82-80%        B     Fairly Good
79-77%        C+    Somewhat Good
76-73%        C     Fair
72-70%        C     Less than Fair
69-67%        D     Poor

UNIVERSITY RESOURCES AND POLICIES RELEVANT TO THIS COURSE

Cleveland State University students (see below for University of Akron):

A. Disability Services:
   http://www.csuohio.edu/offices/disability/.

   Students who have a disability which may require accommodations should visit Disability Services in Main Classroom Bldg. Room 147. You can call (216-687-2015) for an appointment or visit: http://www.csuohio.edu/offices/disability/. The department’s model syllabus states, “Students with disabilities should identify themselves to the instructor at the beginning of the semester so that any needed special considerations can be made to accommodate the students.” A student so identifying is optional. Any student requesting accommodations must provide a letter from Disability Services.

B. Academic Advising:
   http://www.csuohio.edu/class/advising

   Students are encouraged to visit Dr. Michelle Chinoda, the CLASS Professional Advisor for Social Work students, 216.687.5040, m.chinoda@csuohio.edu. In addition to many other services, Dr. Chinoda’s office provides “support and leadership regarding academic study skills
and personal counseling support when needed.” The mission and goals of Academic Advising in CLASS can be found at: http://www.csuohio.edu/class/advising/mission.html

C. CSU Women’s Center.
http://www.csuohio.edu/class/wcp/center.html

The Women’s Center is located in the Main Classroom building. It serves as a clearing house for information and resources, and is a location for interpersonal contact and support between and among women that promotes the comprehensive objectives of the Women's Comprehensive Program.

D. Howard A. Mims African American Cultural Center.
http://www.csuohio.edu/class/blackstudies/afam.html

This Center, located on the 1st Floor of the Main Classroom Building (just across the 2nd floor walkway from the Chester Bldg.) is “a place where students are cordially invited to relax, engage in discussions, study and receive tutoring,” in addition to many other services available. Phone: (216)687-3656

E. Gay, Lesbian, Bisexual and Transgender Student Services
(http://www.csuohio.edu/offices/odama/glbt/)

Gay, Lesbian, Bisexual and Transgender Student Services “provides resources, support and educational programming that promotes the academic and personal growth and development of gay, lesbian, bisexual, transgender and questioning students and their allies, works to assure unrestricted access to and full involvement in all aspects of CSU, and strive to create a more inclusive and welcoming campus climate for all students. The GLBT Office can be contacted at: (216)687-9265.

F. University Counseling:
http://www.csuohio.edu/offices/counselingtesting/

This office can be reached at: (216)687.2277. This office “provides a wide range of services [including] offer academic, career, and personal counseling.” If the student is having personal, emotional or family problems which are creating barriers to academic performance, this office can be of assistance. As Bertha Capen Reynolds has pointed out, “Social workers need to take exercises in being helped.”

G. Writing Center:
http://www.csuohio.edu/academic/writingcenter/

According to the Writing Center’s website, “The Writing is an important skill for all students, teachers and professionals of every kind. As a student at Cleveland State University you will find
that classes in every discipline use writing to help students explore, create and communicate ideas. Student writing can take many forms, from lab reports to research papers, group projects to journal entries. The Writing Center is here to help with any writing you do. At the Writing Center we recognize that writing is an individual process that goes through many stages. Through tutoring and workshops we can help you to:

* talk about your projects
* generate and focus ideas
* draft and revise your papers
* improve your writing style
* understand different forms of writing
* handle technical details of grammar, documentation and formatting
* become a more confident, comfortable writer
* answer any other questions you have about writing

The Writing Center is available to all members of the university community, from first-year students to full professors. In addition to tutoring services, we also maintain a library of reference books, handbooks and other resources helpful to writers.” For more information, visit the website and click on the links or call 687-6981 to make an appointment. If you think you might benefit, please don’t wait until just before the assignment is due to do this.

G. Academic Honesty:

http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf

Each student should be familiar with the content of the University’s Code of Student Conduct. All such policies apply in this class. Specifically, this Code defines the following form of academic misconduct (page 18): “Plagiarism: Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.”
SWK 300 IS A WRITING ACROSS THE CURRICULUM COURSE

A course approved for the WAC requirement must meet all of the following criteria:

1. Require students to write between 3,000 and 5,000 words (10-20 pages, double-spaced, in 12-point font, with 1" margins) in writing assignments (which may include drafts).

2. Final versions of at least one assignment should total at least 2,000 words (eight pages).

3. Teach students writing-to-learn strategies that foster students' experiences in learning and writing-to-communicate strategies that foster students' respect of readers' experiences. Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews should be included.

4. Assign writing complex enough to require substantive revision for most students. The instructor should give feedback to assist students in preparing subsequent papers or drafts of papers. This feedback should not consist entirely of mechanical correction of punctuation and grammar.

5. Provide instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation.

6. Assign writing throughout the semester.

7. Where appropriate, address the needs of students regarding library competency.

8. Assign writing in English unless the course is specifically geared to improving writing at the 300-level in another language.

Additional criteria

9. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course. Note for SWK 300: The writing scores on your advocacy letter draft and final versions and your policy brief and policy brief final will be communicated to you along with the grades for those assignments, just as the writing score on the personal policy paper is communicated. If you disagree with any of these scores, please contact the instructor immediately after that assignment is graded. At course end, the four scores on the draft and final advocacy letters and policy briefs will be averaged to determine if the writing score for the course is C or better. If it is not, the writing score on the personal policy paper will also be considered to see if it will help bring up the writing score. However, at the end of the course you will be informed what your average writing score is. The Director of the Social Work Program and of the BSW Program
will also be informed of the writing score of all students. If it is C or better, your work in this course will fulfill the Writing Across the Curriculum Course. If it is less than C, you will need to either re-take this course or meet your Writing Across the Curriculum requirement by taking another course (if you have not already met that requirement.) It is not possible to exclude students who have already completed the Writing requirement from this process of reporting their writing scores to the department.

10. Maximum enrollment for this course is 35 or 45 with a graduate assistant.
COURSE EXPECTATIONS AND CLASS POLICIES

A. Academic Honesty:

First, please be sure you are familiar with the Academic Honesty policies. With respect to the plagiarism definitions, please note that the policies do not distinguish between intentional and unintentional plagiarism. Nor is there any provision for leniency if a student claims they are not aware of this policy. In order to prevent unintentional plagiarism, be sure to keep a record of the source of any notes you copy and paste or type into a paper or into a document used for notetaking and later incorporation in your paper. One way to do this is to manually type in quotes around all material that is verbatim. If you copying and paste material from the web or an electronic journal, merely providing a citation of the source is not enough: if it is verbatim (unchanged content), it must be in quotes. Also, just because you manually typed in material (didn’t copy and paste it) doesn’t mean it wasn’t copied. When taking notes off the web, be sure to add the page number of the quoted material or exact source for later reference, in case you use the quoted material or paraphrase it in your paper. Again, if you use this material in your paper, you must do one of two things: (1) put quotes around the quotes material in your paper, even if it is a part of the sentence you are writing, and then cite it as such (Authorlastname, Year, p. 11) or if the quoted material wraps to the next page (Authorlastname, Year, pp. 11-12), or (2) Paraphrase the material, meaning that you re-write it in your own words, in which case you should end the section in which you use this material by immediately citing the source in this way (Authorlastname, Year).

A good habit is to use page numbers even when paraphrasing materials, at first anyway, so you yourself will be able to remember where it came from and you can double check you didn’t fail to put quotes around it. At the last minute, save the paper, remove the unnecessary page numbers, save it by another version number and then print it for submission. Please note: adding one or two words to a source material or changing one or two words doesn’t mean you have paraphrased the sentence. If there is a whole phrase within the sentence which is verbatim to the original source material, you must put quotes around it or you have engaged in plagiarism.

As part of handling any instances of plagiarism according to the respective University’s Code of Student Conduct, the instructor will inform the Director of the relevant School of Social Work of the nature of any sanctions and reprimands agreed to as a result of faculty and student discussions about violations of the Code, or of any unresolved matters related to the Code.

For the purposes of this course, if there is a determination of plagiarism in any section of any assignment for which the draft and/or final versions of the assignment total together more than 25 points, the instructor reserves the right to determine that a major infraction of the Code has taken place, as defined on page 19 of the Code. This shall be the case even if the specific assignment is worth less than 25 points. The reasoning for this is that the plagiarism took place in the process of completing an assignment worth more than 25% of the course total.
The instructor reserves the right to submit papers to www.turnitin.com or to require the class or individual student’s to submit their papers to this site, via the license provided instructors by Cleveland State University.

**B. Participation:** Active participation in all class activities is required, including in-class reading and writing exercises, ungraded assignments, bringing of and reading reactions to the text or other readings, comments or questions about readings, coming prepared to discuss readings, and required and instructor-requested presentations to the class.

Verbal and other forms of class participation should be consistent with the NASW Code of Ethics, especially the sections regarding respect for colleagues (in this case the instructor, other students and guest speakers), non-discrimination, confidentiality, etc. Disrespectful conduct and lack of civility will not be tolerated. The instructor reserves the right to deduct up to 5 points for such problems with participation, and will notify the student of any deduction within one week of any participation of concern. The instructor reserves the right to exercise individualized discretion with respect to this participation policy. This is a course policy, and may be supplemented by action taken pursuant to the Student Handbook or other University Policies.

The instructor will design a number of ungraded exercises for in-class work as well as at least one assignment which will be a take-home assignment, due the following week. The goal is to design assignments which help make social welfare policy courses relevant to field work and/or the human service jobs of students. While these are not graded, failure to complete them will result in a participation point deduction.

**C. Confidentiality**

In order to for students to be able to learn in a safe environment, it is important that students be able to express their views free from concern that their statements will be quoted and repeated outside the classroom. Please use discretion in such communications, especially where they involve personal material shared by a student in the course of classroom discussions. Some subject matter may be controversial; it is expected that all students will be tolerant of other viewpoints and will develop an ability to listen and understand each other's perspective. In addition, students are expected to develop the ability to empower their clients and organizations based on their strengths and perspectives.

**D. Attendance:**

There are no points for attendance per se. **However, students with perfect attendance will receipt one bonus point at the end of course.** However, there are a maximum of three class absences for a twice a week class and two class absences for a one day a week class, without possible consequence for the final grade. 5 points may be deducted from the final grade for an additional class, and an additional five points for each additional absence or absence equivalence under this policy. Students should manage their own attendance record to monitor their
There are no excused absences per se. For instance, the instructor does not accept personal medical notices as this is considered personal information. However, the instructor appreciates being informed in advance of an absence and the general reason for the absence. As per the above participation policy, two instances of deficit classroom participation is the equivalent of one absence. The instructor reserves the right to exercise individualized discretion with respect to this attendance policy. This discretion includes the right of the instructor to make deductions for attendance for a student who takes advantage of this policy by skipping the last session or two of class, knowing that their attendance had been perfect or nearly perfect until that time. The last week or two are stressful and there are demands from other courses, but please maintain attendance throughout the class. Please see the other policies related to Technological Intrusion, Lateness, and Non-Participation for their implications for the Attendance Policy.

F. Technological Intrusion:

The use of cell phones, cell phone texting, handheld games, and of computers in the classroom except as expressly authorized by the instructor is prohibited. Such technological intrusions are a growing concern in social work education, which requires active participation of students and a classroom environment free of distractions. Violation of this policy amounts essentially to the student not being in attendance at that class session. Student who violate this policy will have a T for Technological Instruction placed on the attendance record, with or without notice by the instructor. After all, having to ask the student to comply with the policy during class time is itself another disruption. One T is considered one-half of an absence, and two T’s is considered one A (absence) for the purposes of the above attendance policy. A T can be combined with an L (see below under Lateness or Leaving Early) or with an NP (see Non-Participation) to constitute an absence under the above attendance policy.

G. Lateness and Leaving Early:

One bonus point will be assigned to any student who arrived on time for every class which they attended! Class attendance will be taken at the beginning of each class session only. Coming to class late (more than 10 minutes from the beginning of the session) is an equivalent to one-half a class absence under the Absence policy. An L will be placed on the attendance log to reflect lateness. A pattern of regular lateness (even five minutes) is the equivalent of missing one class. Lateness is distracting to both instructor and fellow students. The same policy applies to leaving early. The same L is placed on the attendance record. The instructor is aware that students may have to arrive late or leave early due to matters not under their control or other urgent circumstances. If you know you have to arrive late or leave early, the instructor appreciates being notified in advance or at the start of class. The instructor reserves the right to exercise individualized discretion with respect to this policy. An L can be combined with an NP (see below) or with a T (see above) to constitute an absence under the above attendance policy.
H. Non-Participation:

In addition to the participation policy, this section involves non-participation. When a student sleeps in class, puts their head down while the instructor or other students are talking, chats with another student while the instructor or other students are talking, does homework for another class or works on a course assignment during class time without instructor permission, etc., the student is essentially not in attendance at the class. Student who violate this policy will have a NP for Non-Participation placed on the attendance record, with or without notice by the instructor. After all, having to ask the student to comply with the policy during class time is itself another disruption. One NP is considered one-half of an absence, and two NP’s is considered one A (absence) for the purposes of the above attendance policy. An NP can be combined with an L or with an T to constitute an absence under the above attendance policy.

I. Late Assignments

The nature of this course is that if you fall behind, you will have a hard time doing well in the course. In order to reinforce the need for assignments to be on time, there will be a uniform 10% deduction for all assignments handed in late, except by prior arrangement with the instructor.
## COURSE ASSIGNMENTS (TOTALING 100 TOTAL POINTS)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Class Session # and Due Date</th>
<th>Points</th>
<th>Pg #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction Paragraphs</td>
<td>As each chapter is due</td>
<td>14 (1 point per chapter, four questions each)</td>
<td>18</td>
</tr>
<tr>
<td>Personal Policy Paper Topic</td>
<td>#3: Wed. 1/27</td>
<td>0 Points</td>
<td>19</td>
</tr>
<tr>
<td>Library Resources Exercise</td>
<td>#5: Wed. 2/3</td>
<td>6 Points</td>
<td>20</td>
</tr>
<tr>
<td>Pocket Guide Quiz</td>
<td>#6: Mon. 2/8</td>
<td>5 Points</td>
<td>20</td>
</tr>
<tr>
<td>Personal Policy Paper</td>
<td>#8: Mon. 2/15</td>
<td>5 Points</td>
<td>19</td>
</tr>
<tr>
<td>Identify Policy Issues Assignment</td>
<td>#10: Mon. 2/22</td>
<td>5 Point</td>
<td>20</td>
</tr>
<tr>
<td>Policy Brief Topic Proposal</td>
<td>#12: Mon. 3/1</td>
<td>0 Points</td>
<td>23</td>
</tr>
<tr>
<td>Policy Brief List of Key Organizations/Individuals</td>
<td>#16: Mon. 3/22</td>
<td>5 Points (Full Credit when completed to instructor’s satisfaction)</td>
<td>24</td>
</tr>
<tr>
<td>Policy Brief Preliminary Bibliography in APA Format!</td>
<td>#19: Wed. 3/31</td>
<td>5 Points (Full Credit when completed to instructor’s satisfaction)</td>
<td>25</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>#23: Wed. 4/14</td>
<td>20 Points</td>
<td>26</td>
</tr>
<tr>
<td>Advocacy Letter Draft</td>
<td>#24: Mon. 4/19</td>
<td>10 Points</td>
<td>27</td>
</tr>
<tr>
<td>Advocacy Letter Final</td>
<td>#27: Wed. 4/28</td>
<td>5 points (Full Credit when completed to satisfaction)</td>
<td>27</td>
</tr>
<tr>
<td>Policy Brief Final</td>
<td>#28: Mon. 5/3</td>
<td>15 Points</td>
<td>26</td>
</tr>
<tr>
<td>Blackboard Glossary Exam; Hand in Letter to Mail; Final Integrative Exercise on Blackboard (exercise, ungraded)</td>
<td>Final: Wed. 5/12</td>
<td>5 points for Glossary Exam</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100 Points</td>
<td></td>
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</tbody>
</table>
Reaction Paragraphs are intended to (1) develop an understanding of the basic concepts, principles, and themes of social welfare policy and services; (2) to promote your informed classroom activity as participants and listeners; and (3) to develop skills in identifying and distilling key ideas and expressing them concisely, (4) to reward consistency of preparation for the class session at which the content covered by the Segal chapter will be supplemented by lecture material, (5) to provide additional reinforcement of the writing across the curriculum nature of the course, (6) to ensure that the student is reading the text in which the glossary terms are used, as part of preparation for the glossary exam.

The course outline contains 14 reaction paragraph assignments, one for each chapter of the Segal text. For each chapter, there are four questions provided, and each must be answered in one solid paragraph and submitted to blackboard before the class session covering that chapter. One point is earned for each set of on-time reaction paragraphs submitted. There are no make-ups.

Each chapter’s four answers will be graded together, and are worth one point towards the 100 possible in the course. The answers will be graded with 1.0 for excellent/outstanding, .94 for very very good, .88 for very good, .85 for good, 8.2 for fairly good, .75 for fair, .65 for poor, and .5 for answers which fail to answer the question or where there is an omitted question.

Grading of the Reaction Paragraphs: Among the factors to be utilized in the evaluation of the answers will be: (1) Adequacy of the length of the paragraph to answer the question. (2) Appropriate combination of using the author’s work (including use of quotes with page numbers and a paraphrasing of the author’s work) and your own reactions. Some questions may be more amenable to relying primarily on the author and others may be more amenable to relying on your own reactions, and thus what is an appropriate combination may vary from question to question, (3) Writing quality (grammar, punctuation, spelling, clarity, sentence structure), (4) The effectiveness of the answer to the question itself: was the question answered and if so was it answered in an outstanding, excellent, good or fair manner, (5) Evidence the student has read and understood or sought to understand the author, (6) Submission according to the required format.

How the Reaction Paragraphs Must be Formatted and Submitted: Via Blackboard each week, prior to the class session at which the material will be discussed (after which the blackboard item will no longer be available and zero points will be assigned).
Personal Perspectives on Policy Paper

Note: There are two due dates, the first is where you provide a general idea of what your topic is, and the second is the paper itself.

Nearly all citizens are affected by social welfare policies, often without even knowing it. Often this is because they are the recipient of benefits or services that are provided pursuant to social welfare policy. Or they are denied or otherwise don’t receive needed benefits or services due to the current eligibility standards (standards which are rooted in social welfare policy). In this paper, the student will identify and discuss a problem/issue that has affected her/him or someone they know well (friend or family member) and how it was related to social welfare policy. This should be a situation in which there is a social welfare program or policy or social work or social service program that influenced what happened or did not happen to you personally or to someone you know very well (a close friend or relative). The policy/program does not have to be a problem, in and of itself: in fact, the policy could have been beneficial.

Please be sure to have your personal policy paper topic email in on time so your topic can be approved. The goal here is to write in a meaningful way about something that happened to you or someone you know. It can be a story with a happy ending or a sad ending, but it should have a beginning, middle and end. It is a narrative, a story.

Pay attention to your writing, punctuation, etc. This is not a research paper. However, I do expect you to pay attention to the quality of your writing. However, you may not visit the writing center or ask another person for help with your writing on this paper. I want to see your own voice and to be frank I utilize this paper to get an idea of how well you can write. In that way, I am in a better position to help you along the rest of the way in this Writing Across the Curriculum Course. Thus, I think it is fair to ask that you not ask for help on this assignment. It is not a major assignment; it is just 5% of the grade.

The following may be used as a guide if you feel you need some structure:

1. State clearly what the program or policy is.
2. Identify the situation in which there was a problem related to that program or policy.
3. Describe how program or policy affected what happened.
4. Discuss how you feel about the program or policy: was it appropriate or inappropriate, effective or not? Explain why you feel this way.
5. Do you have a recommendation to either keep the program or policy as is or to make a change of some sort, and if so what kind of change? What is the basis of your recommendation?

Length: maximum of seven pages double spaced, minimum four pages double spaced.
**Library Resources Exercise**

This assignment is too long to put in the syllabus. It is posted to blackboard and to the instructor’s website: [http://tinyurl.com/9nte9k](http://tinyurl.com/9nte9k)

**Pocket Guide Quiz**

There will be an in-class or blackboard quiz on the Pocket Guide for Human Services. It will be a combination of true/false, multiple choice, matching, and short answer questions, with perhaps some other interesting questions.

**Identifying Policy Issues Arising from Community Settings**

To complete this assignment, copy the below questions into a document and intersperse your answers. Post your assignment to blackboard.

1. Identify and describe in a solid paragraph the scope and nature of one discrete problem identified.
2. Identify and describe in at least one solid paragraph the nature of the one current policy which is most directly related to this problem, being sure to describe the level of the policy (agency policy, regulations, laws, etc.). If there is no such policy, discuss any efforts you are away of to address this problem in your setting.
3. Identify the type of source(s) of the information you used, specifying which of the numbered sources you searched and any other sources.
4. Identify the names of the organizations or individuals who have already identified this policy issue which you are going to describe.
5. Write on paragraph in which you discuss whether you feel this policy issue would be a good subject for a policy analysis paper or policy brief or advocacy letter in this course, either for you or another student.

Why this assignment? An important competency for policy practice identified by our School of Social Work involves learning how to identify policy issues arising from one’s one practice setting, either one’s field practicum or one’s human service job. This assignment is geared towards learning how to do so. Because a related competency is collaborating with colleagues and clients for effective policy action, this also involves discussions with other students in the classroom, discussions with your field instructor or supervisor or other agency-based personnel, etc.. Instead of basing your advocacy letter, policy analysis paper or policy brief topic choice merely on your own existing interests, past research, etc., this helps you learn to identify other policy issues of immediate importance to the clients and communities we are serving.

First, what is a policy issue? A policy issue is an unresolved social problem, either large or small, which can be documented and which either is not currently being addressed by an existing social policy at the organizational, community or societal level or is being addressed in a manner
which is either ineffective or problematic in its own right. In other words, a policy issue is not necessarily related to a policy itself: a policy issue can be related either to the lack of a policy which addresses the identified social problem or it can be an existing policy which addresses an identified problem ineffectively.

Policies themselves range from the details of an agency’s policy and procedure manual to a treaty ratified by the U.S. Senate. Policies can take the form of law, or regulations implementing a law, or the policies of a private foundation. Therefore, policy issues can either be very specific or very broad in their nature. How can such policy issues be identified in a practice setting?

This assignment is geared towards learning skills in identifying policy issues which arise from the community, as broadly conceived. This assignment involves identifying a policy issue using any one of a variety of means.

Note: Because the policy brief itself must be related to an identified, pending piece of legislation in the Ohio legislature or the United States Congress, you might consider utilizing this assignment to help you identify such a bill and the problems it addresses. But you can also identify an issue about which there is no pending bill, if (and only if) you can identify the existing legislation at the state or federal level which is related to it, and find an advocacy group which is proposing new legislation or an amendment to existing legislation related to that policy issue.

You can identify any source you like, but following are some possible sources:

Pending Federal Legislation:

http://www.thomas.gov/

Pending State Legislation:

Visit Ohio Capitol Connection via the library.

Web Sources of Information about Policy Issues:


Search the grey literature (reports from organizations mainly. Check out the news section there. Use the search window to search for subjects of interest. Look at recent month’s reports.

2. Consult a public accessible spreadsheet of National Policy Centers at:
http://tinyurl.com/6t5mhh


5. Search the RSS Feeds of organizations and news sources found at:

Click on Individual Log-In and log in as user mdover, with password mdover to get read-only access. To reach the RSS Feeds click Search and choose RSS Feeds.

6. Use one of the alternative search engines found in Library and Information Resources folder here: http://tinyurl.com/96e56o. You might get lucky there and find an Almanac of Policy Issues! Also, try using http://www.clusty.org which organizes findings a more intuitive way than Google.

7. Consider some of the issues being identified by the Obama administration at http://change.gov/agenda/ or http://www.barackobama.com/issues/

Ohio Policy Sites and Organizations:

Ohio Policy-related or advocacy groups or a government site in Ohio:
http://www.blinkpro.com/go?page=ShowShare&args=2&arg0=view&arg1=35557482

8. Visit the National Journal Magazine, Congress Daily, and the an online publication available from the CSU Library:
http://tinyurl.com/7grj29

The National Journal Magazine is available as a link at U-Akron from Academic Search Complete, but not Congress Daily.

9. Search Lexis-Nexis Congressional at U-Akron Library
(Not available at CSU Library).

10. Search Roll Call, the daily newspaper of Capitol Hill since 1955:
At CSU: http://tinyurl.com/7ts574 and log in.
At Akron: Should be available through Lexis-Nexis.

2. Identify another local site and its contact information or URL.

Ohio Newspapers and Magazines:
http://newslink.org/ohnews.html

Library Sites:
http://tinyurl.com/7qbxjy
Policy Brief Topic Proposal

Write five sentences. One sentence on the goal statement, one on the scope of the problem, one on the past policy, one on the current policy, and one on the proposed solution.

This is easier said than done. This is an ungraded proposal but there will be a one point participation deduction from the final grade for any student who doesn’t have this assignment in on time, without prior arrangement with instructor. It is quite likely that you will later change something or other, but this is the start. You have much to draw on: your mad as hell/breaks my heart exercise; your personal policy paper, and your identify policy issues assignment.

Tips:
1. Try writing one paragraph for each sentences and then edit it down.
2. Pay attention to the size or scale of the problem as it related to the solution. Is it a big problem and focused solution or vice versa? You can do that but it’s trickier. Ideally, the problem and solution are the same size.
3. Write goal statement last. Check out the website about the goal statement.
4. You need to have a logical relationship between the problem and the solution.
5. Start with the sentence you know best.
6. Look for organizations which have already identified solutions.
7. Think of the goal is something you would like to see in place, and the proposed solution as the things which need to be done in order to have that in place. For example: the goal is to substantially reduce homelessness, and the (partial) solution is to eliminate the Section 8 wait list.
8. Think of each of the five sentences as the first sentence in each of your first five sections of the policy brief.
9. Consider starting with your proposed solution sentence first (by identifying a policy proposal from some advocacy group or legislator or NASW that you like). Then write the problem sentence: what problem does this solution solve? Then do a little research and write the current policy sentence, and finally the past policy sentence. Then go back and write your goal sentence.

Do not submit paragraph-long sentences.

To complete: post the five sentences to the blackboard assignment.
Policy Brief List of Key Organizations/Individuals

This is perhaps the most important step in preparing your policy analysis or policy brief. Once you have a general topic approved, it is essential to look thoroughly for all relevant organizations and key individuals, including those from the federal, state, county or local governments; from the nonprofit sector; the faith-based sector; grassroots advocacy groups; unions; national associations, etc. Try using some of the sources identified in the assignment to identify policy issues arising from community settings. Follow the steps including the specific formatting found below in the policy brief assignment itself.

Instructions for Key Organizations list: Identify the relevant legislative committees and legislators; the key state or federal officials in the relevant departments; special interest groups, organizations, lobbyists, with a particular interest in the problem or subject (proponents and opposition groups. This should include at least six and as many as 20 persons depending upon the topic. Each entry should look like this (where possible, however, have an individualized email not just one for the organization as a whole):

**David J. Karp**
Senior Counsel
Office of Legal Policy, Room 4509
Main Justice Building
950 Pennsylvania Ave, NW
Washington, DC 20530
Phone: (202) 514-4601
Fax: (202) 514-2424
Email: AskDOJ@usdoj.gov
Website: http://www.usdoj.gov/olp/

Note: single spaced within each entry, double space between entries. If possible, in your electronic document in Word, have the website link be a hyperlink, so that the instructor can add it to the bookmarks available to students on the instructors websites. Arrange the entries in alphabetical order by the last name of the individual or first name of the organization.
Policy Brief Bibliography

The bibliography in the final policy brief should be alphabetized and should include only references actually used in the policy brief. This bibliography is designed to accomplish 3 goals:

1. To double check that you know how to do the APA style;
2. To make sure that utilize all possible sources of information on your topic, by requiring at least one source of most of the types of materials you learned how to obtain in the library resources exercise.
3. To make sure you have identified sources of actual use for each of the four key sections (problem, past policy, current policy, proposed solution).

Accordingly, to complete this assignment, to the following:

1. Copy the following list of types of sources into your assignment and following each, identify one or more relevant sources of each type.
   1. Book
   2. Journal Article
   3. Newspaper Article or Magazine article
   4. Encyclopedia of Social Work entry (most relevant one)
   5. Web Page (can be a key organization’s website)
   6. PDF report from a key organization’s website
   8. Bill/Legislation Pending or Law (Enacted legislation, signed and in effect)

2. Create an alphabetized list of your bibliographical sources, single spaced, with each entry indented.

3. Copy the following list of four key parts of the policy brief into your assignment, and following each identify two or more key sources of information about that part of the policy brief. You can use the same source in more than one section.

   2 Scope of the Problem
   3 Past Policy
   4 Current Policy
   5 Proposed Solutions
Policy Brief Assignment

A policy brief is a form of policy analysis which integrates three important objectives for social welfare policy education in social work: analyzing, formulating and influencing social policy. Rather than separating policy analysis from policy formulation and policy influence or policy advocacy, by writing a “paper” that is a policy analysis paper, a policy brief is really not a paper, per se. This may be difficult for some students to understand. A policy brief is written in a difference “voice” than a student paper. It is written in a way that is designed to inform and influence key individuals and organizations. This policy brief assignment uses a methodology developed at the Youth Policy Institute, part of the Bonner Foundation. It has the following seven sections.

1 Goal Statement
2 Scope of the Problem
3 Past Policy
4 Current Policy
5 Proposed Solutions
6 Key Organizations/Individuals
7 Glossary
8 Bibliography

If you feel that you need detailed help with outlines for these sections, see the link below. However, you are not required to use these outlines. For a Research Guide to preparing policy briefs, see:
or http://tinyurl.com/8d3yvg

Overall, the assignment will be 10 pages at least in length. To begin, download the Policy Brief Blank on the instructor’s website and blackboard, and save the document as yourlastnamepolicybrief.doc. The final brief should be formatted and look exactly like the Policy Brief Samples provided on the instructor’s website. The Policy Brief should be single-spaced but with two spaces between sections.

Don’t consider the first submission a “rough draft.” It should be your best effort to produce an excellent policy brief. In order to maintain the same grade for the policy brief final as was given for the policy brief (and each of its sections), it is necessary to improve each section and respond to the instructor’s feedback. In order to improve the grade on any one section, the final policy brief must be substantially improved. Providing more points for the first policy brief is an effort to emphasize the need to prioritize the preparation of the policy brief.
**Advocacy Letter: Letter to An Elected or Public Official or Advocacy Organization**

For this assignment the student **writes and mails using US mail** a letter to a relevant elected official or key public administrative official, or other key individual/organization, and gives both an electronic and a hard copy to the instructor. The letter should be single spaced, 12 point font, and should fit on one-two pages including heading and signature. You must use the blank format provided for you at this site at the link: Letter Blank: [http://tinyurl.com/9nte9k](http://tinyurl.com/9nte9k). This will provide uniformity and permit us to focus on content rather than correct problems with form.

In the letter, you should identify yourself as a social work student, and thus the letter should reflect the quality we expect in the academic work of our students. Be sure it is properly written and spell checked. You must prepare this letter with reference to the Fundamental Do's and Don't of Letter Writing found in the Advocacy section (page 3) of the Appendices to the Michigan League for Human Services handbook and which is on course reserves and at [http://tinyurl.com/cmp47r](http://tinyurl.com/cmp47r). You may also consult the Letter Writing and Email section of the Citizen's Guide to State Government, found at the following site: [http://tinyurl.com/547n3v](http://tinyurl.com/547n3v)

Please keep in mind that you don't have to present yourself as an expert. One of the purposes of advocacy letters is to ask questions, raise problems, discuss issues. The choice of elected official or public official (an unelected employee usually in a position related to public policy) should be appropriate for the nature of the topic about which you are writing. The letter should be on a topic relevant to social welfare policy. Students are encouraged to share with the class the responses, if any, to their letter. Students wishing to contribute to an ongoing advocacy campaign of an existing organization may wish to view the calls to action by dozens of national policy centers and advocacy groups. RSS feeds from this group are available on the instructor’s RSS feeds at the following address: [https://www.refworks.com/RWSingle/login.asp?T=2](https://www.refworks.com/RWSingle/login.asp?T=2)

Just log in as user mdover, read-only password mdover.

(To reach my Refworks RSS Feeds click Search and choose RSS Feeds; To view Refworks folders click View, Folders). See AA: Policypractioners Google Group.

There are many websites to help you identify your local, state, and national congressional representatives:

**Federal:**
- [http://www.senate.gov/general/contact_information/senators_cfm.cfm](http://www.senate.gov/general/contact_information/senators_cfm.cfm)

**State:**
- [http://ohio.gov/how/government.stm#4](http://ohio.gov/how/government.stm#4)

**Cuyahoga County Commissioners:**
- [http://www.bocc.cuyahogacounty.us/commissioners.htm](http://www.bocc.cuyahogacounty.us/commissioners.htm)
Other County Websites:
http://www.oplin.org/page.php?Id=63-29-208&msg=

Cleveland City Government:
Find your ward:
http://www.clevelandcitycouncil.org/

Other City Websites:
Glossary-based Exam

The instructor will provide a glossary of terms which will be the basis for the an examination, which will be scheduled following the completion of the readings of the Segal text. The glossary will contain important words, acronyms, concepts and dates for social welfare policy content, including words in the Segal text glossary as well as other terms introduced by the instructor. This examination helps fulfill the College requirement for an objective exam in each course.

Final integrative exercise at final exam session (ungraded)

In the final exam session, which will be held in a computer-equipped room so that we can utilize blackboard, in addition to the glossary exam there will be a final ungraded integrative exercise. The purpose of this exercise is to facilitate moving from knowledge to application to integration, as well as to provide an opportunity for you to reflect on your learning in the social welfare policy sequence of your BSW education so far. This assignment builds upon the capstone project essay you write in SWK 201.

Based upon your reading of the text, and other work in the course, please answer all of the following questions. Please devote at least one solid paragraph to each question. If you wish to come to the final exam session with these questions answered already, you will be permitted to leave when you have used your email or flash drive to upload the answers to blackboard. Otherwise, an hour will be devoted to this during the exam session.

1. Having covered all of the material in this course, would you now agree with the view that every little practice decision is influenced by organizational and policy context? Why or why not? Remember, Prof. Dover’s definition of a practice decision is: Anything you say or don’t say, do or don’t do with a client system.

2. Another theme running through this course is that social welfare is influenced by societal values, and that social work values are an important guide to social work advocacy for social justice. Having just about completed the social welfare policy sequence of the BSW program, what kinds of advocacy activities do you see yourself engaged in as a BSW student and after you graduate?

3. Has your experience in this course affected how you view yourself as a social worker and/or as a citizen or resident of this country, in terms of your outlook on social work advocacy and social welfare policy?
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Course Calendar</th>
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<tbody>
<tr>
<td>1</td>
<td>Wed. 1/20</td>
<td>Introduction and reading of syllabus</td>
</tr>
<tr>
<td>2</td>
<td>Mon. 1/25</td>
<td>Pocket Guide Overview</td>
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<tr>
<td>3</td>
<td>Wed. 1/27</td>
<td>Segal Ch. 1 Personal Policy Paper Topic due</td>
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<tr>
<td>4</td>
<td>Mon. 2/1</td>
<td>Pocket Guide Overview</td>
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<tr>
<td>5</td>
<td>Wed. 2/3</td>
<td>Segal Ch. 2 Library Resources Exercise due (See Appendix A)</td>
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<td>6</td>
<td>Mon. 2/8</td>
<td>Pocket Guide Quiz (bring book)</td>
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<td>7</td>
<td>Wed. 2/10</td>
<td>Segal Ch. 3 Exercise: Ethics and social welfare policy</td>
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<tr>
<td>8</td>
<td>Mon. 2/15</td>
<td>No Class: President’s Day (University Holiday) Personal Policy Paper due on blackboard</td>
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<tr>
<td>9</td>
<td>Wed. 2/17</td>
<td>Segal Ch. 4 Discussion of possible issues of interest Exercise: Mad as Hell; Breaks your Heart</td>
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<tr>
<td>10</td>
<td>Mon. 2/22</td>
<td>Personal Policy Papers returned, discussed Identify Policy Issues Assignment Due</td>
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<td>11</td>
<td>Wed. 2/24</td>
<td>Segal Ch. 5;</td>
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<tr>
<td>12</td>
<td>Mon. 3/1</td>
<td>Policy Brief Topic Five Sentences Paragraph due</td>
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<td>13</td>
<td>Wed. 3/3</td>
<td>Segal Ch. 6</td>
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<tr>
<td>14</td>
<td>Mon. 3/8</td>
<td>Discuss/Finalize Policy Brief Topic</td>
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<td>15</td>
<td>Wed. 3/10</td>
<td>Segal Ch. 7</td>
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<tr>
<td>16</td>
<td>Mon. 3/22</td>
<td>Policy Brief List of Key Orgs/Individuals due</td>
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<tr>
<td>17</td>
<td>Wed. 3/24</td>
<td>Segal Ch. 8 (List Returned)</td>
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<td>18</td>
<td>Mon. 3/29</td>
<td>Alternative Educational Experience (Instructor Absent - Religious Holiday)</td>
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<td>19</td>
<td>Wed. 3/31</td>
<td>Policy Brief Preliminary Bibliography in APA due Segal Ch. 9</td>
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<td>20</td>
<td>Mon. 4/5</td>
<td>Discuss Sample Policy Brief Assignments (Bibliography Returned)</td>
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<td>21</td>
<td>Wed. 4/7</td>
<td>Segal Ch. 10</td>
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<td>22</td>
<td>Mon. 4/12</td>
<td>Guest Instructor: Fran Mentch, CSU Social Work Librarian</td>
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<tr>
<td>23</td>
<td>Wed. 4/14</td>
<td>Segal Ch. 11 Policy Brief due;</td>
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<tr>
<td>24</td>
<td>Mon. 4/19</td>
<td>Policy Brief Returned with Comments/Grade Advocacy Letter Draft due;</td>
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<tr>
<td>25</td>
<td>Wed. 4/21</td>
<td>Segal Ch. 12 Advocacy Letter draft returned with grade</td>
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<tr>
<td>26</td>
<td>Mon. 4/26</td>
<td>Glossary Review</td>
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<tr>
<td>27</td>
<td>Wed. 4/28</td>
<td>Segal Ch. 13 and Segal Ch. 14 Final Advocacy Letter due</td>
</tr>
<tr>
<td>28</td>
<td>Mon. 5/3</td>
<td>Policy Brief Final due - Begin Student Presentations</td>
</tr>
<tr>
<td>29</td>
<td>Wed. 5/5</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>F</td>
<td>Wed. 5/12</td>
<td>Glossary Exam Session - 6:00-8:00p.m and Bring envelope stamped with final letter</td>
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COURSE OUTLINE

Session 1  
INTRODUCTION - Overview of the course
Read Syllabus in Class and Questions

What is a generalist practice decision?
How is a generalist practice decision affected by organizational/policy context?
What is social welfare?
Why study social welfare policy?
I’m Mike and I’m a Moya Exercise

Session 3  
Read Segal Chapter 1

What is social welfare?
Why study social welfare policy?
Values and beliefs as the cornerstone of social welfare policy in America

Reaction Paragraph Questions:
1.1: Define universal and selective services and give an example of each.
1.2: Describe the differences between an institutional and residual approach to social welfare policies and programs.
1.3: Identify and explain the four components that comprise the social welfare system as outlined in Chapter 1.
1.4: How do conflicting values and beliefs impact social welfare policy? Give two examples.

Session 5  
Read Segal Chapter 2
HISTORICAL FOUNDATIONS OF SOCIAL WELFARE AND SWK

Colonial Period - Elizabethan Poor Laws - Industrialization
   Progressive Era - Settlements & Charity Organization Societies
New Deal Era - Social Security Act - Post WW II
Social Reform - Anti-poverty programs
1970s and 1980s, Economic shifts of the 1990s, The new century

Reaction Paragraph Questions:
2.1: Pick one of the following times in history: the Colonial era, the Progressive era, the Great Depression, Social Reform period, or the Economics of the 1990s. Discuss the social conditions of the era. In addition, discuss the social welfare programs that resulted from these social conditions. Finally, what values and beliefs were reflected in the social policy of that time in history?
2.2: Describe how industrialization, immigration, urbanization and westward expansion impacted the social welfare system during the 1800's.
2.3: What are three contributions to the profession of social work from the Charity Organization Societies? What are three contributions to the profession of social work from the Settlement movement? Identify and describe.
2.4: The Social Security Act consists of two components: public assistance and social insurance. Describe how these two approaches are different and give examples of programs that fall within each component.
Session 7  Read Segal Chapter 3
CONCEPTUAL FOUNDATIONS OF SOCIAL WELFARE POLICY

Ideologies of the social welfare system
Theories of social welfare evolution
Paradigms of the social welfare system

Reaction Paragraph Questions:
3.1: Six theories were presented in the chapter that attempt to explain the evolution of our social welfare system. Choose one of these six theories and describe its basic tenets. Can you identify strengths and weaknesses in the theory you chose?
3.2: Competing values and beliefs shape how we define a social welfare problem and how we develop a social welfare policy response to that problem. Choose one conflicting value or belief and explain how it might impact the creation of social policy.
3.3: Explain the difference between personal responsibility and social responsibility for social welfare. How do these two perspectives impact social welfare policy development?
3.4: According to the NASW Code of Ethics social workers have an ethical responsibility to society. Identify three actions prescribed within the NASW Code of Ethics regarding societal responsibility.

Session 9  Read Segal Chapter 4; Reamer Introduction
DELIVERY OF SOCIAL WELFARE SERVICES

The professionalization of social welfare services
Public and private providers
Forms of social welfare assistance
Relevant values and beliefs

Reaction Paragraph Questions:
4.1.: There are strengths and weaknesses of for-profit and nonprofit social services. Cite and explain a strength and weakness for each form of social service agency.
4.2: Do you think that the federal government should provide social services? Why? What do you think is the ideal role for the federal government in relation to the provision of social welfare services?
4.3: The Charity Organization Societies and the Settlement Movement contributed to the development of the social work profession. What were the key contributions from each?
4.4: Is social work a profession today? What makes it a profession? What are some of the conflicts surrounding professionalization?
Session 11  Read Segal Chapter 5  
SOCIAL JUSTICE AND CIVIL RIGHTS

Barriers to social justice and civil rights  
The US Constitution  
History of voting rights  
Protection from discrimination and oppression

Reaction Paragraph Questions:
5.1: Discuss the way social welfare policy has impacted one of the following groups: women, African Americans, Hispanic Americans, Native Americans, lesbians and gay men, or immigrants. Include in your discussion specific pieces of legislation covered in the book. Do you think new legislation needs to be passed to assist the group you chose? If so, describe what is needed. If not, explain why.
5.2: What are some of the conflicting values and beliefs regarding immigration and immigrants in the United States?
5.3: What is institutional racism and how does it affect people in our society? Give an example.
5.4: Describe the differences between prejudice, discrimination, and oppression. Give examples of each.

Session 13  Read Segal Chapter 6  
ANALYZING SOCIAL WELFARE POLICIES

Dynamics of social welfare policy development  
Identifying social problems  
Analyzing key policy components  
Analyzing policy implementation  
Assessing outcomes of policy decisions  
Models for social welfare policy analysis
  Sequential model  
  Critical theory model

Reaction Paragraphs:
6.1: The book presents two models for social welfare policy analysis. Identify and explain the key steps in one of the models.
6.2: Social welfare policy often flows from the federal government. Identify how other systems and groups are impacted by the implementation of federal social welfare policies.
6.3: What is the difference between the intended impact of a social welfare policy and the actual impact? Give an example to illustrate you answer.
6.4: How can understanding and application of critical theory help in analyzing the impact of social welfare policies?

Session 15  Read Segal Chapter 7; Reamer pp. 13-20

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SOCIAL INSURANCE
What is Social Insurance?
The Social Security Act
   Social Insurance
   Public Assistance
The future of Social Security

Reaction Paragraphs:
7.1: Describe three significant differences between social insurance and public assistance.
7.2: Privatization of Social Security has been raised as a serious policy over the years, and will likely continue to be discussed. How might the Social Security program benefit from privatization? How might the program be hurt by privatization?
7.3: Social Security is considered our most successful social welfare program. However, there are limitations to the program. What are those limitations? Explain the impact and significance of those limitations.
7.4: Do you think Social Security will be there when you retire? Why?

Session 17  Read Segal Chapter 8
POVERTY AND ECONOMIC INEQUALITY

Definition of poverty; Contributing factors; Antipoverty policies and programs

Reaction Paragraphs:
8.1: Define and explain the differences between an absolute measure of poverty and a relative measure of poverty.
8.2: Based on the book, what are the main characteristics of the typical family receiving public assistance. How are these characteristics similar to or different from what public opinion is of people receiving public assistance, and why?
8.3: Many consider poverty the most pressing problem facing children and families today. Do you agree or disagree? Cite evidence to support your answer.
8.4: Work is highly valued in our society, and considered the best way to achieve economic security and self-sufficiency. If that is true, explain how there can be people who are "working poor"? How can someone be working and poor at the same time? Does this contradict our beliefs in the value of work?

Session 19  Read Segal Chapter 9
THE IMPACT OF THE ECONOMY

Importance of economics to social work
Key economic concepts
Major economic social welfare programs
Federal budget
Corporate America and the workforce
Reaction Paragraphs:
9.1: How do you explain the dilemma that unemployment can be beneficial to the business community, but detrimental to workers?
9.2: What is the federal budget deficit? What would you recommend to help eliminate the deficit?
9.3: Over the past fifty years, the composition of the work force has changed dramatically. What are the key changes? What social welfare problems and needs are of concern due to these changes?
9.4: Welfare is a concept that is thought to only relate to people who are poor. Does it apply to other factions of the economy? How do you explain the use of the term "corporate welfare"?

Session 21 Read Segal Chapter 10; Reamer pp. 103-120
SOCIAL WELFARE POLICIES AND PROGRAMS AFFECTING CHILDREN AND FAMILIES

Overview of Current Conditions;
The Child Welfare System; History
Overview of Current Conditions
The Child Welfare System
Historical Development of Child and Family Policy

Reaction Paragraphs:
10.1: There are six key historical periods which firmly established the role of the federal government in child welfare. Choose one and describe the significant social welfare policy developments and the programs which resulted.
10.2: What is the difference between a residual approach to social welfare policies and programs for children and families, and an institutional approach? Which is preferable and why? Give an example of each.
10.3: Discuss the relationship between income and education. Are they linked? If so, how? What are barriers that prevent a child from obtaining an adequate education?
10.4: Achieving permanent solutions for placement of children was emphasized with passage of the Adoption and Safe Families Act in 1997. What are the strengths and weaknesses of stressing adoption for children in care of the state?

Session 23 Read Segal Chapter 11; Reamer pp. 51-68 and 69-76.
HEALTH CARE POLICY AND PROGRAMS

Overview of Health Care Policy in the United States
Major Health Programs
Current Needs and Policy Issues
Emerging Health Concerns
Overview of Mental Health Care Policy; Emerging Health Concerns

Reaction Paragraphs:
11.1: Health care in America is a serious social welfare policy issue. Almost 46 million Americans are currently without health insurance coverage. Identify the major social welfare issues that contribute to the lack of health care insurance for all Americans. What do you think the country should do about the lack of access to health care for all Americans? What social welfare policy changes would you recommend?

11.2: What are the differences between the Medicaid and Medicare programs? What are the strengths and weaknesses of these programs?

11.3: There are several emerging health care concerns, including the rise in Alzheimer's Disease and diabetes. What are the implications of these growing health problems? What might be done from a social welfare policy perspective?

11.4: The social welfare policy shift to provide mental health services in communities resulted in the passage of the Community Mental Health Centers Act of 1963. How was the actual impact consistent or different with the intended impact of the legislation?

Session 25  Read Segal Chapter 12; Reamer pp. 24, 47, 121-131, 157-160

AGING AND SOCIAL WELFARE POLICIES AND PROGRAMS

History of Social Welfare Policies Related to Aging
Services for Promoting and Protecting Elderly People
Financial Security
Health Care for an Aging Population
Intergenerational Relations: Conflict or Cooperation

Reaction Paragraphs:
12.1: What are the key issues that contribute to intergenerational conflict in social welfare policies and programs? What would you recommend as a social welfare policy or program response to these issues?
12.2: What are the key components of the Older Americans Act of 1965? How has the actual impact of the legislation been different or the same as the intended impact.
12.3: Poverty was a significant problem for many older Americans prior to passage of the Social Security Act. Describe how the OASDHI program is designed to protect workers from poverty in old age.
12.4: Caregiving is a growing demand as people age and live longer. What are the options available today for families in terms of provision of care for aging family members?

Session 27  Read Segal Chapter 13 and Chapter 14

INTERNATIONAL SOCIAL WELFARE POLICY

Forced Relocation and Enslavement; Immigrants and Refugees; Globalization; Border Policies; How Does the United States Compare with Other Nations?
Reaction Paragraphs:
13.1: Drawing on the chapter to support your answer, what do you think has been the long-term impact of the early history of forced relocation of indigenous people and forced slavery of Africans? How do we reconcile that part of U.S. history?
13.2: Discuss how the United States compares with other industrialized nations in the areas of social welfare services, particularly health care.
13.3: NAFTA made it easier for corporations to do business with Mexico and Canada. Has this policy had a positive impact on the United States? Explain. What conflicting values and beliefs influence our relations with other countries and our acceptance of immigrants and refugees.
13.4: The conflicts over border crossings are particularly tense between the U.S. and Mexico. The border is 2000 miles long. What social welfare policies might be developed in response to this problem?

Session 29  
Read Segal Chapter 14 (Final Reading in Segal Text)
THE IMPACT OF SOCIAL WELFARE POLICY

Why is social welfare policy important to us?
The power of social welfare policy
Changing social welfare policy
Promoting social justice through social welfare policies

Reaction paragraphs:
14.1: Racism has a long history in the United States. Identify policies that have promoted racism and policies that have prohibited racism. What new policy efforts do you recommend today to address racism in the United States?
14.2: Social welfare policy can be significant in effecting change. Give an example of social issue that has been addressed by enactment of a policy and describe the impact of that policy.
14.3: Social welfare policy can be very powerful in bringing about social, economic, and political changes. However, social welfare policies have their limitations. Describe the ways in which social welfare policy is limited to effect social change and why that may be so.
14.4: Social justice is the cornerstone of social work. What can we do to promote social justice in the United States?
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