

<b>Course Title/Number</b>	SWK 521 Foundations of Policy
<b>Semester/Year</b>	Fall 2016
<b>Days/Time</b>	
<b>Location</b>	
<b>Instructor</b>	
<b>Office</b>	
<b>Phone</b>	
<b>E-Mail</b>	
<b>Office Hours</b>	
<b>University Policies</b>	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/policies/">www.marshall.edu/academic-affairs/policies/</a> . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

**Course Description: From Catalog**

The initial focus of this course is to provide a historical overview of the development of social welfare policies and the profession of social work. The course is also designed to prepare students to systematically analyze social problems and to gain understanding of the social welfare system in the U.S.

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

<b>Course student learning outcomes</b>	<b>How students will practice each outcome in this course</b>	<b>How student achievement of each outcome will be assessed in this course</b>
Students will: show basic knowledge of political processes and social work involvement in political activities, advocacy groups, and/or organizational change, as part of their professional identity <b>Competency 3</b> – Advance Human Rights and Social, Economic, and Environmental Justice <b>Competency 5</b> –Engage in Policy Practice <b>Competency 8</b> –Intervene with Individuals, Families, Groups, Organizations, and Communities	Assessment of US Social Welfare Policy Project, discussions quizzes and exams	Students will demonstrate mastery of the learning outcome by selecting a social welfare issue/problem discussed in class that is traceable from the Colonial Era to the present and writing about the problem and how the concept of social work could play or played a role in the process.

<p>Students will: Comprehend the historical evolution of social work as an emerging profession engaged in the promotion of social welfare and social justice.</p> <p><b>Competency 3</b> –Advance Human Rights and Social, Economic, and Environmental Justice</p> <p><b>Competency 5</b> –Engage in Policy Practice <b>Competency 8</b> –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by presenting a written overview of how the issue has been defined overtime and when and why the issue’s definition changed over time</p>
<p>Students will: Assess policy alternatives that address current gaps in service delivery assess policy alternatives that address current gaps in service delivery. <b>Competency 3</b> – Advance Human Rights and Social, Economic, and Environmental Justice</p> <p><b>Competency 5</b> –Engage in Policy Practice <b>Competency 8</b> –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by Discuss the current state of policy in regards to the issue, and factors that led to it</p>
<p>Students will: Comprehend the historical evolution of social work as an emerging profession engaged in the promotion of social welfare and social justice</p> <p><b>Competency 3</b> –Advance Human Rights and Social, Economic, and Environmental Justice</p> <p><b>Competency 5</b> –Engage in Policy Practice <b>Competency 8</b> –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by being able to identify key issues in social work history and their connection to social justice. This will be shown in tests and in-class discussions</p>
<p>Students will: Develop skills necessary to participate in political processes, political</p>	<p>Assessment of US Social Welfare Policy Project</p>	<p>Students will demonstrate mastery of the learning outcome by discussing the</p>

<p>activities, advocacy, and/or organizational change that can lead to social welfare policy reform and promote social and economic justice</p> <p><b>Competency 3</b> –Advance Human Rights and Social, Economic, and Environmental Justice</p> <p><b>Competency 5</b> –Engage in Policy Practice <b>Competency 8</b> –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>discussions quizzes and exams</p>	<p>current state of several policies in regards to various issues and factors that led to reform</p>
<p>Students will: Demonstrate the skills necessary to analyze social welfare policies utilizing an analytic framework (e.g., Gilbert &amp; Terrell) that incorporates scientific research, professional social work values and societal beliefs and values as they apply to policy choices concerning eligibility (who), type of benefit (what), delivery system (how), and source and type of funding (financing). <b>Competency 3</b> – Advance Human Rights and Social, Economic, and Environmental Justice</p> <p><b>Competency 5</b> –Engage in Policy Practice <b>Competency 8</b> –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by showing their understanding of policy analysis in writing.</p>
<p>Students will: Analyze the historical development of social welfare from the poor laws to the welfare state viewed dynamically as a function of social, economic, and political changes</p> <p><b>Competency 3</b> –Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by engaging in class discussions and by making a C or better on quizzes and exams</p>

<p><b>Competency 5</b> –Engage in Policy Practice <b>Competency 8</b> –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>		
<p>Students will: Analyze the political process and its influence on the formulation of social welfare policy and social work practice <b>Competency 3</b> –Advance Human Rights and Social, Economic, and Environmental Justice <b>Competency 5</b> –Engage in Policy Practice <b>Competency 8</b> –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by discussing the political process and how it served to shape social work and social welfare policy in their assessment of US Social Welfare</p>
<p>Students will: Show basic knowledge of political processes and social work involvement in political activities, advocacy groups, and/or organizational change, as part of their professional identity. <b>Competency 3</b> – Advance Human Rights and Social, Economic, and Environmental Justice <b>Competency 5</b> –Engage in Policy Practice <b>Competency 8</b> –Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by showing their understanding of social work’s involvement in political activities and advocacy through their writing, discussions quizzes and exams</p>
<p>Students will: Identify trends in the development of the social welfare system and a broad range of income maintenance, health, and housing programs that will serve as a knowledge base for social work practice, particularly as it relates to urban settings. <b>Competency 3</b> –Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>Assessment of US Social Welfare Policy Project discussions quizzes and exams</p>	<p>Students will demonstrate mastery of the learning outcome by being able to identify trends in the development of the social welfare system during class discussions and on exams</p>

<b>Competency 5</b> –Engage in Policy Practice <b>Competency 8</b> –Intervene with Individuals, Families, Groups, Organizations, and Communities		
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**Required Texts, Additional Reading, and Other Materials**

Trattner, W.I. (1999). From poor laws to welfare state: A history of social welfare in American, 6th ed. New York: Free Press.

Barusch, A.S. (2012). Foundations of social policy: Social justice in human perspective, 4th ed. Belmont, CA: Brooks/Cole.

**Course Requirements/Due Dates**

Assessment of US Social Welfare Policy Project - This project will span the semester and be carried out in sections. Students will prepare drafts of each section which will be given to the instructor for comments and returned for the students to complete the final draft.

Students will prepare a 15-20 page (not including title page, tables, figures and references) paper describing the historical development of a social welfare issue of their choice. The assignment may be done individually or in groups.

Outline for the paper:

- A. Select a social welfare issue/problem discussed in class that is traceable from the Colonial Era to the present.
- B. Discuss how the issue impacts members of vulnerable populations (choose two).
- C. Present an overview of how the issue has been defined overtime and when and why the issue's definition changed over time.
- D. Discuss how and why policy toward the issue changed over time, identifying how the definition of the issue affected policy.
- E. Discuss the current state of policy in regards to the issue, and factors that led to it.
- F. Project future trends that may affect the issue and policies that might be implemented as a result.

**Grading Policy**

90-100 A	80-89 – B	70-79 – C	60-69 – D	<60 - F
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## Attendance Policy

Participation in class discussion is a vital part of the learning process and is graded on both in-class and group assignments. Everyone has something to contribute. It is important that you attend class, not only so that you can learn from others, but that other students can benefit from your input. Your presence and contribution to the educational experience of others is very important. Therefore, attendance and participation is built into the grading system. Attendance and participation are worth 10% of the grade. Each unexcused class hour missed results in point deduction. Excessive unexcused absences may result in an “F” for the course. This is generally considered 6 or more hours of class time. Participation is also calculated into the 10% based on relevant, appropriate comments/participation that reflect preparation, understanding, and critical thinking; and are supportive of other students’ learning and respectful of the values and contributions of others.

## Course Schedule

Week	Content	Reading
1	Historical conceptualization of social welfare; colonial America...Indoor relief	Trattner— chapters 13-16
2	The civil war... settlement house movement	Trattner— chapters 5-8
3	Mental health movement...Social Work and Welfare	Trattner— chapters 9-12
4	Depression and new Deal ...War on Welfare	Trattner— chapters 13-16
5	Social Justice and Social Workers	Barusch— chapters 1-
6	Social Justice and Social Workers	Barusch— chapters 1
7	The Government’s Role	Barusch— chapter 2
8	The Government’s Role	Barusch— chapters 2
9	Policy analysis and Policy Practice	Barusch— chapter 3
10	Policy analysis and Policy Practice	Barusch— chapter 3
11	Vulnerable Populations	Barusch— chapters 9 & 10
12	Vulnerable Populations	Barusch— chapters 11 & 13
13	Vulnerable Populations	Barusch— chapters 14 & 15
14	Course Wrap-up	

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