

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FALL 2015-2016
SW 303 Social Welfare Policy and Services II**

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Academic Term and Year:

Course Prefix and Number: SW 303

Course Title: Social Welfare Policy and Services II

Days, Time and Location of class: Sutton Administration Building

Professor:

Office Location: Administration Building Suite 218

Office Hours:

Office Phone Number:

Main Office Number 662-254-3365

Email Address:

Prerequisite: SW 210 & SW 302

Required Technology Skills: Basic computer and internet skills - The student must be able to access websites that provide descriptions of existing and proposed policies and course content.

CATALOG COURSE DESCRIPTION

An in depth application of policy analysis and an introduction to policy, planning and evaluation.

COURSE DESCRIPTION

This course entails an examination of social welfare, policies, programs and services. This class serves as a continuation of SW 302, with the continued development of skills in policy analysis, advocacy, planning, and evaluation. This course will provide the student knowledge about the policy foundations of the social work profession. Students will learn to identify the different

types of social welfare programs, particularly related to the types of benefits, the different eligibility requirements and methods of distribution. Students will also learn to connect the history of social policy development to the creation of current policies and services.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally.

BSW PROGRAM GOALS

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity which incorporates the values and ethics of the profession.

COMPETENCIES

EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.

EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments.

EPAS Competency: 2.1.4 Engage diversity and difference in practice.

EPAS Competency: 2.1.5 Advance human rights and social and economic justice.

EPAS Competency: 2.1.6 Engage in research-informed practice and practice-informed research.

EPAS Competency: 2.1.7 Apply knowledge of human behavior and the social environment.

EPAS Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.

EPAS Competency: 2.1.9 Respond to contexts that shape practice.

EPAS Competency: 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Rural Competency: 2.1.11: Use interventions that recognize the needs and strengths present in rural communities.

Rural Competency: 2.1.12: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Course Practice Behaviors	Assessment of Practice Behaviors
2.1.1. Identify as a professional social worker and conduct oneself accordingly.	a. advocate for client access to the services of social work; b. practice personal reflection and self-correction to assure continual professional development; c. attend to professional roles and boundaries; d. demonstrate professional demeanor in behavior, appearance, and communication.	1. Exams 2. Oral Presentations 3. Classroom Discussions 4. Online Discussions
2.1.2. Apply social work ethical principles to guide professional practice.	a. recognize and manage personal values in a way that allows professional values to guide practice; b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	1. Exams 2. Oral Presentations 3. Classroom Discussions 4. Online Discussions
2.1.5. Advance human rights and social and economic justice.	a. understand the forms and mechanisms of oppression and discrimination.	1. Exams 2. Oral Presentations 3. Class Discussions 4. Role plays
2.1.7. Apply knowledge of human behavior and the social environment.	a. utilize conceptual frameworks to guide the processes of assessment,	1. Exams 2. Oral Presentations 3. Class Discussions 4.

	intervention, and evaluation; and b. critique and apply knowledge to understand person and environment.	Critical Analysis Paper
2.1.11. Utilize appropriate intervention within a rural practice framework.	a. recognizes the impact of the rural environment on service delivery in rural communities; b. utilizes knowledge of rural communities to develop appropriate interventions and services for clients in rural communities.	<ol style="list-style-type: none"> 1. Exams 2. Oral Presentations 3. Class Discussions 4. PP Presentation 5. Online Discussions

COURSE REQUIREMENTS

Required Textbooks:

Chapin, Rosemary. (2015) *Social policy for effective practice. A strengths approach.* (3rd ed.) New York & London: Routledge.

Supplemental Texts:

Readings will be assigned from other sources which will be on reserve in the J.H. White Library.

Class Attendance Policy:

Class attendance is required. Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism:

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

Make-up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:

Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing.

guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

Required Tasks/Activities:

Class Attendance and Participation: In order for the class to discuss the readings, it is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class. Students are expected to attend all classes. At the beginning of the semester each student is awarded 100 points for attendance. Each time a student misses a class they will lose 10 points for attendance. Each time a student comes late or leaves early he/she will lose 5 points.

PowerPoint Presentations: The class will be divided into groups. Each group will be assigned chapters from the textbook. Groups are required to complete PowerPoint presentations about the content of their assigned chapters. PowerPoint presentations are worth 100 points each. *Each group member will be graded individually based upon the rubric provided for PowerPoint Presentations.* PowerPoint presentation should be presented to the class at their designated due date, failure to do so will result in the loss of a letter grade. Everyone in the class should receive an electronic copy of the presentation before midnight of the day of the in class presentation. The grade for the PowerPoint presentation will be *an individual grade.* *Failure to submit your PowerPoint assignment prior to the in class presentation will result in the loss of a letter grade.*

Exams: Five exams will be given during the term. The exams will consist primarily of multiple choice and true/false questions, based on content presented in the textbook chapters.

The student is expected to take all exams at the scheduled time. *Missing an exam without either prior permission or an accepted excused absence will result in a grade of "0" on that exam.* Make up exams will be given at the instructor's discretion. If given, the instructor will schedule make-up exams. *It is the student's responsibility to take all make-up exams at the designated time.*

Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description in the syllabus or the in class handouts.

Late or incomplete assignments will result in the loss of a letter grade of the total possible points for the assignment. *A letter grade will be deducted from the total points earned for each day the assignment is late.* The only exception is an excused absence.

Utilization of computer assisted instruction: This course is set up for computer enhanced instruction. As such, all power point, papers and extra credit assignments should be submitted electronically, by the designated due date and time. The online introduction and picture should be submitted by 8:00am 8/30/16. *Late submissions of this assignment will not be accepted.*

Submitted assignments must be clearly identified. (Your name, class, date, etc.) Failure to identify your work could result in not getting credit for your submitted work.

Evaluation Procedures:

Grading for this course will be based upon the following:

Policy Brief (Part 1)	100 points
PP presentation of Brief	100 points
Policy Paper (Part 2)	100 points
PP presentation of part 2	100 points
Four Exams	400 points
Op-ed Assignment	100 points
In class PP presentation of Op-eds	100 points
Attendance	100 points
Chapter PP presentations 2 x 6gps w 3 each	200 points
Total Points for Class	1300 points

Performance Standards:

Grading Scale

1300 – 1170 points	= A
1169 – 1040 points	= B
1039 – 910 points	= C
909 – 780 points	= D
779 < points	= F

AMERICANS WITH DISABILITIES ACT: Services for Students with Disabilities (SSD)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES

<p>Week One</p>	<p>Course Overview Chapter 1: Social Work and Social Policy: A strengths perspective. The relationship between Social Policy and Social Work Practice. The social workers responsibility for policy practice. Identifying your policy practice abilities. Connecting social work values to policy practice. Presented by group 1.</p>	<p>Group Presentation Class Discussion</p>
<p>Week Two</p>	<p>Chapter 5: Basic tools for researching need and analyzing social policy. Frameworks for policy development, Analyzing social problems from an Expanded viewpoint, Defining and documenting problems and needs. A framework for policy analysis. Chapter 5 text presented by group 2.</p>	<p>Group Presentation Class Discussion</p>
<p>Week Three</p>	<p>The historical context, basic concepts and early influences. The genesis of social welfare policy. A framework for understanding how historical approaches influence current policy. English poor laws and the influence of the poor laws on US policy. The American revolution, civil rights in the new nation. The origins of modern social work. Class reports on progress on legislation being followed. Chapters 2 text presented by group 3.</p>	<p>Group Presentation Class Discussion</p>
<p>Week Four</p>	<p>The historical context, and the development of our current welfare system, the social security act, the evolution of the modern welfare state, the struggle for</p>	<p>Group Presentation Class Discussion Exam</p>

	<p>African American and Hispanic civil rights, the war on poverty, women and civil rights, Native American civil rights, affirmative action and the new century. Class reports on progress on legislation being followed. Chapter 3 text presented by group 4.</p> <p><i>Exam 1, 9/14/16, Chapters 1, 5 & 2 of text</i></p>	
Week Five	<p>The economic and political contests and the effect on social policy. Institutional and residual approaches to social welfare. Competing explanations for the development of the welfare system. Economic and political schools of thought. Keynesian economics, supply side economics and democratic socialism. New approaches to deal with slowing economic growth. Chapter 4 of Text presented by group 5.</p>	<p>Group Presentation Class Discussion</p>
Week Six	<p><u>Social Policy Brief (Part I) due @ 11:59 PM, 9/30//16</u> <i>In class presentations of PP's of Brief I</i></p>	<p>PowerPoint Presentations</p>
Week Seven	<p>Social policy development, research and policy practice. Policy development and overview. Steps in policy development. Crafting policy goals, values: examining the feasibility of policy alternatives, identifying policy options that include client perspectives, and evaluating policy on client outcomes. Chapter 6, text presented by group 6.</p> <p><i>Midterm Exam, Exam 2, 10/5/16, Chapters 3, & 4 of text</i></p>	<p>Group Presentation Class Discussion</p>

Week Eight	Civil right policy in the US, background and history. Disenfranchised groups civil rights, and affirmative action. Major policies and programs, evaluating civil rights programs and policies, discrimination based on ethnicity and gender, current trends to civil rights and human rights. Reconsidering neutral policies and the role of social workers. Chapter 7 of text presented by group 1.	Group Presentation Class Discussion
Week Nine	Income and asset-based social policies and programs. Definitions of poverty, the poverty line and poverty threshold, income support policies, TNF, SSI, evaluation of income support programs and policies, and asset based policies and proposals for fundamental reform. Chapter 8 of text presented by group 2.	Group Presentation Class Discussion
Week Ten	Social Policy Paper Due (Parts 1 & 2 combined for complete paper.) Due via email, 8 am 10/25/16. Policy Paper PP presentations start 10/26/16. Policies and programs for children and families. An examination of the history and background of programs protecting children and families. Children and families today. Impact of growing poverty rate on child welfare. An examination of the major programs affecting child welfare and juvenile justice. Chapter 9 of text presented by group 3. Exam 3 chapters 6, 7 & 8.	Class Discussion Exam
Week Eleven	Health and mental health programs. Health care in the US and the high cost of health in the	Group Presentation Class Discussion

	<p>US. An examination of the history and background of health care programs. Growing federal involvement in health care. Health care reform in the 1990's. Medicare, Medicaid, the 2010 Patient Protection and Affordable Care Act. Chapter 10 text presented by group 4</p>	
Week Twelve	<p><i>Op-ed assignment due 8 am</i> In class PP presentations of Op-ed articles</p>	PowerPoint Presentation
Week Thirteen	<p>Policies and programs for older adults. The influence of demographics. Major policies and programs. Evaluating the policies and programs for older adults. Chapter 11 presented by group 5</p>	<p>Group Presentation Class Discussion</p>
Week Fourteen	BREAK	
Week Fifteen	<p>The future. Future forecasts. Factors that will affect future social policies, future policy directions, the strengths perspective in a new era. Chapter 12 text presented by group 6</p>	<p>Group Presentation Class Discussion</p>
Week Sixteen	<i>Final chapters 9,10, 11 & 12</i>	Exam

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