



DEPARTMENT OF SOCIAL WORK

SW 3000-001: Social Policy

[3.0 CREDIT HOURS]

Spring 2024

Instructor Information

Instructor: Cathy McElderry, Ph.D., MPH, LCSW

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Office Hours: Thursdays: 12:00 PM – 5:00 PM (other hours by appointment)

(* Primary Instructor for the Course)

Students can expect to receive a response from the instructor within 48 hours of receipt unless notified of extenuating circumstances.

Syllabus Changes

The instructor reserves the right to make changes to this syllabus as necessary. If changes are necessary during the term of the course, the instructor will immediately notify students of such changes both in class and by posting in the News Feed in D2L.

Course Information

Catalog Description:

Emphasis on recurring themes in social welfare policy development processes, historical turning points, societal ethics, causal relationships in social problems, social change, and social welfare policy analytical frameworks for assessing social welfare policy and programs.

Course Description

This course is a survey of social welfare policy and services. The course content focuses on the relationship between social problems and social welfare policy. Principles involved in analyzing social welfare policy and services will be examined. Recurring themes in social welfare policy will be identified. Emphasis will be placed upon the historical context of social welfare policy. Activities, lectures, and

assignments will focus on how recurring themes result in the undermining of efforts to develop a socially and economically just and diverse society.

Prerequisites

SW 2570: Introduction to Social Work

Student Learning Objectives

Upon successful completion of this course, the student will demonstrate an ability to:

1. Demonstrate professional demeanor in behavior, appearance, and in oral, written, and electronic communication.
2. Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
3. Apply understanding of human rights and social, economic, and environmental justice, and their relationship to social policy analysis within the global context.
4. Assess how social welfare and economic policies impact the delivery of and access to social services.
5. Identify social policy at the local, state, and federal levels that impact well-being, service delivery, and access to social services.
6. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

Core Competencies

Competency 1: Demonstrate ethical and professional behavior.

Competency 2: Engage diversity and differences in practice.

Competency 3: Advance human rights and social, economic, and environmental justice.

Competency 4: Engage in practice and-informed research and research-informed practice.

Competency 5: Engage in policy practice.

Competency 6: Engage with individuals, families, groups, organizations, and communities.

Competency 7: Assess individuals, families, groups, organizations, and communities.

Competency 8: Intervene with individuals, families, groups, organizations, and communities.

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

Successful completion of this course implies that the student has achieved competency in the following practice behaviors:

Competency	Practice Behavior	*Standardized Assignment	Dimensions
<i>Competency 5:</i> Engage in Policy Practice	5.1 Ability to identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Policy Analysis Paper	KVSC & AP
	5.2 Ability to assess how social welfare and economic policies impact the delivery of and access to social services.	Policy Analysis Paper	KVSC & AP

	5.3 Ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Policy Analysis Paper	KVSC & AP
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Course Content Areas

- I. Policy-making process
- II. Poverty
- III. Federal programs
- IV. Prevention programs
- V. Challenges for a diverse society

Course Materials

The course requires a textbook, a web-based management system (Tevera), the NASW Code of Ethics booklet, and the APA manual. All items may be purchased at www.mtsu.bncollege.com.

Required Textbook

Popple, P. R., & Leighninger, L. (2019). *The policy-based professional: An introduction to social welfare policy analysis for social workers* (7th ed.). Pearson.

Additional Required Materials (course readings are included in D2L)

Boone, K., Roets, G., & Roose, R. (2018). Social work, poverty, and anti-poverty strategies: cultural forums. *British Journal of Social Work*, 48(8), 2381-2399.

Crewe, S. E., & Gourdine, R. M. (2019). Race and social policy: Confronting our discomfort. *Social Work in Public Health*, 34(1), 1-11. <https://doi.org/10.1080/19371918.2018.1562397>

Morris, K., Mason, W., Bywaters, P., Featherstone, B., Daniel, B., Brady, G.,...Scourfield, J. (2018). Social work, poverty, and child welfare interventions. *Child & Family Social Work*, 23(3), 364-372. <https://doi.org/10.1111/cfs.12423>

Tevera Field Management and Accreditation Software

Tevera is a web-based data management system that the Department of Social Work uses to collect data for purposes of assessment, evaluation, and accreditation. Tevera is integral to all core courses, including the field practicum. Field candidates are expected to have an activated Tevera account. Candidates for the BSW and MSW programs will complete assignments, assessments, and time logs, which require an activated account. There are no exceptions to this policy for social work majors.

Tevera is a one-time purchase that you will have lifetime access to. Once purchased, Tevera must be activated. You DO NOT need to purchase and activate Tevera a second time or for any subsequent courses. Tevera is covered through financial aid with Phillips Bookstore only.

<https://mtsu.bncollege.com/shop/middle/home>

<https://knowledge.tevera.com/space/AS/622428297/Tevera+Purchase+Options>

Recommended

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Supplemental Reading

The profession of social work is steered by six core values: service, social justice, dignity and worth of the individual, importance of human relationships, integrity, and competence. Values and principles aid in setting a standard for social workers' behavior. Social work professionals are required to have the ongoing ability to develop knowledge, skills, and judgment for safe and ethical practice. Students will need to review the professional ethics of social work, which are guided by the following organizations:

- International Federation of Social Workers (IFSW): <https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>.
- National Association of Black Social Workers (NABSW): <https://www.nabsw.org/page/CodeofEthics>.
- National Association of Social Workers (NASW) <https://www.socialworkers.org/about/ethics/code-of-ethics>.

Course Requirements

All writing assignments will utilize APA 7th edition format. Students will utilize D2L to complete discussion board posts and submit other assignments in Dropbox.

1. Topic-Related Assignments - Students will earn points for completing eight (8) Topic-Related assignments (TRA) throughout the semester that support learning objectives through the course content topics. The assignment will be visible on Sunday at 6:00 AM and **due on a SPECIFIC day during the week of the assignment (monitor the course schedule carefully)**. Students are required to upload the assignment in Dropbox (either take a picture of the completed assignment or submit notes/reflection in Word format). The varying and specific requirements will be reflected in each TRA Dropbox assignment.

2. Online Discussions – Students will earn points for completing (8) graded online discussion board (DB) assignments. All discussions close on Saturdays at 11:59 PM of the week of the assignment. Students also may participate in an *ungraded introductory discussion* at the start of the course (review in D2L).

- The initial post (a minimum of 100 words unless otherwise noted on the assignment) should be completed by **Thursday at 11:59 PM** (points will be deducted if not completed by this deadline).

All **initial** discussion board posts must be entered using APA 7 formatting elements: TNR-12 pt. font, double spacing, proper citations, and **References**. *Note: write a post in Word, save the document, and then copy and paste it to the appropriate DB assignment.* (Go to **Resources** in D2L for a sample of how discussion board posts should be presented.)

Review the discussion threads thoroughly before entering the discussion. Try to maintain threads by using the “Reply” button instead of starting a new topic. Do not make insulting or inflammatory statements to other discussion group members. It is important to observe the following guidelines:

- The final component for the discussion board assignments will be for students to construct a response (a minimum of approximately 50 words) to at least two (2) of their classmates’ posts by Saturday at 11:59 PM of the week of the assignment.
- Be respectful of others’ ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be respectful and constructive in discussions.
- Respond to discussion topics or questions in a thoughtful, timely, and thorough manner.

Responses to discussion board posts must be thoughtful and qualitative:

- Raise and answer questions related to the assigned readings.
- Share ideas, insights, outside readings, and observations with peers.
- Relate to the ideas of others in a respectful manner, providing them with constructive feedback.
- Help others develop their views and ideas.

Participating by only saying or stating, “Great post, Robert!” or “Anna, I couldn’t agree with you more!” will **NOT** count as participation. While there is merit in creating a supportive learning atmosphere, these comments do not fulfill the intellectual requirements and stimulation that the course requires.

3. Online Quizzes - Students will complete five (5) quizzes in the course. One quiz reviews the course syllabus and general orientation information, whereas the other four (4) quizzes cover course material from the required readings and lectures. Students have one attempt per quiz and are allotted 45 minutes to complete each quiz. All quizzes will open on Sundays at 6:00 AM and close on Saturdays at 11:59 PM of the week of the assignment (unless otherwise noted in the course schedule).

The format for the quizzes will be multiple choice, matching, and true/false. Students should not work together to complete the quizzes. Students should not share quiz questions or answers.

4. Social Problem Research (SPR) paper - Students will select a contemporary social problem (e.g., homelessness, infant mortality, mental illness, poverty, food insecurity, education gap, etc.) to examine in this course. Based on information from scholarly sources (peer-reviewed articles, books, monographs, etc.), the paper should include the following:

- 4.1 Introduction – an introduction paragraph with a clear, concise thesis statement.
- 4.2 Definition of the social problem (describe how the problem has been defined, measured, etc.). This component requires a scholarly definition, not a dictionary-type definition or description.
- 4.3 Describe the impact of the social problem (e.g., prevalence, incidence, severity, trends).

- 4.4 Describe the population most impacted by the social problem (e.g., race/ethnicity, age, gender, rural/urban, etc.)
- 4.5 Conclusion - a conclusion paragraph summarizing the paper's main points and providing closure.

The paper should be 3-5 double-spaced pages in length (excluding the title page and reference page) using APA format. This assignment should include 5-7 scholarly sources published in the past ten (10) years.

5. Social Welfare Program (SWP) paper - Students will identify a federal social program (e.g., WIC, SNAP, TANF, Child Protective Services, Headstart, etc.) designed to address the social problem researched in assignment #4.

- 5.1 Provide a brief description of the social program (include this in the introduction paragraph).
- 5.2 Provide a brief description of the target population.
- 5.3 Provide information about the penetration rate of the program (is it reaching those it is intended to serve?).
- 5.4 Elaborate on three (3) recommendations to improve the program.
- 5.5 Conclusion – a conclusion paragraph summarizing the paper's main points and providing closure.

The paper should be 3-5 double-spaced pages in length (excluding the title page and reference page) using APA format. This assignment should include 5-7 scholarly sources (peer-reviewed articles, books, monographs, etc.) published in the past ten (10) years.

6. *Social Policy Analysis (SPA) paper – This is a department Standardized Assignment. In addition to a numeric grade, the assignment assesses competencies designated at points in your education. The instructor will provide a competency report you can access in Tevera (see the last page of the syllabus). Students will analyze a social policy relevant to assignments 4 and 5. The policy analysis paper should be organized using appropriate headings to reflect the following information.

- 6.1 **Introduction (this section of the paper is NOT labeled)** – Based on the instructor's feedback on assignment #4, clearly identify the social problem (e.g., define the problem, nature of the problem, magnitude of the problem, and cause(s) of the problem). The introduction is NOT labeled as a heading.
- 6.2 **Overview of policy** – a brief account of how the policy developed to address the social problem (e.g., Ryan White Act, Stewart B. McKinley, Mental Health Parity Act, Food Stamp Act, etc.).
- 6.3 Using **Gilbert & Terrell Policy Framework** describe the following components of the identified policy. Resource: www.youtube.com/watch?v=mMaDqHvoJ4o
 - a. **Basis of Social Allocation** – who benefits from the social policy; addresses eligibility. Resource: <https://youtu.be/mMaDqHvoJ4o>
 - b. **Nature of Social Provisions** – describe the types/forms of benefits (cash, in-kind, vouchers, etc.) to be allocated. Resource: https://www.youtube.com/watch?v=U1WR6b_QDfE
 - c. **Design of the Delivery System** – organization of service providers; strategies for delivering provisions/benefits. Resource: <https://www.youtube.com/watch?v=OWDGfzZaUcg>

- d. **Mode of Finance** – address the source of revenue/funding (e.g., taxation, voluntary giving, fees, etc.) and system of transfer of funds (e.g., delivery of benefits from source to recipients). Resource: <https://www.youtube.com/watch?v=Tp1csIJ1ZE>
- 6.4 Based on program evaluations, identify three (3) policy changes that have been recommended to improve the policy. Identify possible unintended consequences of the policy.
- 6.5 Address how the policy aligns with social work values, particularly social, economic, and environmental justice, dignity and worth, and self-determination.

This paper should have 7-10 double-spaced pages (excluding title and references pages). The paper should comply with APA guidelines. Use only scholarly sources (peer-reviewed articles, books, monographs, etc.) published in the past ten (10) years. The paper should have a minimum of 7 scholarly sources (sources ending in .com, .net, and .org are not scholarly sources and will NOT receive credit toward the minimum number of required sources).

Grade Distribution

Topic-Related Assignments (8 @ 10 points each)	80 Total Possible Points
Online Discussions (8 @ 15 points each, 1 intro DB – not graded)	120 Total Possible Points
Online Quizzes (5 @ 20 points each)	100 Total Possible Points
Social Problem Research paper	50 Total Possible Points
Social Welfare Program paper	50 Total Possible Points
*Social Policy Analysis paper	100 Total Possible Points
500 Total Points Possible	

- The student's final grade for the course will consist of a sum of points earned in all assignments, discussions, and any extra credit attempted.
- There are **500** total points possible to receive in this course that are accumulated from all assignments as listed above. The grading scale contains the point value that accompanies the letter grade.
- Note that grades are related to and reflect the expected learning outcomes of the course.
Students must earn a grade of "C" in this course to graduate with a degree in social work.

Extra Credit (EC) Opportunities - optional. Verification from the Writing Center should be uploaded to Dropbox with the assignment. (There may be other extra credit opportunities offered throughout the semester, and they will be posted in the News Feed in D2L.)

1. Writing Center Documentation (5 points) – Student must provide verification from the Writing Center of Social Problem paper review.
2. Writing Center Documentation (5 points) – Student must provide verification from the Writing Center of Social Welfare Program paper review.
3. Writing Center Documentation (5 points) – Student must provide verification from the Writing Center of Policy Analysis paper review.

Grading Procedure

The assignments will give each student a chance to apply the material covered in the course. The assignment grading will emphasize the completion of the tasks, as described, and the quality with which each task is completed. The grading scale for all assignments is presented in Table 1.

Table 1. Grading Scale for All Assignments

Points	Percentage	Letter Grade
450-500	90-100	A
400-449	80-89.9	B
350-399	70-79.9	C
300-349	60-69.9	D
≤ 299	≤ 59.9	F

The mid-term grade is based on the total points accumulated by mid-semester. For example, if a student has earned 195 of 215 points by mid-semester, this student would have a mid-term grade of A ($195/215 = .90.6 = 90.6\%$). The student's final grade in the course is based on the total accumulated points earned on all assignments, as listed in the table above. **There is no final exam for this course.**

Incomplete grades are given rarely and only in extenuating circumstances. The MTSU Undergraduate Catalog states: "The grade 'I' indicates that the student has not completed all course requirements because of illness or other uncontrollable circumstances, especially those which occur toward the end of the term. Mere failure to make up work or turn in required work on time does not provide the basis for the grade of 'I' unless extenuating circumstances noted above are present for reasons acceptable to the instructor." Please refer to the Undergraduate Catalog for the complete Incomplete Grade Policy.

Communication Guidelines

Feedback

A student can expect to receive a response from the instructor within 48 hours of a student's email to the instructor unless notified of extenuating circumstances. **Assignments must be submitted in class or to the D2L Dropbox and will not be accepted via email.** All assignment deadlines will be displayed on the calendar in D2L.

Email

Per the Family Educational Rights and Privacy Act (FERPA), all course communication will be conducted using D2L email. **Faculty will not respond to student emails via a non-institutional assigned email account (e.g., a Gmail or Yahoo account).** Students must include a concise subject line, body, and closing in all their emails (use standard fonts, avoid inflammatory or antagonistic criticism, and avoid sending insulting, abusive, or threatening remarks. Remember that email is not necessarily private; do not spam others; include a signature; do not send large attachments without permission; do not over-use special formatting (such as centering, audio messages, tables, HTML, etc.); respect the privacy of other class members.

Other Items of Note

Standardized Examinations Requirements

The following are required standardized examinations of all graduating seniors at MTSU.

1. **General Education Core** - All university graduates must complete a group of basic courses known as the General Education Core. Undergraduate students demonstrate their basic knowledge by taking a General Education exam the semester they graduate. MTSU's current General Education exam is the California Critical Thinking Skills Test (CCTST). The exam is given to all seniors who will graduate with a bachelor's degree. Test dates are scheduled during the summer, fall, and spring semesters. Testing sessions last approximately one hour online. The exam is online at the University Testing Center in the KUC. You will take this exam on your own time, not class time. For additional information, you may send an email to iepr@mtsu.edu.

2. **Area Concentration Achievement Test (ACAT)** - All graduating seniors at MTSU must take a Major Field Test. For social work, the Major Field Test is the Area Concentration Achievement Test (ACAT), which assesses content knowledge and retention by students at the completion of their major field of study. This is an online exam. Students should schedule the above major field tests by visiting the website www.mtsu.edu/flextest.

For both exams, students registered with the Disability Access Center (DAC) will need to check if they are eligible to waive the exams. To receive a waiver of exams, students must check with DAC at 615-898-2783 or dacemail@mtsu.edu. Additional information regarding these examinations can be found at https://www.mtsu.edu/iepr/field_test.php#B.

Graduation Information

Graduation requirements may be found at <http://www.mtsu.edu/records/grad.php>.

Academic Integrity/Misconduct

Please review the information on Academic Integrity and Misconduct. Academic integrity is a hallmark of Middle Tennessee State University. We expect students to present original work for all academic assignments turned in for credit and appropriately credit all sources used.

Academic misconduct includes, but is not limited to:

1. **Plagiarism:** The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
2. **Cheating:** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. It also includes purchasing assignments or paying another person to complete a course for you.
3. **Fabrication:** Unauthorized falsification or invention of any information or citation in an academic exercise.

Going online and using information without proper citation, copying parts of other students' work, creating information to establish credibility, or using someone else's thoughts or ideas without appropriate acknowledgment is academic misconduct. If you have a question about an assignment, please ask me to clarify. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the test/assignment or for the course.

Students guilty of academic misconduct are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions (including suspension from the university), which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course. Students accused of plagiarism will be immediately reported to the Director of Student Academic Ethics.

The instructor will be submitting materials to an online service (Turnitin.com) which will review the work for plagiarism. The student should also review the report generated for each assignment and self-check for plagiarism. Information on how to cite work correctly is provided within the course modules or through the University Writing Center.

Student Evaluation

Student evaluation may include exams, exercises, in-class assignments, written assignments, and oral presentations.

Course Evaluation

The course is evaluated formally using the Middle Tennessee State University student evaluation of course format. In addition, individual suggestions and comments by students will be accepted. Faculty peer evaluation may be employed at the instructor's discretion.

Make-Up Policy

A calendar of due dates for course assignments is provided in the syllabus and D2L. Late assignments will only be considered in exceedingly rare and extenuating circumstances. Please plan ahead for completion of assignments to meet all required deadlines.

Attendance Reporting

Class attendance is expected and will be monitored to keep the students on track. MTSU requires instructors to complete an attendance report for each course at midterm and end of each semester. The student is also expected to participate in all interactive aspects of the course (in-class and online). For example, you must communicate with other students via emails and chat discussion board exchanges. Students are also expected to regularly check their D2L, email, etc., for announcements and instructions regarding class assignments.

Technical Support

Students who experience technical problems, including logging into their course, timing out of their course, and using the course website tools, should contact the MTSU Help Desk online (24/7) or at 1-615-898-5345.

Students with Disabilities

Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website and/or contact the DAC for assistance at 615-898-2783 or dacemail@mtsu.edu. Accommodations are not provided unless they are approved in advance by the Disability Access Center.

Hope (Lottery) Scholarship Information

To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility.

If you drop this class, withdraw, or stop attending this class, you may lose eligibility for your lottery scholarship and may not be able to regain eligibility.

For additional Lottery rules, please refer to your Lottery Statement of Understanding form or contact your MT One Stop Enrollment Counselor.

Grade Appeals

University Policy 313, Student Grade Appeals, provides an avenue for MTSU students to appeal a final course grade in cases where the student alleges that unethical or unprofessional actions by the instructor and/or grading inequities improperly impacted the final grade.

Title IX

Students who believe they have been harassed, discriminated against, or been the victim of sexual assault, dating violence, domestic violence, or stalking should contact a Title IX/Deputy Coordinator at 615-898- 2185 or 615-898-2750 for assistance or review MTSU's Title IX website for resources. MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence, and stalking with the University's Title IX coordinator to help ensure students' safety and welfare. Please refer to MTSU's Title **IX website for contact information and details.**

Outreach and Support Programs

The MTSU community is committed to the academic achievement of each student, and we know that struggling to address basic needs can affect a student's ability to perform academically. If you have trouble finding a safe and stable place to live or enough food to eat, please contact the staff at MTSU Food Pantry at (615) 898-2808 or come by the MT One Stop.

D2L Assistance

Students needing assistance with the D2L system are encouraged to contact the support staff at 615-904-8189 or visit <https://elearn.mtsu.edu>.

Writing Assistance

Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. The University Writing Center (UWC) offers free writing assistance for any writing assignment in any class. The UWC staff, comprised of English graduate assistants, works with students to develop the skills necessary to become confident, competent writers by providing one-to-one consultations and helpful handouts. The Writing Center offers many online services as well, including a Grammar hotline for quick questions, a learning environment system (LES), email, Dropbox, chat room, and a website filled with helpful handouts, exercises, and resource links for individual work. Check the

Center website for hours. Access to online services is available 24/7. Additionally, students may refer to the MTSU Walker Library website (<http://library.mtsu.edu/>).

Tutoring

Student tutoring resources include the University Computer Labs and the University Writing Center. Other tutoring resources are available on the Student Support website.

The True-Blue Pledge

I am True Blue.

As a member of this diverse community, I am a valuable contributor to its progress and success.

I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!

SW 3000-001 Course Schedule Spring 2024

Readings will come from Popple & Leighninger (2019) unless otherwise specified.

Week	Topic	Readings	Assignments/Activities	Due Date
1 01/17	Class Overview, Syllabus Review, Introduction to Social Policy	Boone et al (2018); Crewe & Gourdine (2019)	DB Introduction (ungraded) - voluntary	01/20
2 01/22	The Policy-Based Profession	Chapters 1 and 2	TRA 1 DB 1 Quiz 1 (Syllabus and Orientation Review)	01/24 01/27 01/27
3 01/29	Social Welfare	Chapter 3	TRA 2 DB 2	01/31 02/03
4 02/05	Policy Analysis	Chapter 4	TRA 3 DB 3 Quiz 2 (Chapters 1-2)	02/07 02/10 02/10
5 02/12	Social and Economic Analysis	Chapter 5	DB 4	02/17
6 02/19	Fighting Poverty	Chapter 6	TRA 4 Social Problem Research paper EC 1	02/21 02/24 02/24
7 02/26	Aging	Chapter 7	TRA 5 Quiz 3 (Chapters 3-5)	02/28 03/01
03/04	SPRING BREAK	SPRING BREAK	NO ASSIGNMENTS	03/02 – 03/10
8 03/11	Mental Health and Substance Abuse	Chapter 8	DB 5	03/16
9 03/18	Health	Chapter 9	TRA 6 SW Day on the Hill Social Welfare Program paper EC 2	03/20 03/20 03/23 03/23
10 03/25	Child Welfare	Chapter 10 Morris, et al. (2018)	DB 6	03/30
11 04/01	Immigration	Chapter 11	DB 7	04/06
12 04/08	Politics and Social Welfare Policy	Chapter 12	TRA 7 Quiz 4 (Chapters 6-11)	04/10 04/13
13 04/15	Taking Action on Policy Practice	Chapter 13 and 14	TRA 8 Social Policy Analysis paper EC 3	04/17 04/20 04/20
14 04/22	Wrap Up		DB 8 Quiz 5 (Social Policy Review)	04/24 04/24
04/24/2024 - Last Day of Class for the Term				

Bibliography

- Addams, J. (1912). *Twenty years at Hull House*. New York, NY: MacMillan Co. Available online at <http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html#427>
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- DiNitto, D.M., & Johnson, D.H. (2016). *Social welfare: Politics and public policy* (8th ed.). Pearson.
- Dolgoff, R., & Feldstein, D. (2013). *Understanding social welfare: A search for social justice* (9th ed.). Pearson Allyn & Bacon.
- Gilbert, N., & Terrell, P. (2013). *Dimensions of social welfare policy* (8th ed.). Pearson Allyn & Bacon.
- Karger, H., & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7th ed.). Pearson Allyn & Bacon.
- McCoyd, J. L., & Kerson, T. S. (2016). *Social work in health settings: Practice in context* (4th ed.). Routledge.
- Mechanic, D., McAlpine, D., & Rochefort, D. (2014). *Mental health and social policy: Beyond managed care* (6th ed.). Pearson, Allyn & Bacon.
- Moniz, C., & Gorin, S. (2014). *Health and mental health care policy: A biopsychosocial perspective* (4th ed.). Routledge.
- Popple, P.R., & Leighninger, L. (2019). *The policy-based profession: An introduction to social welfare policy analysis for social workers* (7th ed.). Pearson.
- Richmond, M. (1917). *Social diagnosis*. Russell Sage Foundation.
- United States Census (n.d.). Explore census data. <https://data.census.gov/cedsci/>
- U.S. Department of Health and Human Services. (n.d.). <https://www.hhs.gov/about/index.html>
- U.S. Department of Justice. (n.d.). <https://www.justice.gov/>

WEB RESOURCES

- Search Congressional Legislation: <http://thomas.loc.gov>
- National Association of Social Workers Advocacy: <https://www.socialworkers.org/Advocacy>
- Influencing State Policy: <http://statepolicy.org>
- Issue Lab: <http://www.issuelab.org/home>

3000: Social Policy Policy Analysis Paper

Semester

Year

Instructor:

Section #

Student's Name

Please assess student competency in the following area(s) using the rubric below. Remember to consider competency holistically, considering the application of knowledge, values, skills, and cognitive and affective processes (critical thinking, affective reactions, and exercise of judgment).

Levels of Assessment

Not proficient: Not able to demonstrate basic competency.

Beginning: Unable to demonstrate more than basic competency.

Competent: Demonstrates basic competency.

Advanced: Demonstrates more than basic competency.

Proficient: Demonstrates ability to articulate and apply competency.

Competency 5: Engage in Policy Practice						
Behavior	Not proficient (0)	Beginning (1)	Competent (2)	Advanced (3)	Proficient (4)	Score
5.1 Identify social policy at the local, state, and federal levels that impact well-being, service delivery, and access to social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
COMMENTS						