

MARY BALDWIN UNIVERSITY
SOCIAL WORK 275 - SOCIAL WORK POLICY
Spring 2021

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GENERAL OVERVIEW

Social Welfare Policy describes and analyzes the policies and services rendered by local, state, regional, national, and international agencies as well as the policy implications for social work practice. Students prepare to advocate for social policy changes designed to improve social conditions, promote social justice, and to empower at risk-populations.

COURSE COMPETENCIES AND OBJECTIVES

This course is designed to address a number of the core competencies identified by the Council on Social Work Education (CSWE). These competencies, revised in 2015, outline the knowledge, skills, and practice behaviors that all social work students need to master. The competencies and practice behaviors are outlined beginning on page seven of the syllabus. The front cover endpaper of the text, *Social Welfare Policy and Social Programs*, lists the CSWE competencies and chapters in which each is referenced.

In addition to gaining a level of mastery of the core competencies and practice behaviors, upon successful completion of this course, students will also be able to:

1. Identify and discuss the relationship between social institutions, social problems, and social policy.
2. Compare and contrast the residual, institutional and developmental conceptions of social welfare.
3. Identify and discuss the implications of various values and ideological positions (e.g., conservative, liberal, libertarian & radical) for social policy and social welfare.
4. Identify and discuss various policy analysis tools.
5. Conduct a basic policy analysis of a social policy.
6. Identify the policy formulation process at the federal, state and agency level.
7. Discuss policy practice at the micro, mezzo and macro levels and identify various strategies for exerting influence.
8. Understand the effects of racism, sexism, and other forms of prejudice on social policy and its development.
9. Identify and discuss the various policy changing tactics including lobbying, judicial intervention, use of power, electoral process, monitoring, research, and advocacy.

TEXTS

Segal, Elizabeth A. ***Social Welfare Policy and Social Programs: A Values Perspective***. (4th ed.) 2020. ISBN 978-1-305-10192-0 or ISBN 978-0-357-26620-5 (includes MindTap). Boston, MA: Cengage.

National Association of Social Workers. ***Social Work Speaks***. (10th ed.) 2015. ISBN: 978-0871014597 or (11th ed.) 2018. ISBN: 978-0871015266. Washington, DC.

OTHER RESOURCES AND PERSPECTIVES (FREE)

Ballotpedia. <https://ballotpedia.org>

Ballotpedia. https://ballotpedia.org/The_Administrative_State_Project (The Administrative State Project)

City Journal. <https://www.city-journal.org/> A rich source of short articles about social policy issues from varying perspectives. Subscribe for free to daily or weekly emails.

Hillsdale College. Civil Rights in American History. A free, online course that examines ‘the quest for justice in America through the Civil War, during Reconstruction, and in the 20th century.’ <https://online.hillsdale.edu>

Independent Women’s Forum (IWF). Newsletters, blogs, podcasts about issues affecting women. <https://www.iwf.org/>

COURSE REQUIREMENTS

Course readings will be assigned from the two texts: *Social Welfare Policy and Social Programs: A Values Perspective* and *Social Work Speaks*. A bibliography of supplemental readings is provided. Students are encouraged to read broadly from other sources including professional journals, state and federal policy documents, news sources and reliable Internet sources. (Ballotpedia, City Journal, and the Independent Women’s Forum listed above in Other Resources and Perspectives, may be particularly useful in keeping up to date on social issues and government regulations and policies.)

Questions for Discussion and Exercises are available at the end each chapter of *Social Welfare Policy and Social Programs: A Values Perspective*. Please use them, supplemented by the references provided, to check your understanding of the information presented.

Graded assignments in the form of open book exams and journal entries will follow each reading assignment. Additionally, a paper focusing on state or federal legislation related to social policy will be due mid-way through the course.

Canvas will be used selectively in this course. Students are encouraged to make use of the materials posted and to participate actively in discussions.

Personal and professional behavior are expectations of all BSW students. The mutual accountability between the instructor and student includes the student’s ability to uphold the requirements of the MBU Honor Code. Use this class to foster the professional behavior and practice skills that are integral to social work. Canvas discussions and written work offer you the opportunity for self-reflection, experimentation with unfamiliar ways of thinking and acting, and for meeting the challenge of dependability and timeliness in completing assignments. *Please be aware that your professors will be documenting your success in these areas as you progress through the BSW program.*

ASSIGNMENTS

An open book exam and a short, written assignment (policy journal entry) will be completed after each reading assignment.

- All exams will be provided to students early in the term as Word documents. Students will 'save' each exam with an identifying file name. As reading assignments are completed, students will answer the exam questions by adding a response following each question on the saved exam. The exam (originally saved questions plus answers) will then be sent back to the instructor as an email attachment by – or before – the due date. **(Do not post to Canvas.)**
- The short written assignment, which we call a Policy Journal entry, will begin with the student purchasing and reading a paper copy of a Virginia newspaper with at least daily circulation. The newspaper can be a daily edition or a Sunday edition. Possible newspaper choices include The Staunton News Leader, The Richmond Times-Dispatch, The Roanoke Times, The Lynchburg News and Advance, Charlottesville's The Daily Progress, Norfolk's The Virginia-Pilot, etc. Do not use The Washington Post for this assignment. Its focus is on national rather than state news.

The student will select an article related to a social welfare issue addressed in the reading assignment and prepare a one or two page written journal entry. The journal entry will identify the newspaper article by article title, name of writer, name of the newspaper, and date. An electronic link to the article or a one sentence description of the article should be provided. The journal entry will then 'discuss' the policy issue addressed in the newspaper article. The journal entry will conclude with at least one paragraph that explains the connection between the policy issue and the concept chosen from the reading assignment.

The Policy Journal entries, labeled Policy Journal 1, Policy Journal 2, etc., will be turned in for review and grading. Each entry will be composed in Word and will be sent to the instructor as an e-mail attachment. **(Do not post to Canvas)**

A paper, of 5 to 7 pages, in which the student presents her position on a specific, current federal or state bill, will be due after the 3rd reading assignment at the same time the 3rd open book exam and journal entry are due. Planning for the paper should begin early in the term. The student is responsible for discussing the specific bill chosen with the instructor at least two weeks prior to beginning the paper. The paper will include a minimum of four references in addition to the texts assigned for the course. Website references to professional work or papers can be used, but at least one reference must be to the print version of a book or scholarly journal. One reference can be a relevant article from one of the Other Resources and Perspectives listed above. Papers turned in on time may be rewritten with the approval of the instructor. The paper will include:

- Identifying information about the bill, including its formal name, any other name commonly used to reference it, and its sponsor(s), including political party identifications.

- A summary of the purpose of the bill, a description of what will be changed if the bill is passed, and the basic features of the bill
- A statement of your position in favor or in opposition to the bill, and reasons for your position.
- A summary of the arguments that would be taken by an individual supporting a position opposite to yours.
- A summary of what you believe the NASW position regarding the bill would be based on the relevant policy statement/statements from *Social Work Speaks*. [Note: your position does not have to agree with the NASW position, but it is important that you understand the organization's stance on the issues impacted by the legislation.]
- Identification of a vulnerable population that will be impacted by the bill if it becomes law, and a description of the anticipated impact.

GRADING

5 exams (5% each)	25%
5 Policy Journal entries (5% each)	25%
Paper	25%
Canvas Discussions	10%
Final Exam	15%

ACADEMIC INTEGRITY

Students are bound by the MBU Honor Code and Code of Conduct as spelled out in the ADP Student Handbook. **REMINDER: Quotes from other sources, and words or ideas not your own, including material available on the Internet, are to be clearly and correctly identified as to author and source.**

WRITING STYLE AND FORMAT

Students are requested to use the *Publication Manual of the American Psychological Association* (5th edition). The use of any other format will require instructor approval. This link may be helpful if you've forgotten how to format: <https://apastyle.apa.org/blog/new-edition-here>. **Remember, all references, direct or indirect, from the text or from other works must be appropriately cited.**

Assignments must be well-written with correct spelling, punctuation, grammar, sentence and paragraph structure. Policy Journal entries and papers must be double-spaced, in 12-point font, and with one-inch margins. Spell Check and Grammar Check and/or other tools such as Grammarly are to be used prior to submission of any written work. Work that is poorly written, including work with spelling or grammatical errors, will be returned for correction prior to being graded.

EXTENDED TIME (ET) POLICY

Requests for extended time (an ET) will be considered on a case by case basis for students who have made a good faith effort to complete assignments on time. The course grade will be decreased by one letter grade for ETs.

ASSIGNED READING

Segal, Elizabeth A. ***Social Welfare Policy and Social Programs: A Values Perspective***. (4th ed.) 2020. ISBN 978-1-305-10192-0 or ISBN 978-0-357-26620-5 (includes MindTap). Boston, MA: Cengage.

National Association of Social Workers. ***Social Work Speaks***. (9th [or later] edition). 2012. ISBN-13: 978-0871014405. Washington, DC.

Reading Assignment 1**Complete Readings by 1-25-21*****Social Welfare Policy and Social Programs***

Preface

Part One: Understanding Social Welfare

Chapter 1 Social Welfare Policy and Underlying Values

Chapter 2 Historical Foundations of Social Welfare in America

Chapter 3 Conceptual Foundations of Social Welfare Policy

Influencing State Policy:

http://www.statepolicy.org/Media/Harms_speech.html. This is the transcript of a speech - *Challenging Social Work Students* - delivered by Steve Harms, MSW, at the 2003 NASW Legislative Rally Day. Mr. Harms is currently Chief Operating Officer of UNOS. (The video of this speech at <http://www.statepolicy.org/Media/Harms%20speech.html> is no longer accessible.)

Graded Assignments 1**Submit No Later Than 2-1-21****Open book exam for reading assignment 1 due.****Policy Journal Entry #1 due****Reading Assignment 2****Complete Readings by 2-1-21*****Social Welfare Policy and Social Programs***

Chapter 4 Analyzing and Researching Social Welfare Policies

Chapter 5 The Delivery of Social Welfare Services

Part Two: Critical Concerns That Affect All Arenas of Social Welfare

Chapter 6 Social Justice and Civil Rights

Graded Assignments 2**Submit No Later Than 2-15-21****Open book exam for reading assignment 2 due.****Policy Journal Entry #2 due****Reading Assignment 3****Complete Readings by 2-15-21*****Social Welfare Programs and Social Policy***

Chapter 7 Poverty and Economic Inequality

Chapter 8 Economics, Employment, Budgets, and Taxes

Part Three: Key Social Welfare Policies and Programs

Chapter 9 Social Insurance

Graded Assignments 3

Submit No Later Than 3-8-21

Open book exam for reading assignment 3 due.

Policy Journal Entry #3 due

Paper on Federal or State Legislation due.

Reading Assignment 4

Complete Readings by 3-8-21

Social Welfare Programs and Social Policy

Chapter 10 Aging and Social Welfare Policy

Chapter 11 Children and Families

Chapter 12 Health Care Policy

Graded Assignments 4

Submit No Later Than 3-22-21

Open book exam for reading assignment 4 due.

Policy Journal Entry #4 due

Reading Assignment 5

Complete Readings by 3-22-21

Social Welfare Programs and Social Policy

Part Four: Building on Our Knowledge of Social Welfare Policy and Social Programs

Chapter 13 United States Social Welfare Policies and International Comparisons

Chapter 14 Policy Practice and the Impact of Social Welfare Policy

Final Graded Assignments 5

Submit No Later Than 4-5-21

Open book exam for reading assignment 5 due.

Policy Journal Entry #5 due

Final Exam

Schedule to be announced

CORE COMPETENCIES AND PRACTICE BEHAVIORS FOR SOCIAL WORKERS

Competency 1: Demonstrate Ethical and Professional Behavior

- 1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- 1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- 1.4 Use technology ethically and appropriately to facilitate practice outcomes.
- 1.5 Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- 2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- 3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- 3.2 Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- 4.1 Use practice experience and theory to inform scientific inquiry and research
- 4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- 4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- 5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- 5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.
- 5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organization, and Communities

- 6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- 6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- 7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- 7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- 7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- 7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- 8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- 8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- 8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- 8.4 Negotiate, mediate, and advocate with and on behalf of diverse client and constituencies.
- 8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- 9.1 Select and use appropriate methods for evaluation of outcomes.
- 9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- 9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- 9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

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