A. Description of Course Content

Examines how social goals are met by social welfare institutions. Conceptual schemes are developed for analyzing the structure of social welfare institutions and evaluating social welfare sub-systems. The social work profession is also examined in the context of the evolution and function of the contemporary American social welfare system. Prerequisite: SOCW 2311 Introduction to Social Work

B. Student Learning Outcomes

1. Explain the function of social welfare policy
2. Describe the historical and cultural context of how current social welfare policies and services were developed
3. Summarize major political philosophies related to social welfare in the United States
4. Identify key elements of major social welfare policies and services in the United States
5. Evaluate the dynamics and outcomes of the policy making process within local governments
6. Conduct an in-depth analysis of a social welfare policy
7. Advocate, using effective communication skills, to advance socially just policies and programs

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
Competency 5 Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

1. Attendance and Participation- 50 points total

2. Discussion Boards (4 at 5 points each; 20 points total)

Purpose: Build a community within the classroom, foster the sharing of diverse perspectives, engage all voices in an equitable way, and apply what you are reading and/or watching in the lecture videos.

Knowledge- Students will apply key concepts from the readings and lecture materials.

Skills Developed- Critical thinking, communication, professional writing, empathy.
**Expectations:** The discussion prompts will require you to think critically about the prompt and course materials, responding in three paragraphs. You will also be able to see what your classmates wrote and respond to at least two of them with thoughtful comments and questions (at least one paragraph response) that reflect your knowledge of course concepts. It is expected that all responses to questions will be clearly written using correct spelling and grammar.

Detailed discussion board prompts/instructions will be given in Canvas. Remember to view the discussion board rubric for detailed instructions on expectations.

The classroom dialogues (Discussion Boards) should be an inclusive, intellectually stimulating environment where students are able to learn new and varied perspectives, express their opinions, and ask questions. Students are expected to strive to exemplify the UTA Principles of Community. Any inappropriate or derogatory responses may be subject to disciplinary action.

**3. Chapter Presentation (20 points)**

**Purpose:** The content in this class is important stuff- for your future classes, licensing exams, field placements, careers, etc., so I want to make sure you retain this knowledge for years to come. One of the ways I help you practice and “ingrain” key concepts is through learning assessments and application.

As discussed in class and directions posted on Canvas under assignments.

**4. 3 Minute Advocacy Video (20 points)**

**Purpose:** The NASW Code of Ethics mandates that all social workers, even those working in direct-practice settings, engage in macro-level systemic advocacy on behalf of their clients. One example of this could be talking with elected officials about a policy or issue impacting your clients. Some students feel intimidated by this idea, but have no fear! This class will equip you with strategies and tips for working with elected officials, and you’ll have a chance to apply your new knowledge and skills with a video-recorded oral testimony that would mimic a presentation social workers give at city council meeting, HHS committee hearing, etc.

**Knowledge:** Students will develop a deep familiarity with a social issue of their choosing and learn ways to address this problem through social welfare policy.

**Skills Developed:** Public speaking, persuasion, advocacy, being concise, confidence, professional demeanor

**Expectations:** Each student will select a [social issue](http://example.com) relevant to social work clients and a [policy](http://example.com), bill, or program that seeks to address that issue (yes- it CAN be the same one you pick for your policy analysis) and make a 3-minute verbal presentation that succinctly covers:

1. Introduce yourself briefly- your name, role (job or student) and what you will be presenting about.
2. Provide a [brief](http://example.com) overview of the issue, so that someone unfamiliar with this issue has appropriate background information. For example, a lack of Medicaid beds in assisted living facilities, environmental toxins that are causing health problems in a low-income neighborhood, childhood hunger, mental health parity, the opioid crisis, etc.
3. Include facts, data and/or statistics to support your claims. How do you know it’s a problem? What evidence do you have? Be specific!
4. Give compelling case example to illustrate the problem. Data is important, but giving a personal story is very impactful. Do you have a family member, friend, or client who has been negatively impacted by this issue? If not, find a case example from the news or by asking an expert.
5. "The ask"- recommendations. Imagine that your audience is a panel of elected officials. Provide specific recommendations for these leaders to act on. This part must include reference to a specific policy, bill, or program. For example, you could ask for increased funding for a program, revisions to an existing policy, and urge them to vote a certain way on a current bill.

Videos will be uploaded to a discussion board in Canvas where other students can watch your video.
and provide feedback.

5. **Attend a City Council Meeting (15 points).**

**Purpose:** Democracy is not a spectator sport! This assignment is designed to encourage student engagement in their local community’s civic process and provide hands-on learning about policy development and advocacy techniques.

**Knowledge:** Students will gain an understanding of local legislative processes and effective advocacy techniques.

**Skills Developed:** Active listening, critical thinking

**Expectations:** For this assignment, you will get to experience advocacy in action by participating in a local city council meeting (or other governmental/legislative meeting with elected officials, if approved by the instructor prior to attending, such as a school board meeting). Note that the frequency of city council meetings may vary depending on where you live. Get one on your calendar as soon as the semester starts to ensure you have time to attend a meeting and submit the assignment on time! You may also be able to attend a meeting virtually.

Write a 3-4 page report on the proceedings including:

1. First, give some context, such as which city council meeting you attended, on what date, how large the turnout was, and how the council is structured.
2. Describe the meeting agenda and discussions in detail. What are the residents’ concerns on this particular day that you attended? What issues were discussed and what viewpoints were expressed?
3. Discuss the strategies advocates of this issue/or opponents of the issue are using to effectively (or not!) communicate their positions. What did they do effectively? Where there any tactics you would not want to emulate?
4. Either: - Share your own viewpoints on a social issue at the meeting. What strategies did you employ to persuade the elected officials and leaders? OR - In your paper, identify a social issue you would like to address at a future meeting. What strategies could you employ to persuade the elected officials and leaders?
5. Conclude with any lessons learned or takeaways from this experience.

6. **Policy Analysis Paper (25 points).**

**Purpose:** As a social worker, you will need to understand and critically examine proposed or existing policies at the organization, local, state and federal level. Policy analysis tools will help you anticipate potential policy impacts and document actual impacts. This assignment will help students master policy analysis skills while gaining expertise about a policy of their choosing.

**Knowledge:** Students will understand how to use a policy analysis framework and will gain in-depth knowledge of one social welfare policy relevant to social work practice.

**Skills Developed:** Professional writing, critical thinking, organization, teamwork

**Expectations:** This assignment will require you write a policy analysis paper on an existing policy from the local, state, federal level. The policy must currently be in existence, as students will be asked to describe the outcomes of the policy. The policy analysis paper must be thoroughly researched and well written; length should be 6 to 8 pages, double-spaced, and following APA format. Specific sections for this major assignment should cover a description of the policy, background information on the issue/problem, goals, alternatives, implementation, and evaluation of the policy. Rubric listed in Cannas under assignments.

I also encourage students to practice their teamwork and collaboration skills, so you may work with a group of classmates you create (max group of 4) on the policy analysis paper. This is NOT required.
F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

Attendance and participation are expected and will be counted towards final grade.

G. Grading

<table>
<thead>
<tr>
<th>1. Attendance and Participation</th>
<th>50</th>
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<tbody>
<tr>
<td>2. Discussion Boards (4 at 5 points each)</td>
<td>20</td>
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<td>3. Chapter presentation</td>
<td>20</td>
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<td>4. 3 Minute Advocacy Video</td>
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<td>5. City Council Meeting</td>
<td>15</td>
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<td>6. Policy Analysis Paper</td>
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<td><strong>Total Points</strong></td>
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Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

H. Make-Up Exams

N/A

I. Course Schedule

As the instructor for this course, I reserve the right to change the course schedule as needed to meet the educational needs of students.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Modules</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments</th>
<th>Due Dates</th>
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<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Topic</th>
<th>Pages</th>
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<tbody>
<tr>
<td>1-18-21</td>
<td>1</td>
<td>Welcome to the Future</td>
<td>McNutt &amp; Hoefer</td>
<td>1-24-21</td>
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<td>1-25-21</td>
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<td>Societal Functions and Institutions</td>
<td>McNutt &amp; Hoefer</td>
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<td>Chapter 2</td>
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<td>2-1-21</td>
<td>3</td>
<td>Social Welfare History</td>
<td>McNutt &amp; Hoefer</td>
<td>2-7-21</td>
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<td></td>
<td>Chapter 3</td>
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<td>2-8-21</td>
<td>4</td>
<td>Coming of the Information Society</td>
<td>McNutt &amp; Hoefer</td>
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<td>Political ideology</td>
<td>McNutt &amp; Hoefer</td>
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<td>2-22-21</td>
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<td>Policy Analysis</td>
<td>McNutt &amp; Hoefer</td>
<td>2-28-21</td>
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<td>3-1-21</td>
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<td>Theories of Policymaking</td>
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<td>3-15-21</td>
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<td>SPRING BREAK</td>
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<td>3-22-21</td>
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<td>3-29-21</td>
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<td>4-12-21</td>
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<td>Physical and Mental Health</td>
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<td>4-18-21</td>
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<td>Chapter 10</td>
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<td>4-19-21</td>
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<td>Social Services Children and families</td>
<td>McNutt &amp; Hoefer</td>
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<td>Chapter 11</td>
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<td>4-26-21</td>
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<td>Aging and Social Policy</td>
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<td>Chapter 14</td>
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As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central...
Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

L. Grade Grievances

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

N. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.