GRACE ABBOTT SCHOOL OF SOCIAL WORK

SOCIAL WELFARE POLICY

SOWK 8090 | 3 credit hours
Class Meetings: TBD

Instructor: TBD

Office: TBD

Office Phone: TBD

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Office Hours: TBD

Department: Grace Abbott School of Social Work
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COURSE INFORMATION
Description
This course is an introduction to social welfare policy analysis. The course examines social welfare policy considering historical, political, economic, social, and cultural perspectives. Basic concepts and choices are examined in relation to values, ethics, context, social functioning and social consequences.

Rationale/Overview
This course examines social policy and its implications on micro- and macro-level systems in historical perspective and in the context of political, economic, social, and cultural dimensions of society. The focus of this course is on social work policy practice, including political advocacy, and the process of policy formulation/development, implementation, and evaluation/analysis at the local, state, and federal levels of government. Special attention is placed on the multiple macro systemic processes that influence policy development and implementation, including but not limited to racism, sexism, ageism, faithism, ableism, classism, and heterosexism. Additionally, the complexities associated with determining how best to respond to human need and social conditions across the lifespan through specific U.S. social welfare policies and services

(e.g., Medicare, Medicaid, Americans with Disabilities Act, Older Americans Act, Civil Rights Act, Affirmative Action, Personal Responsibility and Work Opportunity Reconciliation Act, Social Security Act) are addressed. Public policy implications for specific populations at risk (e.g., children, older adults, people with disabilities, people of color, sexual minorities, immigrants) are also addressed. This course prepares students for active participation in the design of effective macro system interventions aimed at enhancing the quality of life for individuals, families, groups, organizations, institutions, communities, and society.

Course Objectives/Student Learning Outcomes
1. Evaluate how values, ethics, ideology, culture, and history shape local, state, federal, and global policy.
2. Demonstrate critical-thinking and problem-solving skills in the analysis of how public & private anti-poverty social welfare programs impact individuals, families, groups, organizations, and communities.
3. Analyze policy implications for the delivery of social services through rights-based, anti-oppressive, and anti-racist lenses.
4. Explain how various identifying categories, including but not limited to age, disability, social status, gender, race, ethnicity, sexual orientation, and religious beliefs impact social welfare policy.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS
Required Text(s)
    TBD

COURSE STRUCTURE/FORMAT
Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]	Introduction to the course and review syllabus Lecture: NASW Code of Ethics / what is social welfare policy?	Read: Ch. 1-3 (Trattner) Reflection #1
Session 2 [date]	Lecture: Social problems and poverty	Read: Ch. 4 and 5 (Trattner), Szto article, and Huff article
Session 3 [date]	Lecture: Policy analysis and social welfare theory	Read: Ch. 10 and 11 (Trattner), and Ch. 2 (Arnade)
Session 4 [date]	Lecture: Anti-poverty, social insurance, and public assistance	Read: Ch. 12 (Trattner) and Ch. 3 and 4 (Arnade) Reflection #2

Session/Date	Topic	Assignment
Session 5 [date]	Lecture: Anti-poverty, social insurance, and public assistance (cont.)	Read: Ch. 13 (Trattner) and Ch. 5 and 6 (Arnade)
Session 6 [date]	Lecture: Major government social welfare programs, welfare disparities	Read: Ch. 14-17 (Trattner)
Session 7 [date]	Lecture: Major government social welfare programs, policy practice within an agency	Read: Desmond Reflection #3
Session 8 [date]	Lecture: Federal budget, tax system, and social justice	Read: Desmond Midterm exam
Session 9 [date]	Lecture: Resources tutorial	Read: Desmond
Session 10 [date]	Lecture: Social insurance - Medicare and Medicaid View and Discuss: "Evicted"	Reflection #4
Session 11 [date]	Lecture: Future trends	
Session 12 [date]	Student presentations – policy analysis	
Session 13 [date]	Student presentations – policy analysis (cont.)	Policy paper
Session 14 [date]	Course wrap-up – course evaluation and measurement	

IMPORTANT DATES
Last day to drop a course (via MavLink) and receive a 100% refund TBD
Last day to withdraw from a course (via MavLink) with a grade of "W" TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)
Policy Watch (1)   100 points (total)
>   One policy watch presentation and discussion worth 100 points.

Reflections #1 and #2   100 points (total)
>   Two reflections worth 50 points each.

Reflections #3 and #4   200 points (total)
>   Two reflections worth 100 points each.

Exam (1)   200 points (total)

One exam worth 200 points.

Policy Presentation (1)   100 points (total)

One policy presentation worth 100 points.

Policy Paper (1)   200 points (total)

One policy paper worth 200 points.

Attendance and Participation   100 points (total)

1000 points (total)

GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

ACADEMIC INTEGRITY POLICY
The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS
Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS
Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS
Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult Information Technology Services and the Criss Library, for more information on equipment locations and availability.

TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services technical support located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

CRISS LIBRARY

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the Criss Library website.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's emergency information page. If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER

The UNO Speech Center provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the Division of Student Success.

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Polices and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, economic, and environmental justice.
3. Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE's 2022 EPAS.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
2 = Advance Human Rights and Social, racial, Economic, and Environmental Justice	2.Demonstrate critical-thinking and problem-solving skills in the analysis of how public & private anti-poverty social welfare programs impact individuals, families, groups, organizations, and communities.		
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	3.Analyze policy implications for the delivery of social services through rights-based, anti-oppressive, and anti-racist lenses.		
5 = Engage in Policy Practice	1.Evaluate how values, ethics, ideology, culture and history shape local, state, federal, and global policy. 2.Demonstrate critical-thinking and problem-solving skills in the analysis of how public & private anti-poverty social welfare programs impact individuals, families, groups, organizations, and communities. 3.Analyze policy implications for the delivery of social services through rights-based, anti-oppressive, and anti-racist		K, CAP

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
	lenses. 4.Explain how various identifying categories, including but not limited to age, disability, social status, gender, race, ethnicity, sexual orientation, and religious beliefs impact social welfare policy.		

*Dimensions Key:

   K = Knowledge
   S = Skills
   V = Value
   CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

References

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