



University of Central Florida
School of Social Work

SOW 4232 Sec 0002 – Social Welfare Policy and Issues

Instructor: **Julie Steen, MSW, PhD**
Office Phone: **(407) 823-6452**
Office Location: **TBA**
Office Hours: **TBA**
Email: **jsteen@mail.ucf.edu**

Term: **Fall 2008**
Class Day: **Monday**
Meeting Time: **1:30 – 4:20**
Class Location: **HPA 0272**
Credit Hours: **3**

COURSE DESCRIPTION

Social welfare is a complex, controversial, and intriguing system misunderstood by the body politic. This course, SOW 4232, explores the nature of social welfare, its policies, programs, and services. Additionally, the focus includes how the social welfare system impacts, directly and indirectly, clients, services providers, and the community at-large.

In order for the class to be a successful learning experience, all must become an active participant in the classroom process. In this investment, our beliefs will be challenged as we search for what is just - the goal of the academic community is to stretch the human intellect, stimulate creativity, and be exposed to and develop an appreciation for diversity.

The Council on Social Work Education's "Curriculum Policy" for educational programs provides direction for policy courses. The Council writes that "students are expected to develop skills in the use and application of scientific knowledge to the analysis and development of social welfare policies and services. They should know the structure of service programs and the history of the organized profession and other social welfare institutions. Social work students should also gain an understanding of the political process and the means to further the achievement of social work goals and purposes."

COURSE LEARNING OBJECTIVES

By the end of the semester, when given the opportunity, the student will:

1. Conceptually define social welfare, social services, and social work; further, the student will identify and discuss the differences between these areas and the extent of their interaction.
2. Identify and discuss how policy contributes to and is influenced by social functioning; social stress; social support; empowerment; and, shared responsibility.
3. Identify a model for policy analysis and demonstrate its application to a current social program and social issue.
4. Identify various institutional and residual functions of social welfare as a societal institution.
5. Identify significant historical events in the evolution of American social welfare; additionally, the student will identify philosophical themes and behavioral patterns in American social welfare history with particular focus on selected vulnerable population groups.
6. Identify the relevance of social policy in the delivery of public and private services.
7. Identify necessary social work practice skills and theory required for effective participation in the political process.
8. Identify the role of values and ethics in the formulation and implementation of social policy.
9. Identify policy strategies that promote economic and social justice in particular for women, African-Americans, Gays and Lesbians, and Hispanics.
10. Continue the development of the use-of-self in the social work process.

LEARNING METHODS

This course will be very interactive with many different teaching methods. Lecture will only take place occasionally. Much of class time will be spent on exercises, videos, and discussions. Therefore, attendance is vital to learning the course material and passing the class.

REQUIRED TEXTS

Jansson, B. S. (2009). *The reluctant welfare state: American welfare policy – Past, present, and future*. Pacific Grove, CA: Brooks/Cole.

Additional policy readings will be assigned. These reading will be available through the library course reserve process or the library journal databases.

LIBRARY RESOURCES

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

ONLINE RESOURCES

The instructor will assign online resources based on materials related to the reaction papers.

ASSIGNMENTS AND POINTS

Analysis Papers (3 papers at 16 points each)

48 points

Students will write three major analysis papers. The first will focus on a policy passed by a state legislature or U.S. Congress. The second will focus on a bureaucracy's implementation of a policy. The third will focus on a major court ruling or the implementation of a policy by the court system. These papers should be between 3 and 5 pages long. A more detailed instruction sheet will be distributed.

Reaction Papers (8 papers at 2.5 points each)

20 points

Students will write a number of short papers that summarize their reaction to the assigned readings. These papers should not be more than one page in length. A more detailed instruction sheet will be distributed.

Exams (2 exams at 16 points each)

32 points

There will be two exams during the semester. These exams will primarily focus on the material covered during our class sessions. The items will have a number of formats, including multiple choice, fill in the blank, and short answer.

GRADING SCALE

A	95 - 100	B-	80 - 83	D+	67 - 69
A-	90 - 94	C+	77 - 79	D	64 - 66
B+	87 - 89	C	74 - 76	D-	60 - 63
B	84 - 86	C-	70 - 73	F	59 or less

POLICIES

In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation). Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who miss three (3) or more absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is university policy that all classes MUST meet for either a final exam or a class session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is

located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

Late Assignments

For most of the assignments, there is one point lost for every day late. This includes all of the days of the week. If you are absent, you can email written assignments to me. If you email written assignments, you must bring me a paper copy of the original to the next class. You should also check to make sure that I received your email. I will not be responsible for papers emailed to the wrong address.

Incomplete Grades

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone. For examples of appropriate and inappropriate paraphrasing, please see the following website: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Turnitin.com

The instructor reserves the option to use turnitin.com (an online system which can determine if work has been copied from another source). The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

- Integrity:** I will practice and defend academic and personal honesty.
Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity: I will use my talents to enrich the human experience.
Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

COURSE OUTLINE & SCHEDULE

Session 1 August 25

Introduction to Social Work and Policy Practice - Students will be introduced to the course and all assignment and expectations will be discussed.

Before next week, read the following pages of your textbook: (OE - 29-37, 45-58, 66-88, 103-120) (NE – 55-64, 72-83, 98-116, 140-155).

Session 2 September 1 Labor Day Holiday – No Class

Session 3 September 8

Basic Policy Concepts – Students will be introduced to basic policy concepts that will serve as a framework for material covered throughout the semester.

Legislative Process – Students will be introduced to the legislative process.

Before next week, read the following chapter of your textbook: (OE - Chapter 6) (NE – Chapter 6).

Session 4 September 15 Reaction Paper 1 Due

Settlement House Movement - Students will review the work of Jane Addams and other early social workers in the U.S.

Human Rights – Students will be introduced to basic human rights concepts.

Before next week, read the following chapter of your textbook: (OE - Chapter 7) (NE – Chapter 7).

Session 5 September 22 Reaction Paper 2 Due

Economic Concepts – Students will be introduced to basic economic concepts relevant to the New Deal era.

Before next week, read two chapters from Flynn (1992). These will be available through course reserve.

Session 6 September 29

Legislative Advocacy – Students will practice delivering legislative testimony and conducting legislative analysis.

Before next week, read the material written by Meier (2000). This material will be available through course reserve.

Session 7 October 6 Legislative Policy Analysis Paper Due

Bureaucracy – Students will be introduced to concepts relevant to the implementation of policy.

Before next week, read the following chapter of your textbook: (OE - Chapter 8) (NE – Chapter 7).

Session 8 October 13 Reaction Paper 3 Due

New Deal Programs – Students will be introduced to programs originating out of the New Deal.

Session 9 October 20 Midterm Exam

Midterm Exam During First Half of Session

StreetFight (Video on Election Politics) During Second Half of Session

Before next week, read the following chapter of your textbook: (OE - Chapter 9) (NE – Chapter 8).

Session 10 October 27 Reaction Paper 4 Due

New Frontier/Great Society Programs – Students will be introduced to programs originating out of the New Frontier and Great Society.

Before next week, read the material from Kirst-Ashman & Hull (2001) and Clark (1999). The first reading will be available in course reserves. The second is available through e-journals.

Clark, J. W. (1999). Confidential communication in a professional context: Attorney, physician, and social worker. *The Journal of the Legal Profession*, 24, 79-110.

For the Clark (1999) article, just read sections I. Introduction, IV. Social Work-Client Relationship, V. Professionalism, VIII. Legal Standards for Social Work, IX. Malpractice Liability, XI. Social Work – Psychotherapist.)

Session 11 November 3 Bureaucracy Analysis Paper Due

Courts – Students will be introduced to basic concepts of the court systems.

Before next week, read the following pages of your textbook: (OE - 296-300) (NE – 346-350).

Session 12 November 10 Reaction Paper 5 Due

Rights Movements – Students will be introduced to social action movements in the U.S.

Before next week, read the following chapter of your textbook: (OE - Chapter 11) (NE – Chapter 10).

Session 13 November 17 Reaction Paper 6 Due

Reagan’s Economic Policies – Students will review Reagan’s economic policies.

Criminal Court System – Students will review the implementation of policy in criminal court systems.

Before next week, read the following chapter of your textbook: (OE - Chapter 12) (NE – Chapter 11).

Session 14 November 24 Reaction Paper 7 Due

Family Court System – Students will review the implementation of policy in family court systems.

Session 15 December 1 Court Policy Analysis Paper Due and Reaction Paper 8 Due

Future of Advocacy in Social Work – Students will discuss the decline in advocacy within the social work profession and will develop strategies for integrating advocacy into the profession.

Course wrap-up

Session 16 December 8 Final Exam

BIBLIOGRAPHY

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- Schneider, R. L., & Lester, L. (2001). *Social work advocacy: A new framework for action*. USA: Wadsworth.