SWK-S 251 History and Analysis of Social Welfare Policy (3 cr.)

Course Information

Semester Year: xxxx
Section Number: xxx
Location: xxx
Day: xxx
Time: xxx
Instructor: xxx
Office: xxx
Email: xxx
Phone: xxx
Office Hours: xxx

Course Description

This course is designed to provide a historical perspective on the evolution of social welfare policies and programs and allow students to develop beginning policy analysis skills so that students will be able to identify gaps in the service delivery system and inequitable or oppressive aspects of current policy delivery. Students acquire knowledge of the prevailing social, political, ideological, and economic contexts that gave rise to the various social welfare policies and programs and have influenced how programs and policies have changed over time. In addition, the interrelationship and sources of conflict between the evolving profession of social work and social welfare services are explored. This course builds on knowledge and theories learned in S141 Introduction to Social Work and prepares students for S352 Social Service Delivery Systems. In this class students will build critical thinking skills as they consider forces and influences that have led to the social service delivery system that exist today which will allow them to explore practical methods to influence policy in S352. A particular emphasis in this course is to increase students understanding of how social welfare policies impact vulnerable people and build a passion for advocating for social and economic justice.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

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

Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected (CSWE, 2015 EPAS, p. 7).

5: Engage in Policy Practice

Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development (CSWE, 2015 EPAS, p. 8).

Secondary

1: Demonstrate Ethical and Professional Behavior

2: Engage Diversity and Difference in Practice
Course Objectives

**S251-01:** Describe the broad historical themes relevant to an understanding of contemporary social welfare programs and issues.

**S251-02:** Identify the origins of major social welfare program and policy developments, and the contributions of outstanding persons involved in such developments.

**S251-03:** Think critically about the relationships between economic, social, political, and cultural forces in social policy development and analysis, and the evolution of social welfare institutions.

**S251-04:** Analyze the major diverse value orientations in the United States, social welfare and social work, and the impact of these values conflicts on social and economic justice and diversity.

**S251-05:** Understand the historical development and characteristics of specific practice fields or service delivery systems, e.g., child welfare, mental health, income maintenance, health, school, and family social services.

**S251-06:** Identify the values commitments and ideological assumptions in social policy analysis.

**S251-07:** Discuss the social welfare system in Indiana.

**S251-08:** Identify the values, commitments, ideological assumptions and research-based evidence in social policy proposals.

Required Texts


Recommended Texts


Course Content

In this course, students will explore the history and evolution of policies and discuss the social, political and economic factors that influence policy. Students will learn about and use social policy analysis frameworks to examine how policy is shaped and changes over time.

Because policy practice is rarely done individually, this course is taught using Team Based Learning. Building skills is considered as important as providing content. Students will work in teams throughout the semester on a variety of assignments. They will practice the skills of dividing work, communicating with each other outside of class, conflict resolution and determining how to best apply their strengths to assignments as well as using assignments to address areas of growth.

Students complete team-based applications of policy analysis in most class periods. Specific areas addressed include exploring the history of policies and how social norms and economic factors influence policy and change over time. Examining policy issues from multiple perspectives and debating appropriate trade-offs and compromises in the development and application of policy.
The signature assignment to measure competency is an individual policy analysis report.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Modules and/or Resource tab).

Attendance (insert campus or instructor policy here)

Course Outline

Module 1: Course introduction

Dates:

**Overview**

A. Introduction to course
B. Review syllabus
C. Understanding of Course Canvas site
D. Understanding course expectations

**Assignments**

**Readings**

1. Complete exploration of Canvas site

**Written Assignments**

1. Course policy agreement in Quizzes
2. Introduce Yourself Post (1) and Responses (2)
3. Module 1 Discussion: Personal goals Post (1) and Responses (2)


Dates:

**Overview**

A. Explain the function of social work in society
B. Explain how a policy-based model alters the definition of social work
C. Discuss the relation of policy to social work practice differentiating policy specialities versus generalist practice
D. Explain why understanding social welfare policy is important for direct practice social workers

**Assignments**

**Readings**

1. Popple & Leighninger, Ch 1
2. Additional material as outlined in Canvas

Written Assignments
1. Reading Quiz
2. Module 2 Discussion: Post (1) and Responses (2)

Dates:

Overview
A. Identify and define the levels of social welfare policy
B. Explain how social welfare policy involves more than the actions of the government

Assignments
Readings
1. Karger & Stoesz, Ch 1, pgs. 1-6 & Ch 18
2. Popple & Leighninger, Ch 2
3. Additional material as outlined in Canvas

Written Assignments
1. Reading Quiz
2. Module 3 Discussion: Post (1) and Responses (2)

Module 4: Social Welfare Policy Analysis: Models and Approaches
Dates:

Overview
A. Differentiate between approaches to policy analysis
B. Identify examples of “in kind” benefits
C. Identify the advantages and disadvantage of contracting out public services
D. Differentiate between process and outcome in program evaluation

Assignments
Readings
1. Karger & Stoesz, Ch 3
2. Popple & Leighninger, Ch 3
3. Additional material as outlined in Canvas

Written Assignments
1. Reading Quiz
2. Module 4 Discussion: Post (1) and Responses (2)
3. Signature Assignment: Social Issue Identification and Social Work Values (draft)

Module 5: Social Welfare Policy Analysis: Historical Perspective
Dates:

Overview
A. Explain the importance of understanding history of social policy for social policy analysis
B. Understand key movements in historical policy analysis
C. Distinguish between primary and secondary sources of data for historical research

Assignments

Readings
1. Karger & Stoesz, Ch 2
2. Popple & Leighninger, Ch 4
3. Morgaine & Capous-Desyllas, Ch 9
4. Additional material as outlined in Canvas

Written Assignments
1. Reading Quiz
2. Module 5 Discussion: Post (1) and Responses (2)

Module 6: Discrimination in American Society and Policy

Dates:

Overview
A. Identify forms of discrimination
B. Examine impact of discrimination across BIPOC communities
C. Introduce intersectionality as framework for understanding human experience and policy impact

Assignments

Readings
1. Karger & Stoesz, Ch 4
2. Morgaine & Capous-Desyllas Ch 10
3. For faculty as an intersectionality primer if helpful:
   a. Teaching Tolerance website link
   b. Demarginalizing the Intersection of Race and Sex (PDF - website link)
4. Additional material as outlined in Canvas

Written Assignments
1. Reading Quiz
2. Module 6 Discussion: Post (1) and Responses (2)
3. Signature Assignment: Historical Description of Social Issue (draft)


Dates:

Overview
A. Identify values used to develop understanding of policy
B. Explain the purpose of economic consideration of policy analysis
C. Examine range of economic theories and frameworks that shape policy

Assignments

Readings
1. Karger & Stoesz, Ch 1, pgs. 6-21
2. Popple & Leighninger, Ch 5
3. Additional material as outlined in Canvas

Written Assignments
1. Reading Quiz
2. Module 7 Discussion: Post (1) and Responses (2)

Module 8: Applying the Framework: Policy and Poverty

Dates:

Overview
A. Examine families, children, and poverty
B. Explain ways poverty is defined
C. Demonstrate understanding of connection between work and poverty
D. Explain welfare reform strategies aimed to combat poverty

Assignments

Readings
1. Karger & Stoesz, Ch 5
2. Popple & Leighninger, Ch 6
3. Additional material as outlined in Canvas

Written Assignments
1. Reading Quiz
2. Module 8 Discussion: Post (1) and Responses (2)
3. Signature Assignment: Select Policy and Provide Policy Background (draft)


Dates:

Overview
A. Define social insurance and public assistance
B. Consider the differences of “universal” or “need”
C. Identify key policies and programs that fall under either approach
D. Contrast distinguishing characteristics that set the two types of programs apart
E. Discuss issues and trends for both social insurance and public assistance programs

Assignments

Readings
1. Karger & Stoesz, Ch 10 & Ch 11
2. Popple & Leighninger, Ch 7
3. Additional material as outlined in Canvas

Written Assignments
1. Reading Quiz
2. Module 9 Discussion: Post (1) and Responses (2)
Module 10: Applying the Framework: Policy and Mental Health & Substance Abuse

Overview
A. Identify the scope and impact of mental illness
B. Identify the scope and impact of substance abuse
C. Examine the history of mental health care policy
D. Discuss mental health care parity
E. Consider policy response to issues like DSM5, PTSD in veterans, and the opioid epidemic

Assignments
Readings
1. Karger & Stoesz, Ch 13
2. Popple & Leighninger, Ch 8
3. Additional materials as outlined in Canvas

Written Assignments
1. Reading Quiz
2. Module 10 Discussion: Post (1) and Responses (2)

Module 11: Applying the Framework: Policy and Health

Overview
A. Consider uninsured people in the United States
B. Examine key aspects of the Affordable Care Act and policy challenges it has faced
C. Contrast employer-based insurance to single-payer system
D. Describe what shapes the comparatively high costs of the American health care system

Assignments
Readings
1. Karger & Stoesz, Ch 12
2. Popple & Leighninger, Ch 9
3. Additional materials as outlined in Canvas

Written Assignments
1. Reading Quiz
2. Module 11 Discussion: Post (1) and Responses (2)
3. Signature Assignment: Continue working on Policy Analysis


Overview
A. Examine the consequences, intended and unintended, of child abuse and neglect reporting laws
B. Describe basic principles of child rescue, permanency planning, and family preservation approaches.
C. Explore family preservation policies and evaluate evidence that impacts child welfare policy
Assignments

Readings
1. Karger & Stoesz, 15
2. Popple & Leighninger, Ch 10
3. Additional materials as outlined in Canvas

Written Assignments
1. Reading Quiz
2. Module 12 Discussion: Post (1) and Responses (2)


Dates:

Overview
A. Review brief history of the U.S. Criminal Legal System
B. Identify the impacts of children involved in criminal legal system
C. Assess the impact of the New Jim Crow and the War on Drugs on the Prison Industrial Complex
D. Identify the contributions of the H1-B visa
E. List the 12 steps in the vetting process that refugees must go through to enter the United States
F. Assess the impact of immigration on the US economy

Assignments

Readings
1. Karger & Stoesz, Ch 14
2. Popple & Leighninger, Ch 11
3. Additional materials as outlined in Canvas

Written Assignments
1. Reading Quiz
2. Module 13 Discussion: Post (1) and Responses (2)
3. Signature Assignment: Continue working on Policy Analysis

Module 14: Taking Action: How Policy is Made

Dates:

Overview
A. Identify how policy is made
B. Examine the phases in the policy process
C. Critique the policy process

Assignments

Readings
1. Karger & Stoesz, Ch 8
2. Popple & Leighninger, Ch 12
3. Additional materials as outlined in Canvas
Written Assignments
1. Reading Quiz
2. Module 14 Discussion: Post (1) and Responses (2)
3. Signature Assignment Due – Final submission (All sections + Policy Analysis)

Module 15: Taking Action: Policy Practice Skills for Social Workers (what is next) & Wrapping Up

Dates:

Overview
A. Explore policy practice skills including analytic, interactional, and political skills
B. Describe the sub processes of negotiation
C. Explore political social work skills including coalition building, information dissemination, and lobbying

Assignments
Readings
1. Popple & Leighninger, Ch 13 & 14
2. Additional materials as outlined in Canvas

Written Assignments
1. Reading Quiz
2. Module 15 Discussion: Post (1) and Responses (2)

Assignments and Grading
More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class, office hours, or via email.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (7th ed.). You MUST use your own original material and cite references appropriately. Plagiarism of any sort is unacceptable and will result in disciplinary action as outlined by Department, School, and University policy.

Assignments
1. Reading Quizzes
   a. DUE: ........................................... Weekly as assigned
   b. Final Grade Percentage: .......15%
2. Module Discussion Posts & Responses
   a. DUE: ........................................... Weekly as assigned
   a. Final Grade Percentage: ......40%
3. Social Issue Identification and Social Work Values (draft)
   b. DUE: ...........................................Week 4
   c. Final Grade Percentage: ......5%
4. Historical Description of Social Issue (draft)
   d. DUE: .......................................Week 6
   e. Final Grade Percentage: ......5%

5. Select Policy and Provide Policy Background (draft)
   f. DUE: .......................................Week 8
   g. Final Grade Percentage: ......5%

6. Policy Analysis Report (Signature Assignment)
   a. DUE: .......................................Week 14
   b. Final Grade Percentage: ......30%

Assignment Details

Policy Analysis Report (Signature Assignment)

Each student will select a social issue and a policy that already exists that addresses the social issue and use the policy analysis framework from the text to analyze the policy. Students must address the historical background of the policy, the problems that necessitated the policy, the policy description, and analysis the policy including: the goals, political feasibility, economic feasibility and administrative feasibility. Critical thinking is required and multiple sides of the issue must be considered.

Students must use all relevant questions from the framework to analyze the policy. If students they feel some questions are not relevant to the policy they do not need to answer those questions, but should explain why they are not relevant.

Students will submit drafts of the following portions over the course of the semester: (1) Selected Social Issue and Social Work’s Response, (2) Historical Description of the Social Issue, and (3) Select a Policy and Provide the Policy Background. Submission of drafts will allow for feedback from the instructor and further development by the student over the course of the semester. Each draft submitted will also be worth points (in addition to the points assessed for the final signature assignment submitted at the end of the semester. Please see Canvas for additional details.

Weekly Discussion Post & Responses

Students are expected to reflect and assess on topics in assigned reading using critical thinking skills and then engage in professional dialogue with peers using provided discussion questions. This will be completed using Canvas Discussion.

In a given week, the reflective reading post is due on Wednesday @ 10 p.m. You must complete your post earlier in the week (Wednesday) to allow time for reflective responses. This additionally meets the criteria set for online course discussion requirements. Responses to your peers’ posts are due by Sunday @ 10 p.m. Failure to complete the discussion will indicate that you are absent in that week. Note this will impact your final grade per the Attendance and Participation Policy.

Reading Quizzes

Students are expected to complete assigned reading quizzes using Canvas. Quizzes are to be completed by 10 p.m. on the due date indicated in Canvas.
Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

- **A** 93% Excellent, Exceptional Quality
- **A-** 90% Superior Quality
- **B+** 87% Very Good, Slightly Higher Quality
- **B** 83% Good, High Quality (expected of most BSW students)
- **B-** 80% Satisfactory Quality
- **C+** 77% Marginal, Modestly Acceptable Quality
- **C** 73% Marginal, Minimally Acceptable Quality
- **C-** 70% Unsatisfactory Quality

Please see our Canvas site for additional school, campus, and university policies and procedures.

Websites relevant to this course:

Social Work Policy Analysis on Eastern Michigan University website
List of think tanks with links and brief descriptions.

**Foreign Affairs Online "Think Tanks and Research Institutes" Compilation by Colgate University**

Alphabetical listing with brief description. Very extensive list of think tanks and research institutes.

**Influencing State Policy**

**Social Work Access Network**

Social Work Access Network (Website with many policy resources from a European perspective)

**APA Style Website**

Electronic Reference Formats Recommended by the American Psychological Association

**Governmental websites:**

- [U.S. Department of Justice Juvenile Justice Clearinghouse](#)
- [U.S. Dept. of Health and Human Services, Administration of Children and Families, Children’s Bureau](#)
- [Indiana’s Family and Social Services Administration](#)
- [Indiana’s Division of Family and Children](#)
- [Access Indiana The Official Web Portal for the State of Indiana](#)

**Advocacy organizations:**

- [Coalition on Human Needs](#)
  - Tracks legislation at the federal level
- [Catholic Campaign for Human Development](#)
- [National Center for Juvenile Justice](#)
- [Welfare Information Network: Child Welfare Services](#)
- [Child Welfare League of America](#)
- [Child Welfare Information Gateway](#)
- [Mental Health America](#)
- [Indiana Coalition for Human Services](#)

**Relevant journals** (*Please note availability may vary based on IU campus & library access*)

- *Advances in Social Work* Published by: Indiana University School of Social Work
- *Australian Journal of Social Issues* Published by: Australian Council of Social Service
- *British Journal of Social Work* Published by: British Association of Social Worker
- *Child Abuse and Neglect* Published by: International Society for Prevention of Child Abuse and Neglect
- *Child Welfare* Published by: Child Welfare League of America
• *Children and Schools* Published by: National Association of Social Workers
• *Child and Family Social Work* Published by: Blackwell Publishing Ltd.
• *Families in Society* Published by: Alliance for Children and Families
• *Health and Social Work* Published by: National Association of Social Workers
• *Journal of Offender and Addictions Counseling* Published by: American Counseling Association
• *Journal of Children and Poverty* Published by: Routledge
• *Journal of Gay and Lesbian Social Services* Published by: Hawthorn Press
• *Journal of Health Care for Poor and Underserved* Published by: Johns Hopkins University Press
• *Journal of Social Policy* Published by: Cambridge University Press
• *Policy and Practice of Public Human Services* Published by: American Public Human Services Association
• *Quality in Aging* Published by: Pavilion Journals (Brighton) Ltd.
• *Social Work* Published by: National Association of Social Workers