

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF SOCIAL WORK
EXEMPLAR SYLLABUS**

Course Title: Social Welfare and Social Work

Course Number: BSW SOWK 201; MSW SOWK 507

Prerequisite:

BSW: Sophomore Standing/Permission of SSW Advisor or BSW Director

MSW: None

Semester/Year:

Class Time: TBA by Section

Class Location: TBA by Section

Instructor: TBA by Section

Office Location: TBA by Section

Office Hours: TBA by Section

Phone: TBA by Section

Email: TBA by Section

COURSE DESCRIPTION

SOWK 201: The first of two courses in the Social Welfare Policy and Services component, this course stresses the societal and institutional forces and structures which influence the practice and profession of social work in contemporary United States and other Western industrialized societies. It recognizes that practitioners need to be informed professionals and citizens. Because of the tensions possible in balancing these multiple roles, this course proceeds from the premise that the student should be knowledgeable about how society has carried out its caring responsibilities. This course specifically examines the role that culture, ideology, power, special interest groups, and social movements have played in shaping the context of social welfare, the definition of need and the realities inherent in disproportionate risk. The types of solutions that have been and are generated in society are explored as well as considering the mission and role of the social work profession in delivering services, and promoting change. The relevant concepts necessary to make a beginning assessment of social welfare policy and services are presented. Consistent with the fundamental commitment of social work to provide social justice to all people, the course pays particular attention to how institutional structures interfere with efforts to meet the needs of people of color, the aged, women, the poor, gay and lesbian people, and those with special physical, cognitive or emotional considerations.

SOWK 507: This course examines social welfare problems, the system of social welfare, and its interrelationships with direct practice and the delivery of services. Particular emphasis is placed on the examination of different political and economic conceptions, as well as the ways in which they shape social programs and, in turn, social work practice. Attention is given to the controversies surrounding the “welfare society.” This course deals with the societal and social policy content that impacts upon professionals in their service roles. The general aim is to develop an analytic and critical approach to the study of how society politically and economically structures its caring responses. The course traces the development of and the interrelationships between social welfare policy and social work practice in the

United States. It explicates the interests, values, belief systems, and assumptions that underlie the American social welfare system. The evaluation of social welfare policies and programs is placed in socio-historical context and the social forces unique to the American experience are examined. Major questions of social choice and the criteria that underlie different approaches to the funding and delivery of social services are considered. Alternative contemporary views of the nature, purpose and functions of the social welfare system are considered and related in an examination of the social work profession and social work practice.

RELATIONSHIP TO OTHER COURSES:

SOWK 201: Since the course focuses upon the varied aspects and definitions of humanity and social responsibility, it addresses many topics which are examined within the humanities and social sciences. The course also serves as a vehicle for the examination of personal and social values as well as providing an opportunity for students to make connections between values, ethics and action imperatives. This becomes an important base for the subsequent senior level policy course SOWK 307, Social Welfare Policy II, which focuses heavily upon the organizational and community factors that affect the delivery of services.

SOWK 507: This is the first of several social welfare policy courses students will complete in the MSW program. It focuses on the relationship between policy and programs and the role of social work in both these activities. Further, the course serves as a vehicle for the examination of personal and social values as well as providing an opportunity for students to make connections between values, ethics and action imperatives. It also provides information on the key social welfare programs and policies which helps to ground students for future policy and practice classes at the advanced level.

LEARNING OBJECTIVES & EPAS RELATED COMPETENCIES¹

Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the basic, foundation level. At the conclusion of this course, each student shall demonstrate competency in:

2.1.3 Apply critical thinking to inform and communicate professional judgments.

PB: Critically appraise and integrate multiple sources of knowledge, including research based knowledge and evidence-informed practice wisdom.

PB: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Assignment: Advocacy Letter

2.1.4 Engage diversity and difference in practice.

PB: Recognize the ways in which a culture's structure and values may oppress, marginalize, alienate, or enhance privilege and power.

Assignments: Social Problem Description; Policy Description; Policy Analysis

¹ The identified EPAS/PBs for the course may not be varied among sections for the same course. Assignments attached to specific EPAS/PBs are considered the standard assignments across all sections of the same course. Section Instructors may *add* additional topics/materials/assignments to their section, but they may not change the basic course topics/materials/assignments.

2.1.5 Advance local and international human rights and social and economic justice.

PB: Understand the forms and mechanisms of oppression and discrimination.

Assignments: Social Problem Description; Policy Description; Policy Analysis

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

PB: Analyze, formulate, and advocate for policies that advance social well-being.

Assignments: Policy Description; Policy Analysis; Advocacy Letter

CRITERIA FOR GRADING

Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

Letter Grade	Description	Grades and Values
A	Overall performance is Exceptional	A 4.00 96-100% A- 3.67 92-95%
B	Overall performance is Good	B+ 3.33 88-91% B 3.0 84-87% B- 2.67 80-83%
C	Overall performance is Acceptable . Work meets basic expectations set by Instructor. A grade of C- requires that BSW and MSW students retake the course.	C+ 2.33 76-79% C 2.0 72-75% C- 1.67 68-71%
D	Overall performance is Poor - student must retake course.	D+ 1.33 64-67% D 1.0 60-63%
F	Overall performance is Unsatisfactory - student fails course. See Student Handbook.	F 0 Below 60%
I	At the discretion of the section Instructor a temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student's control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted. See Student Handbook.	

READING ASSIGNMENTS

All reading assignments are listed in the "Course Schedule." It is expected that students will come to class having read the materials and are prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

Required Text(s)

Barusch, A. (2005). *Foundations of social policy: Social justice in human perspective* (2nd ed.). Belmont, CA: Wadsworth Press.

Blau, J. (with Abramovitz, M). (2007). *The dynamics of social welfare* (2nd ed.). Oxford: Oxford University Press.

Karger, Howard J. & Stoesz, D. (2013). *American social welfare policy: A pluralist approach: Brief edition*. Boston: Pearson.

Segal, E.A. (2013). *Social welfare policy and social programs: A values perspective*, (3rd ed.). Belmont, CA: Thompson/Brooks Cole

Trattner, Walter. (1999). *From poor law to welfare state, sixth edition*. New York: Free Press.

Recommended Text

Day, Phyllis. (2008). *A new history of social welfare* (6th ed.). Englewood Cliffs NJ: Prentice Hall.
(Recommended for an historical perspective on treatment of special populations)

DESCRIPTION OF ASSIGNMENTS

Grades for this course will be based on several criteria. This document describes the general content of each major assignments that will remain consistent among sections of 201/507. The assignments themselves can be found in separate documents.

1. Policy Analysis
2. Policies & Programs
3. Chapter Quizzes
4. Instructor Options

Points for assignments may be adapted by Instructors of different sections.

ASSIGNMENT ONE: POLICY ANALYSIS ASSIGNMENT (4 parts)

There are four parts to this assignment which together asks you to identify a social problem; find a policy that exists or has been proposed that relates to this problem; describe that particular policy; analyze the policy; and write an advocacy letter related to the problem and policy. The parts, and their assignment descriptions, are as follows:

Part One: Identification and Description of the Social Problem

Assignment Description: [Section Instructors may adapt details of assignment.]

Identify a social problem that you would like to focus on. Once you have identified the problem, complete the following steps and submit a short (1500 words) paper which addresses the following points.

1. Describe the problem you have chosen in a sentence or two. Why do you think this it is a social problem? What features of a social problem as defined in the readings and lecture does it have? (Cite sources as appropriate).
2. What need do you think this problem represents?
 - A. To whom is it a problem?
 - a. What impact does this problem have on those with the problem? What impact does this problem have on the larger society?
 - b. Consider:
 - Who is affected by the problem and how?

- How widespread is the problem?
 - c. Why is the problem thought to exist? (Give examples of different points of view and include your sources). Consider:
 - Who is instrumental in problem definition?
 - Whose values and interests seem to be significant
 - B. Based on the above point, indicate whether or not you think there is consensus on the cause(s) of the problem
3. What is currently being done to address the problem? Identify at least one existing or proposed social policy and or program that relates to that problem.
- A. Think about some of the competing functions of social welfare policy that were discussed in the class notes and readings. Identify at least two that you think are evident in that policy or program (i.e., redistribution, social control, residual, etc.).
 - B. Explain why you think these functions are evident. Again, cite the sources in the readings and/or class notes that relate to that function or objective. ‘
4. Look for at least one article from popular media (newspapers, magazines, etc.). How does this article portray the problem? What are the assumptions about the causes? How do these relate to the proposed solution?

Part Two: Identification and Description of the Policies Addressing the Social Problem

Assignment Description: This assignment requires you to describe the social policy you selected from assignment 1 in more depth (**NOTE : If you want to change policies, you can do so at this point but after this you will need to stay with the policy you select**).

Please describe the following. Not all of these points will apply for every policy. Your response should be 6-7 double spaced pages.

1. What is the title of the policy?
2. What is the legislative history of the policy?
 - When did the policy originate and how (law, court decision, executive order, etc.)?
 - How has the original policy changed over time (if at all)?
 - Who supported its passage and who opposed it?
3. Describe the policy including as relevant:
 - How is the policy intended to work?
 - How will it address the social problem it was intended to address?
 - What types of resources or opportunities are it expected to provide (cash, job training, in-kind services and so on)?
 - Who will be covered by the policy and what are the criteria for inclusion?
 - What is/are the social programs if any that will be implemented as a result of the policy
 - What are the intended short and long-term goals and outcomes of the policy?

- Who will administer the policy - i.e. what is the role of the private sector as well as local, state and federal governments in the development and implementation of the policy?
- Who has responsibility for overseeing, evaluating and coordinating the policy?
- Is there an evaluation process present?

4. Social Work's Role

- What role, if any, did/does social work play in the development of policy?
- What role, if any, did/does social work play in the delivery of services?

Citation and Format:

As appropriate to the assignment, please use APA style and be sure to CITE YOUR SOURCES. If you are unsure about APA style, Google APA and you will find a number of sites. The Purdue OWL site, which is one of the first you will see, is particularly useful. If you are unsure about whether or not you need to cite something, CITE IT. Better to err on the side of over citation.

Part Three: Analysis of the Policy

Assignment Description: This assignment requires you to analyze the policy you selected for the Policy Description assignment. Please respond to the following questions. If you do not think a question applies, please explain why. Your response should be between 4 to 5 double spaced pages depending on how complex your policy is.

1. Considering your policy, please describe its goals and then address the following points related to these:
 - Are the goals just? Do they promote social justice?
 - Do the goals contribute to a better quality of life for the target group?
 - Are the goals consistent with the values of social work?
 - Is the policy likely to accomplishing its goals?
2. How do at-risk groups relate to the target group in the policy?
3. Are there side effects of the policy likely to cause other social problems?
4. Does the policy represent a wise use of resources?
5. What barriers, if any, exist to full implementation of the policy?
6. From your point of view, as a social worker, could there be alternative policies that would be preferable? What would this/these be? (I.e., prevention vs. intervention; treatment vs. incarceration; etc.) Briefly describe your vision.

Citation and Format:

As appropriate to the assignment, please use APA style and be sure to CITE YOUR SOURCES. If you are unsure about APA style, Google APA and you will find a number of sites. The Purdue OWL site, which is one of the first you will see, is particularly useful.

If you are unsure about whether or not you need to cite something, CITE IT. Better to err on the side of over citation.

Part Four: Advocacy Letter Related to the Problem and Policy

Assignment Description: This assignment was adapted from the Instructor’s Manual for Segal’s book: Segal, E.A. (2010). *Social welfare policies and programs: A values perspective (2nd ed.)*. Belmont, CA: Wadsworth and from Jeanne Sokolec, Ed.D., MSW.

Writing letters to public officials and organizations is a common form of political action for both clients and social workers. Clients telling their personal stories put a “face” on a problem (President Obama as a candidate and President often uses this technique when he talks about “the lady he met in Iowa who has gone bankrupt due to medical bills.” Social workers and other professionals attempt to influence policy by not only telling their client’s stories but also by adding “facts and figures” about the problem or issue.

Choose a social welfare issue discussed in class. It can be a new one or the one you chose for your social problem. Prepare a letter to an elected official regarding your chosen social welfare issue. You are not required to actually send the letter; however it must demonstrate the appropriate format and content. In the letter, explain how you want the legislator to vote on the position and why. It can relate to the social policy you have analyzed if this is appropriate as well.

Opinions carry more weight when they are backed up by credible facts so you will have to do some research to make your point. This letter should be no more than one page, single spaced.

Use the guidelines from Chapter 14 (see pg. 374 on letter writing) to guide you. Attach a reference list of your resources in APA style. To be taken seriously, advocacy letters to the media and elected officials must be well-organized and written with excellent grammar and spelling.

ASSIGNMENT TWO: POLICIES AND PROGRAMS

In addition to analyzing a policy, this assignment asks you to identify types of benefits provided by the major programs that comprise key areas covered by social welfare policy.

Please see the following page for assignment worksheet.

Policies and Programs Assignment

Name: _____ Download form and complete last column.

Policy/Program Focus	Policy Program Name	In 2-3 sentences: For whom? Type of service(s)/ benefits? General purpose of policy?
Income Maintenance		
1.	Minimum Wage Legislation	
2.	Earned Income Tax Credit	
3.	Social Security	
4.	Unemployment Insurance	
5.	Worker's Compensation	
6.	Supplementary Security Income (SSI)	
7.	TANF	
8.	General Assistance	
Nutrition		
9.	Supplemental Nutrition Assistance Program	
10.	Food Distribution Programs	
11.	School Lunches, Breakfast, Milk Programs	
12.	WIC	
13.	Child & Adult Care Food Program	
14.	Elderly Nutrition Program	
Healthcare		
15.	Medicaid	
16.	Medicare	
17.	CHIP	
18.	Ryan White Care Act	
19.	Affordable Care Act	
20.	Family Medical Leave Act	
21.	Health Insurance Portability and Accountability Act (HIPPA)	
22.	Medicare Prescription Drug, Improvement and Modernization Act	
Mental Health		
23.	Community Mental Health Services	
24.	Mental Health Parity Act	
Employment		
25.	Employment Services	
26.	Job Training	
27.	Vocational Rehabilitation	
Housing		
28.	Public Housing	
29.	Section 8 Housing	
30.	Mortgage Assistance	
31.	Fair Housing act	
Education		
32.	Brown v. Topeka Bd. of Education	
33.	Head Start	
34.	Pell Grants	
35.	No Child Left Behind	
36.	Individuals with Disabilities Education Act - IDEA	
37.	McKinney-Vento Homeless Assistance Act	
Disabilities		
38.	Americans with Disability Act - ADA	
39.	Section 504 of the Disability Act	
Immigration		
40.	DREAM Act	
Older Americans		
41.	Older Americans Act of 1965	
42.	Elder Abuse Act	
Women		
43.	Violence Against Women Act	
Child Abuse/Foster Care		
44.	Adoption and Safe Families Act	
45.	Child Protective Services	

ASSIGNMENT THREE: CHAPTER QUIZZES

Each section Instructor will decide on the structure of the quizzes (chapter-by-chapter; midterm and final; inclusive final)

ASSIGNMENT FOUR: INSTRUCTOR OPTIONS

Within this section is a sampling of options for Instructors to use to account for these points. Instructors may develop others.

A. Short Assignments

The assignments are described more fully and the due dates are posted in the assignments section of Blackboard. They are as follows:

Short Assignment 1	Distributive Justice Quiz	<i>See Dr. Grossman</i>
Short Assignment 2	Economics Assignment	<i>See Dr. Grossman</i>
Short Assignment 3	Homelessness Assignment	<i>See Dr. Grossman</i>
Short Assignment 4	Health & Mental Health Policy Assignment	<i>See Dr. Grossman</i>
Short Assignment 5	Hunger in America	<i>See Dr. Sokolec</i>
Short Assignment 6	Poverty and Homelessness Websites	<i>See Dr. Sokolec</i>
Short Assignment 7	Dr. Julius Wilson Lecture	<i>See Dr. Sokolec</i>

Assigned points for each assignment will be based on completion of the assignment, the extent to which your responses reflect thought about the material and, when relevant, the extent to which responses tie in with readings, lectures and class discussions.

B. Forums/Blogs

From time to time a Forum/Blog prompt will be created where students can post a comment, question or respond to a comment or question from another student related to course material (readings, lectures, videos, podcasts, etc.) for that Forum/Blog. Instructors using these options will provide specific instructions.

C. Participation in Class Discussion and Class Exercises

Participation in class discussions and class exercises will account for (____) of your grade. Points will be based on attendance and the extent to which you participate and respond to discussion questions and raise further issues for discussion. Thoughtfulness of your questions and responses will be factored into the points assigned.

COURSE TOPICS

Given the number of text options, only the standard topics for this course are listed.

- Definition of “social welfare”
- Values and conceptual frameworks within social welfare policy
- Social justice and civil rights
 - Discrimination
- Historical Foundations of American social welfare policy
- Delivery of social welfare in the US
- The nature of social problems
- Creating social policy
- Research and analyzing social policy
- Policy practice
 - Advocacy
 - International comparisons
- Issues, policies and programs in specific areas and for specific populations (section Instructors may *add* areas not covered in text):
 - Poverty and consequences of poverty
 - Health and mental health
 - Public Assistance
 - Social Insurance
 - Aging
 - Children and Families