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FLORIDA INTERNATIONAL UNIVERSITY  
Robert Stempel College of Public Health & Social Work  
School of Social Work  
SOW 3233 - Social Welfare Policy and Services II - GL  
2018

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Instructor:  
Office Location:  
Office Hours:  
Telephone:  
Fax:  
Email:  
Course Day and Time:  
Course Location:  
Credits:  
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### CATALOG DESCRIPTION

This course examines the frameworks and methods used to analyze social welfare policy and programs. Special attention is paid to current policy issues in the Social Welfare system and strategies that can be used to achieve policy change.

### COURSE PRE/CO-REQUIREMENTS

The Pre-requisite Courses for SOW 3233 are:

- SOW 3232: Social Welfare Policy and Services
- SOW 3203: Introduction to Social Work
- POS 2042: American Government, and
- Economics

### COURSE DESCRIPTION

This course analyzes major social welfare policies and programs in the United States and internationally, their emergence, development, contemporary operations, and how they shaped the development of the Social Work profession. **This is a discipline-specific global learning course that counts towards your global learning graduation requirement.**

1. A *macro-perspective* is offered of

- a. the curious interplay among economics, politics, and personalities;
- b. how these elements were fashioned during different historical periods;
- c. how these elements shaped the development of the Social Work profession;
- d. how the future directions of social welfare policies will affect the goals of economic and social justice.

2. On the *micro-level*, cost benefit analyses of financial resources-allocations, decision-making interchanges, and the service delivery systems are utilized.

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## GLOBAL LEARNING COURSE OUTCOMES

### Global Awareness:

Students will be able to identify, describe and compare the social conditions the major social policies existing within the United States and internationally.

### Global Perspective:

Students will be able to demonstrate critical skills in the development phases of policy analysis, resource allocations, multiple stakeholder analysis, and contingency forecasting.

### Global Engagement:

Students will be able to define the role of advocacy in the context of infinite social demands, finite social demands as well as the role that policy advocacy will play in their future social work practice.

## EDUCATIONAL OBJECTIVES

At the conclusion of this course, students are expected:

1. To gain both awareness and broad-based context on how social welfare policy is formulated, the legislative process it undergoes, the give-and-take of lobbies, pressure groups, media-arousing interests it generates, and the evaluation techniques that are employed to judge its effectiveness. (PBs 14, 25)
2. To develop an understanding of the political and economic environment in which social policies emerge. This includes an appreciation of a society that has been historically polarized by racial, ethnic, class, gender, sexual orientation, religion, age and regional differences that continue until today and the social transformations that have taken place to ameliorate these divisions, the role of values, beliefs, traditions and ideologies in policy making and the countervailing parties that disagree with the dominant and prevailing policies; the inconsistencies and unresolved contradictions among customs, ingrained habits, dogmas, principles, and codes and how these nevertheless survive in both cooperative and antagonistic relations. (PBs 1, 18)
3. To understand the role of social work advocacy in facilitating individual and group empowerment within the larger political, economic, and cultural environment. (PBs 1, 3, 14, 20, 21, 24, 25, 28, 29)
4. To effectively collaborate with colleagues and clients to advocate for policies that promote human rights and economic justice. (PBs 4, 20, 25, 26)
5. To develop an understanding of global citizenship by becoming familiarized with multi-cultural perspectives of social policy, developing an awareness of social justice issues around the world, and becoming engaged with policy-based solutions at the local, national, international, and global levels. This includes an appreciation of the interconnectedness of social problems and policies across international borders.<sup>1</sup> (PBs 7, 14, 16)

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6. To critique the development phases of policy analysis, resource allocations, multiple stakeholder analysis, and contingency forecasting.<sup>1</sup> (PBs 23, 25)
7. To evaluate critically the impact of public policies and their short, intermediate and long term consequences. These involve an awareness of risk-analysis, stakeholder perspective, cost assessment and funding-estimates and other factors. (PBs 11, 12, 22, 24, 25)
8. To apply social work advocacy skills that facilitate individual and group empowerment within the larger political, economic, and cultural environment. (PBs 1, 3, 4, 11, 13, 17, 25)
9. To define the role of advocacy in the context of infinite social demands and finite resources as well as the role that policy advocacy will play in their future social work practice. (PBs 1, 3, 8, 11, 20, 25, 26, 27)
10. To identify, describe and compare the social conditions and major social policies existing within the United States and internationally.<sup>1</sup> (PBs 14, 18, 19)

**CSWE Educational Policies and Practice Behaviors Related to Course Objectives, Learning Outcomes, and Assignments/Exams**

The School of Social Work is fully accredited by the Council on Social Work Education (CSWE). Required courses in the curriculum must be compliant with CSWE’S Education Policies and Accreditation Standards (EPAS). Each course objective, learning outcome, and assignment/examination must be linked to educational policies and specific practice behaviors (PB). Each PB will be assessed in this course to ensure you are achieving competency. Below is a list of the educational polices and PB that are assessed in this course. The complete EPAS can be found in your student handbook.

Competency	Practice Behavior	Educational Objectives	Assignments
EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly	PB 1 Advocate for client access to the services of social work	3, 8, 9	Policy Analysis Brief
	PB 3 Attend to professional roles and boundaries	3, 8, 9	Policy Analysis Brief
	PB 4 Demonstrate professional demeanor in behavior, appearance, and communication	4, 8	Policy Analysis Brief
EP 2.1.2 Apply social work ethical principles to guide professional practice	PB 7 Recognize and manage personal values in a way that allows professional values to guide practice	5	Quizzes
	PB 8 Make ethical decisions by applying standards of the	3, 9	Quizzes

<sup>1</sup> Global Learning Course Outcome

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	NASW Code of Ethics		
<b>EP 2.1.3</b> Apply critical thinking to inform and communicate professional judgments	<b>PB 11</b> Distinguish, appraise, & integrate multiple sources of knowledge, including research-based knowledge, & practice wisdom	7, 8, 9	
	<b>PB 12</b> Analyze models of assessment, prevention, intervention & evaluation	7	
	<b>PB 13</b> Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues	8	
<b>EP 2.1.4</b> Engage diversity and difference in practice	<b>PB 14</b> Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	1, 2, 3, 5, 10	Quizzes Class Debates
	<b>PB 16</b> Recognize & communicate their understanding of the importance of difference in shaping life experiences	5	
	<b>PB 17</b> View themselves as learners & engage themselves with learners whom they work as informants	8	
<b>EP 2.1.5</b> Advance human rights & social & economic justice	<b>PB 18</b> Understand the forms & mechanisms of oppression & discrimination	2, 10	Quizzes
	<b>PB 19</b> Advocate for human rights, social & economic justice	10	Class Debates
	<b>PB 20</b> Engage in practices that advance social & economic justice	3, 4, 9	Class Debates
<b>EP 2.1.6</b> Engage in research-informed practice & practice-informed research	<b>PB 21</b> Use practice experience to form scientific inquiry	3	Policy Analysis Brief
	<b>PB 22</b> Use research evidence to inform practice	7	Policy Analysis Brief, Quizzes
<b>EP 2.1.7</b> Apply knowledge of human behavior & the social environment	<b>PB 23</b> Utilize conceptual frameworks to guide the processes of assessment, interventions & evaluation	6	Quizzes
	<b>PB 24</b> Critique and apply knowledge to understand person & environment	3, 7	

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<b>EP 2.1.8</b> Engage in policy practice to advance social & economic well-being & to delivered effective social work services	<b>PB 25</b> Analyze, formulate, & advocate for policies that advance social well-being	1, 3, 4, 6, 7, 8, 9	Policy Analysis Brief Class Debates
	<b>PB 26</b> Collaborate with colleagues & clients for effective policy action	4, 9	Policy Analysis Brief Class Debates
<b>EP 2.1.9</b> Respond to contexts that shape practice	<b>PB 27</b> Continuously discover, appraise, & attend to changing locales, populations, scientific & technological developments, & emerging societal trends to provide relevant services	9	Class Debates
	<b>PB 28</b> Provide leadership in promoting sustainable changes in service delivery & practice to improve the quality of social services	3	
<b>EP 2.1.10</b> Engage, with individuals, families, groups, organizations, & communities			
<b>Engagement</b>	<b>PB 29</b> Substantively & affectively prepare for interaction with individuals, families, groups, organizations & communities	5	Class Debates

### REQUIRED TEXT

1. DiNitto D. M. with Cummings, L.K. (2011). *Social welfare: Politics and public policy*. (7<sup>th</sup> Ed.). Boston: Pearson.
2. Additional reading assignments are listed on the course outline. Readings are subject to change as a result of current topics.

### COURSE REQUIREMENTS AND ASSIGNMENTS

#### Participation

This course requires you to participate in-class and online. The Instructor's teaching style incorporates active learning techniques into class lectures. These techniques are designed to facilitate critical thinking of course material and include activities such as small and large group discussion, in-class writing activities, debating, problem solving, case analysis, and concept mapping. Since students need to be present in order to participate in these exercises, students are expected to attend class consistently and to participate in these regular in-class activities. Attached you will find a rubric that provides detailed information on how participation grades will be assigned.

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**At the beginning of each class, the professor will present a social welfare policy that is part of current public debate. In the briefing of the policy, alternative approaches (i.e., local, regional, global) will be presented. All students will be expected to engage in a debate concerning the pros and cons of each policy and its alternative including incorporating their professional and personal values and ethics.**

Students will also be required to participate in the online portion of our course using Blackboard, the university's online course management system. You can access Blackboard at [www.ecampus.fiu.edu](http://www.ecampus.fiu.edu). Students are expected to log-in regularly to Blackboard, where announcements and discussion posts will be added on an ongoing basis. Students will also find links to the additional required readings, interactive websites, and/or YouTube videos which should be accessed prior to coming to class.

## ASSIGNMENTS

### Policy Analysis Brief Assignment

Two Policy Analysis Briefs are required. A Policy Brief is a short document prepared for decision-makers providing the most essential information about a policy and presenting specific and detailed recommendations to improve a specific policy. It should be both *informative and persuasive*.

### Online Quizzes

Throughout this semester, you will be required to complete online quizzes, as scheduled. Quizzes are available via Blackboard, are open book, and may be done at any time before the required reading is due. Half of each quiz will contain questions from the upcoming readings and the other half will review the previous week's readings and lecture. These quizzes are specifically designed to help you: identify the important topics covered in the chapter; understand, apply, and think critically about reading and lecture material; and prepare you for the final exam. Each quiz is worth 10 points.

## GRADING

Assignment	Points
Online Quizzes (5x 10 points)	50
Policy Analysis Brief (2 x 20 pts)	40
Participation (Attendance & weekly debates)	10
<b>Total Possible Points</b>	<b>350</b>

## COURSE POLICIES AND EXPECTATIONS

### General policies you are expected to follow during the semester

1. You are expected to attend each class, arrive on time, and remain in class until the completion of the class period. Three occasions of arriving to class late and/or leaving class early will be marked as one absence. You are responsible for knowledge of information provided in class sessions, even if you are not present.
2. You are expected to complete the required readings and assignments for each class session.

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3. You are expected to demonstrate good in-class citizenship. This means that during class discussions you will be tolerant of ideas, opinions, and values that differ from your own. While you are encouraged to express your original ideas and opinions, you should do so in a way that is respectful in regards to others' race, ethnicity, religion, immigration status, disability status, and or sexual identity/orientation.
4. Good in-class citizenship also means that you will not carry on irrelevant conversations during class; and silence your cell phones/pagers/etc. In the event that you have to bring food to class, please avoid from smelly or noisy foods. If an emergency circumstance required you to bring your child to class, please only do so if your child is old enough to work/play independently. Also, make sure that the content for that week's lecture is appropriate for your child.
5. You are expected to exhibit in-class behaviors that reflect the Student Code of Conduct in the FIU Student Handbook for the University's expectation of students' behavior and the NACADA Code of Ethics.
6. You should notify the instructor if you have special circumstances due to disability or religious beliefs that may create possible conflicts with the course.
7. To assure Professor Saltman that you understand all of these policies and expectations, you are to sign your name on the first attendance sheet.

### **Policies and Expectations that are specific to your assignments**

1. **Late Assignments: An assignment is late if it is not submitted by the beginning of the class period on the due date. Five points will immediately be deducted for late assignments. At 12:01 am of the day after the assignment was due, an additional 10 points will be deducted. No papers will be accepted after 12:00 noon the day after the assignment is due.** Only in extreme and documented cases will this policy be waived at the discretion of the instructor.
2. Assignments are to be grammatically correct, free from typographical errors, and consist of language that is appropriate for a college-level assignment (no slang, cursing, etc.).
3. Assignments are a reflection of you as a student. They should be the highest quality that you are able to exert. Your supervisor in the workplace will not tolerate sub-standard work, so you should not expect that it will be acceptable here.
4. Assignments should reflect original ideas and concepts. An assignment that consists mostly of cut and pasted material from other authors is not a reflection of your own ability.
5. Cheating and/or plagiarism will not be tolerated. Students found to have cheated and/or plagiarized will receive an F for the assignment and/or course. This includes, but is not limited to:
  - a. Submitting an assignment completed (partially or entirely) by someone other than you.
  - b. Completing an assignment for someone else to submit.
  - c. Using someone else's ideas and/or arguments without giving them adequate credit.
  - d. **You must make a written statement at the end of each written assignment that you did not consult with anyone else in completion of the quiz/assignment.**

### **COURSE SCHEDULE AND OUTLINE**

(May change due to speed of material coverage, new opportunities, etc.)

\*Indicates an assigned reading available on Blackboard

Week	Class Topic(s)	Readings Due Today
Week 1	<b>Introduction to Course</b>	
Week 2	<b>The Policy Process</b> <ul style="list-style-type: none"> <li>- The legislative process</li> <li>- Review of politics &amp; policy</li> <li>- Lobbying: What is it?</li> </ul>	<b>DiNitto:</b> Introduction & Chapter 1
Week 3	<b>Analyzing Policy</b> <ul style="list-style-type: none"> <li>- Problems with Policy</li> <li>- Interest groups</li> </ul>	<b>DiNitto:</b> Chapter 2 and Chapter 3 (pp. 8-81)
Week 4	<b>Program/Policy Planning</b> <ul style="list-style-type: none"> <li>- Conducting Needs Assessments</li> <li>- Identifying Problems</li> <li>- Tools for evaluation</li> </ul>	<b>Homan, M. S. (2008).</b> Promoting Community Change. Chapter 5, pp. 111-119.*
Week 5	<b>Contesting Policy</b> <ul style="list-style-type: none"> <li>- Lobbying for Policy Change</li> <li>- Organizing Communities for Social Change</li> </ul>	<b>Abramovitz, M. (2010).</b> Social movements and social change. In J. Blau <i>The dynamics of social welfare policy 3<sup>rd</sup> ed.</i> (pp. 189-236). Oxford University Press.

<p>Week 6</p>	<p><b>Poverty, Homelessness, and Social Insurance</b></p> <ul style="list-style-type: none"> <li>- Current issues in social welfare</li> <li>- Financing social welfare programs</li> <li>- Current issues in homelessness</li> </ul>	<p><b>DiNitto:</b> Chapter 4 &amp; Chapter 5</p>
<p>Week 7</p>	<p><b>Education &amp; Employment Policy</b></p>	<p><b>DiNitto:</b> Chapter 9                  The Bell Curve: Intelligency &amp; Class Structure in American Life (2017)  <a href="https://www.taylorfrancis.com/books/9781351164">https://www.taylorfrancis.com/books/9781351164</a></p>
<p>Week 8</p>	<p><b>Social Policy in a Global Economy</b></p> <ul style="list-style-type: none"> <li>- Globalization &amp; local communities</li> <li>- Free Trade</li> <li>- International social work</li> </ul>	<p>Payne, M. &amp; Askeland, G. A. (2008). <i>Globalization and International Social Work</i>, Chapter 2, pp. 1-10.  <b>Malkin, E.</b> (2009, March 23). NAFTA's promise, unfulfilled. <i>The New York Times</i>. <a href="http://www.nytimes.com/2009/03/24/business/worldbusiness/24peso.html">http://www.nytimes.com/2009/03/24/business/worldbusiness/24peso.html</a></p>
<p>Week 9</p>	<p><b>Disability Policy in the US</b></p>	<p><b>DiNitto:</b> Chapter 6</p>
<p>Week 10</p>	<p><b>Health Care Policy</b></p> <ul style="list-style-type: none"> <li>- Problems with the health care system</li> <li>- Ethical debates in health care</li> <li>- Foreign health care systems</li> </ul>	<p><b>DiNitto:</b> Chapter 8                  Health Self-management Among Older Prisoners: Current Understandings and Directions for Policy, Practice, and Research (2016)  <a href="https://www.tandfonline.com/doi/abs/10.1080/01634372.2016.1257531">https://www.tandfonline.com/doi/abs/10.1080/01634372.2016.1257531</a></p>
<p>Week 11</p>	<p><b>Gender, Sexual Orientation, and Civil Rights</b></p>	<p><b>DiNitto:</b> Chapter 11</p>

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	<ul style="list-style-type: none"> <li>- Gender &amp; Sexual Orientation</li> <li>- Race &amp; immigration</li> <li>- Race, gender, &amp; sexual orientation internationally</li> </ul>	
Week 12	<b>Race, Religion, Immigration, &amp; Civil Rights</b>	DiNitto: Chapter 12
Week 13	<b>Welfare Policy for Vulnerable Populations</b> <ul style="list-style-type: none"> <li>- Child Abuse</li> <li>- International Adoptions</li> </ul>	DiNitto: Chapter 10
Week 14	<b>Welfare Policy for Vulnerable Populations</b> <ul style="list-style-type: none"> <li>- Unaccompanied Immigrant Children</li> </ul>	Unaccompanied immigrant children: Interdisciplinary perspectives on needs and responses. Introduction to Special Issue of <i>Children &amp; Youth Services Review</i> (2018). <a href="https://www.sciencedirect.com/science/article/pii/S01900740918303931">https://www.sciencedirect.com/science/article/pii/S01900740918303931</a>
Week 15	<b>Wrap-up of course contents</b>	
Week 16	<b>Last Day of Class Course Evaluations</b>	