



Sociology, Social Work, and Family Sciences

Social Welfare Policy Analysis

SWK 330

3 Units

Spring 2018

Meeting days: T_Th	Colleen Jensen Cook, MSW, ACSW
Meeting times: 9:30am-10:45am	Office: 619-849-2390
Meeting location: Cabrillo Hall 101	E-mail: ccook1@pointloma.edu
Final Exam: Tuesday, May 1, 2018, 10:30am - 1pm	Office location and hours: By appointment

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

Social Work Program Mission

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

The mission of the baccalaureate social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.[1]

COURSE DESCRIPTION – SWK 330

Rules and policies influence the social environment and affect the provision of social services. Social Welfare Policy is a study of policy development and analysis; the private and public programs that comprise the American Welfare System; and their interrelationship. Social welfare policy guides and directs opportunities and actions at every level of social work. Policies from the federal, state, and local government and individual agencies and, in many cases, individuals shape how services are conceived and delivered. This class, you will be introduced to social policy analysis and learn how to use frameworks that assess the impact of policy on individuals, families, and communities. You will pay attention to the role values play in determining social policy.

This course includes a review of the history and philosophy of social welfare; exploration of the factors affecting social welfare policy; the process of policy formation; identification of the services and patterns of social work response to the needs of special populations; the relationship between policy and social work practice; and a framework for analyzing welfare policy.

COURSE LEARNING OUTCOMES

Course Objectives:

By the end of the course, you should be able to do the following tasks. Statements in italics are from the Council of Social Work Education's EPAS; underlined sections are the IDEA standards which you will use to evaluate the course at the end of the semester.

1. EP 2.1.1 *Identify as a professional social worker and conduct yourself accordingly.* Describe the interrelationship between social welfare policy and the roles of professional social work practice. IDEA Evaluation - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
2. EP 2.1.2 *Apply social work ethical principles to guide professional practice.* Tolerate ambiguity in resolving ethical conflicts when your public policy beliefs do not coincide with other systems (clients, co-workers, supervisors, organizations, etc0. Cultivate an understanding of how values influence the development and application of social welfare policy. IDEA Evaluation - Learning to apply course material to improve thinking, problem solving, and decisions.
3. EP. 2.1.3 *Apply critical thinking to inform and communicate professional judgments.* Using sources such as peer-reviewed journal articles, you will write professional APA 6th edition assignments and give presentations to the class. IDEA Evaluation - Learning to analyze and critically evaluate ideas, arguments, and points of view
4. EP 2.1.4 *Engage diversity and difference in practice.* You will: 1) recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; 2) identify current and emerging policy issues related to special populations; 3) gain self-awareness to eliminate the influences of your personal biases and values in working with diverse groups as well as analyzing how they are affected by social welfare policy; and 4) apply cultural competency skills.
5. EP 2.1.5 *Advance human rights and social and economic justice.* You will identify strategies to promote social and economic justice and promote policy analysis concerned with social and economic justice.

6. EP 2.1.6 *Engage in research-informed practice and practice-informed research.* You will use the major debates and literature in social work concerned with policy issues to inform practice. IDEA Evaluations 1) Learning how to find and use resources for answering questions or solving problems. 2) Developing skill in expressing oneself orally or in writing.
7. EP 2.1.7 *Apply knowledge of human behavior and the social environment.* You will understand how policies affect the person in the environment and explain/demonstrate a concern for possible latent consequences of policy decisions upon micro, mezzo, and macro systems.
8. EP 2.1.8 *Engage in policy practice to advance social and economic well-being and to deliver effective social work services.* You will exhibit knowledge of major themes that have shaped public policy and identify historical, philosophical, and social contexts that influence social welfare policy and legislation.
9. EP 2.1.9 *Respond to contexts that shape practice.* You will describe and apply a basic framework for policy analysis and discuss the concepts of: strategy, planning, structure, implementation, and evaluation.
10. EP 2.1.10 *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.* You will explain the policy development process from a systems perspective, including awareness of the organizational, political, and planning elements.
11. *Practice competency for integration of faith and professionalism.* You will critically assess the relationship between Christian faith and public policy.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE SCHEDULE AND ASSIGNMENTS

1. Attendance and Respectful Class Participation (10%): *(See attendance section below for how excessive absences affect your grade.)* To earn full points for discussion participation, you must be present for the full discussion, come prepared to hand in the assignments at the beginning of class, and engage in class dialogue. Your regular attendance and participation in the discussion sessions and in classroom activities is critical to the success of the class. You should plan to attend class and have read the material and be prepared to discuss, debate, and develop thoughts each class session. *Attendance alone does not equal participation. Distracting behaviors like excessive side conversations, rudeness to the class members and/or professor, working on tasks unrelated to the current class discussion, or texting will not be tolerated due to their lack of respect.*
2. Canvas Quizzes and Responses (25%): Before class on Tuesdays at 9:30am, students are required to take weekly quizzes over the assigned reading. There will be 13 quizzes over the course of the semester. Additionally, answer the weekly Canvas questions/assignments and respond to classmates. References should be APA-6th-edition compliant. **Due throughout semester.**
3. Mid-term Exam (15%): The exam will focus on the first half of the semester's readings, lectures, and information learned from activities and guest speakers **March 1.**
4. Final Exam (20%): *The published time for the final examination is one of the considerations when enrolling for a course. You are expected to arrange your personal affairs to fit the examination schedule.* The exam will be comprehensive in nature. The exam will focus on the semester's readings, lectures, and

information learned from activities and guest speakers prior to **May 1**.

5. Annotated Bibliography (3%): Policy is ever-changing; new and emerging information is found in scholarly journals and newly released articles. A goal of the course is to expose you to the major debates in social work and related disciplines. The best new and emerging information is found in the major scholarly journals. You will select an article from a respected, scholarly journal relating to the policy analysis paper (this article needs to be included in the paper described in #6). **Due Feb. 8.**
6. Policy Analysis Outline and Paper (17%): A goal of the course is to encourage the application of a policy analysis framework. You will select a policy (agency, county, state, or federal) and write a policy brief using the recognized policy framework analysis. This paper will also assess progress toward your specific course objectives. Additionally, the references for this paper must include such items and may not all be from Internet sources. Consideration should be made to the recent literature in social work and related disciplines (within last 5 years) and its implications for practice. The paper must be in APA 6th edition format. **The outline for the paper is due on March 22, and the paper is due on April 12.**
7. Off-Site Practical Application Required (10%): This course includes practical application or exposure to current policy issues that require participation in off-site experiences during classroom hours. Reactions must be posted on Canvas and will be discussed in class.
 - o #1 Attend a PLNU Associated Student Body (ASB) meeting and take notes. Post on Canvas and present in class. **Due Feb. 22.**
 - o Attend a city council meeting in any of San Diego County's cities. Take notes and write a summary on Canvas. Be prepared to discuss in class. **Watching a video of the meeting does not count. You have to go in person.** You can find information for these meetings on-line; for example - San Diego City Council meeting - <http://www.sandiego.gov/city-clerk/pdf/legiscal.pdf>
Due Apr. 19.

COURSE SCHEDULE

Professor Cook reserves the right to make adjustments to the course schedule, as needed.

DATE PRESENTED	CLASS CONTENT	ASSIGNMENT DUE DATE
#1 Jan. 11	Review syllabus and sign class commitment	
#2 Jan. 16 & 18	<i>Social Policy and the American Welfare State</i>	Read Chapter 1 Canvas Quiz #1 Due Jan. 18
#3 Jan. 23 & 25	<i>Discrimination in American Society</i>	Read Chapter 4 Canvas Quiz #2 Due Jan. 23 I Have Dream Speech
#4 Jan. 30 & Feb. 1	<i>Social Welfare Policy Research</i> <i>Religion and Social Welfare Policy</i>	Read Chapter 2 Read Chapter 3 Canvas Quiz #3 Due Jan. 30
#5 Feb. 6 & 8	<i>Poverty in America</i>	Read Chapter 5 Canvas Quiz #4 Due Feb. 6 Annotated Bib. Due Feb. 8
#6 Feb. 13 & 15	<i>The Voluntary Sector Today -</i> <i>Privatization and Human Service Corporations</i>	Read Chapter 6 Read Chapter 7 Canvas Quiz #5 Due Feb. 13

#7 Feb. 20 & 22	<i>The Making of Governmental Policy Tax Policy and Income Distribution</i>	Read Chapter 8 Read Chapter 9 Canvas Quiz #6 Due Feb. 20 Off-Site #1 Due Feb. 22
#8 Feb. 27	<i>Mid-Term Review</i>	Review Chapters 1-9
#8 Mar. 1	<i>Mid-term Exam</i>	Mid-term Exam
#9 Mar. 5-9	<i>SPRING BREAK</i>	NO CLASSES
#10 Mar. 13 and 15	<i>Social Insurance Programs Public Assistance Programs</i>	Read Chapter 10 Read Chapter 11 Canvas Quiz #7 Due Mar. 13
#11 Mar. 20 and 22	<i>The American Health Care System</i>	Read Chapter 12 Canvas Quiz #8 Due Mar. 20 Paper Outline Due Mar. 22
#12 Mar. 27	<i>Mental Health and Substance Abuse Policy</i>	Read Chapter 13 Canvas Quiz #9 Due Mar. 27
#12 Mar. 29	<i>No class</i>	Easter Break
#13 Apr. 3 and 5	<i>Criminal Justice Child Welfare Policy</i>	Read Chapter 14 Read Chapter 15 Canvas Quiz #10 Due Apr. 3 Paper Due Apr. 5
#14 Apr. 10 and 12	<i>Housing Policies</i>	Read Chapter 16 Canvas Quiz #11 Due Apr. 10 Paper Due Apr. 12
#15 Apr. 17 and 19	<i>The Politics of Food Policy and Rural Life</i>	Read Chapter 17 Canvas Quiz #12 Due Apr. 17 Off-Site #2 Due Apr. 19
#16 Apr. 24 and 26	<i>The American Welfare State in International Perspective</i>	Read Chapter 18 Canvas Quiz #13 Due Apr. 24
May 1	Final Exam from 10:30am-1pm	FINAL EXAM

REQUIRED TEXTS

- Karger, H. J., & Stoesz, D. (2018). *American social welfare policy: A pluralist approach*. (Eighth ed.). Boston: Allyn and Bacon.
- APA formatting and style guide. (n.d.) In *Purdue Online Writing Lab* online. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/01/>
- Spiral notebook for taking notes and 3-hole plastic binder.
- Additional reading, including: articles distributed in class, research materials, personal observation, Internet resources, and articles and books assigned by the instructor.

RECOMMENDED TEXTS

- Cloud, H. , & Townsend, J. (1992) *Boundaries: When to say yes, how to say no, to take control of your life*. Grand Rapids: Zondervan.

ASSESSMENT AND GRADING

The final grade will be determined on the quality and completion of the assignments. The value for each assignment follows:

<u>Assignment Values:</u>	<u>Grade Distribution:</u>
<ul style="list-style-type: none"> • Canvas Quizzes and Responses 25% • Mid-Term Exam 15% • Annotated Bibliography 3% • Policy Analysis Paper 17% • Participation 10% • Off-Site Meetings 10% • <u>Final Exam</u> <u>20%</u> • Total Points 100% 	A=94-100 A-=90-93 B+=87-89 B=84-86 B-=80-83 C+=76-79 C=73-76 C-=70-72 D+=67-69 D=63-66 D-=60-62 F=0-59

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas.

Students are encouraged to speak with the instructor at any point about their grades. Any student with a grade below a C is highly encouraged to speak with the instructor.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog. Responsibilities of the Class Members (Faculty included):

- **Attendance:** Attendance is mandatory at all class sessions. Missing 3 or more classes will result in de-enrollment or possible failure in accordance with the university attendance policy. NOTE: It is the student's responsibility to maintain his/her class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), the student has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor. Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may easily result in a grade of F on the official transcript.
- **Class participation:** Each person is a vital contributor to the educational environment. Our ideas and input are essential to the learning experience. Please participate actively and respectfully. Use of student technology will be limited in this classroom.
- **Respect:** Respect for others is a basic element of professional social work and Christian character. All discourse will be conducted in a responsible and respectful manner.
- **Reading:** We are expected to read all assigned material to engage in class discussion and other class based activities.
- **Completion of all class assignments:** All class assignments are to be completed and handed in in a prompt professional manner. There are no exceptions for tardiness. Late assignments will be penalized by a grade reduction of 10% off for each day the assignment is not handed in beyond the original due date (up to 30% off)..

Inclusive Language

Given the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

Public Discourse

Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that others will view your work in the class.

COURSE CONTRACT (Sign the next page and return to the professor by January 11, 2018)

This syllabus is a contract between you and the instructor. By signing your name below, you acknowledge that you have carefully read and understand the information covered in the course syllabus including grading policies. Professor Cook reserves the right to make adjustments to the course schedule, as needed. For this class to function correctly and to its full, positive potential, we are all integral to each other. Please remember:

1. Participation points will be given based on:
 - a. Engaging in respectful and non-threatening discourse with the professor and other students. If you do not, you will be corrected, points will be deducted, and you might be asked to leave.
 - b. Participating in class discussion but not dominating class discussion.
 - c. Not texting or doing computer/school work not directly related to the class. The professor might take away your electronic device or book if you are doing this. Points will be deducted.
 - d. Not having excessive side conversations (or other distracting behaviors) while others are talking. The professor will correct you on the spot. Points will be deducted. If it continues excessively, you might be asked to leave.
 - e. Coming to class prepared by reading the material, taking notes, doing the homework, and synthesizing the information with the world around you.
 - f. Showing excitement for learning the material and being in class.
2. The use of student technology will be limited in this classroom.
3. Attendance is extremely important. You have one "grace" class to miss. Additional absences result in point deductions. Professor will follow the PLNU policy of reporting absences to the Dean etc. The professor will take attendance at the beginning of every class.
4. If you are more than 7 minutes late, you will be considered tardy. If you are more than 40 minutes late, your tardy will be counted as an absence.
5. No late coursework will be accepted. If you have an emergency, talk with the professor within one day of the assignment due date.
6. The class will focus on the textbooks, relevant current events, and the CSWE EPA course objectives.
7. You can find the information you need to answer questions about the class by asking your fellow students, checking Canvas, checking the syllabus, and listening in class.
8. Assignments must be written without grammatical or spelling errors. Papers and references will adhere to APA-6th-edition standards.
9. This class content is pertinent to your future career! You will learn a lot if you do the work!

SOCIAL CAPITAL (Complete the Following Information with 2-3 Student's Names)

Student Name and Number _____

Student Name and Number _____

Group Name _____

2018 SWK 330 COURSE CONTRACT AGREEMENT

I have read the course contract agreement in the syllabus and understand the concepts included.

Print full name: _____ Today's Date: _____

Student Signature: _____ Major: _____

Circle your current academic standing at PLNU: Sophomore Junior Senior

Instructor Signature: Colleen Jensen Cook, ACSW, MSW

Please also answer the following questions:

1. What is a book you would recommend. Why?

2. What do you hope to learn from this class?

3. How do you best learn/remember class content?

4. What are the signs of an effective professor that you have had?

5. What are the signs of an ineffective professor that you have had?

6. What would you like the professor to know about you? Do you have "trigger points" related to Social Welfare Policy issues?

Group Name _____
Participants _____

