UTRGV COURSE SYLLABUS

UTRGV Course title and number: SOCW 3314 Social Welfare Policy and Outcomes
Instructor Name: Denise A. Longoria, Ph.D., LCSW

Term: Spring 2018
Telephone # and UTRGV email address: 956-286-8184 denise.longoria@utrgv.edu
Meeting times and location: Online
Office location & hours: Arechiga Hall 214 (LCC Main Campus) M 9 a.m.-12 p.m. & by appt

Textbook and/or Resource Material:

Course Description and Prerequisites:
The course examines economic, political, intellectual, socio cultural, leadership, values and ideologies and other such factors that shape social welfare policy, programs and services. Addresses various frameworks for studying social policy and examines the roles of policy-makers, process of social change and the role of the social worker as a facilitator of change. Prerequisites: SOCW 2361 (formerly 1313) and SOCW 2362 (formerly 2314).

Learning Objectives/Outcomes for the Course:
The Student Learning Outcomes for this program are based on the following practice competencies required by our accreditation agency, the Council on Social Work Education.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Educational Policy 2.1.4—Engage diversity and difference in practice.
Educational Policy 2.1.5—Advance human rights and social and economic justice.
Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Educational Policy 2.1.9—Respond to contexts that shape practice.
Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Assessment of Competency-Related Practice Behaviors:
Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

PB 11 - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments)

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

PB 25 - Analyze, formulate, and advocate for policies that advance social well-being (Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services)
PB 26 - Collaborate with colleagues and clients for effective policy action (Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services)

**Learning Objectives for Core Curriculum Requirements:**
This course does not satisfy a core curriculum requirement. It fulfills the requirements for a Bachelor of Social Work degree, and the objectives/outcomes as well as the practice behaviors stipulated by the Council on Social Work Education Accrediting Board are outlined above.

**Grading Policies:**
Submission of all course assignments on a timely basis does not in itself constitute an A in the course. This is a college, junior level course, and all assignments will be graded accordingly.

Adequacy of effort in analysis, the quality and excellence of the content of all work is taken into account. This includes writing skills; therefore, it is expected that all assignments should be typed professionally without misspellings, grammatical and punctuation errors, or compositional flaws.

The responses to the discussion questions can be submitted directly by following the respective links; these will generally NOT be attachments. **Assignments should be submitted in their respective drop boxes in BB Learn.** All assignments should be submitted as attachments. The student is responsible for ensuring that the assignment is an MS Word document. The instructor will NOT be responsible for assignments that are submitted by e-mail or in another format. If the assignment must be returned for re-formatting, this may result in points lost.

The grading structure is as follows:

<table>
<thead>
<tr>
<th>Numerical Score</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D (NO Ds can be awarded to graduate students)</td>
</tr>
<tr>
<td>50 &amp; below</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity or Assignment:</th>
<th>Percentage of final grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts/Responses</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Assignment 1 – Policy Analysis</td>
<td>15</td>
</tr>
<tr>
<td>Assignment 2 – Article Review</td>
<td>15</td>
</tr>
<tr>
<td>Assignment 3 - Policy Proposal</td>
<td>15</td>
</tr>
<tr>
<td>Total for course</td>
<td>100</td>
</tr>
</tbody>
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**Calendar of Activities:**
The UTRGV academic calendar can be found at http://my.utrgv.edu at the bottom of the screen, prior to login. Important dates for Spring 2018 semester include:

- **Jan 15**          MLK Holiday and Day of Service
- **Jan 16**          First day of class for full semester
- **Jan 19**          Last day to add a class for spring 2018 semester
- **Mar 12 – 17**     Spring Break; **no classes**
- **Mar 30 - 31**     Easter holiday; **no classes**
- **Apr 12**          Last day to drop (DR grade) a class or withdraw (grade of W)
- **May 3**           Study Day, **no classes**
- **May 4-10**        Final Exams (schedule is posted at my.utrgv.edu – check your scheduled time and list it on the syllabus)
MODULE 1 – Date: January 16-21
Topics: Introduction. Setting the Stage
Learning Opportunities:
2. Power point for Chapter 1
3. Quiz on Chapter 1
4. Getting to Know You Activity – In the “Discussion Board” section of the course, give a brief introduction (name, where you are from, what sparked your interest in social work, etc.) and then discuss any experience (both formal and informal) you have previously had with policy.

MODULE 2 – Date: January 22-28
Learning Opportunities:
2. Power point for Chapter 2
3. Quiz on Chapter 2
4. Assignment 1 due January 28 @11:59p.m. - See “Other Course Information” section of this syllabus for details about this assignment.

MODULE 3 – Date: January 29 – February 4
Topic: Diversity
Learning Opportunities:
3. Power points for Chapters 3 & 4
4. Quiz on Chapters 3 & 4
5. Discussion- Respond to the question in the Discussion Board section of the course. Respond to at least one other person in the course. You will select one of the questions provided; copy the original question and then provide your response.

MODULE 4 – Date: February 5 - 11
Topic: Poverty
Learning Opportunities:
2. Power points for Chapter 5
3. Quiz on Chapter 5
4. Activity- Complete the activity and report your findings. (Specific instructions will be provided separately.)

MODULE 5 – Date: February 12 - 18
Topic: The Voluntary Sector
Learning Opportunities:
1. Read Karger & Stoesz (2013), Chapter 6 pp. 120-139, “The voluntary sector today”.
2. Power points for Chapter 6
3. Quiz on Chapter 6
4. Discussion- Question: One of the best ways to become familiar with the voluntary sector in your city is to spend some time with the local United Way website. Pay careful attention to the current Annual Report if it is available. What agencies receive the most money from United Way? What are the services that these local agencies provide to your community? Do you agree with the priorities that the allocation of funds seems to suggest? What would you do differently? State your reasons clearly.

MODULE 6 – Date: February 19-25
Topic: Privatization
Learning Opportunities:
5. Read Karger & Stoesz (2013), Chapter 7 pp. 140-173, “Poverty in America”.
6. Power points for Chapter 7
7. Quiz on Chapter 7
8. Assignment 2 due February 25 @11:59 p.m. -- See “Other Course Information” section of this syllabus for details about this assignment.

**MODULE 7 – Date: February 26 – March 4**

**Topic:** Creating Policy

**Learning Opportunities:**
2. *Power points for Chapter 8*
3. *Quiz on Chapter 8*
4. *Discussion - Self-reflection:* Do you vote? Explain your reasons for participating (or not) in local, state and federal elections.

**MODULE 8 – Date: March 5 - 11**

**Topic:** The Tax System

**Learning Opportunities:**
2. *Power point for Chapter 9*
3. *Quiz for Chapter 9*
4. *Discussion – The tax system has long been debated with regards to fairness. Of course, no likes to pay a large tax bill, but the central question in any discussion of tax policy includes questions about fairness and who should pay, and who should reap the benefits? Provide your reasons. Then consider a similar system for class grades. For example, assuming only a small percentage of students in this class score an A, should the same concept be used for redistributing (or keeping) the grades each student receives? Provide your reasons.*

**MODULE 9 – Date: March 19 - 25**

**Topic:** Assistance

**Learning Opportunities:**
3. *Power points for Chapters 10 & 11*
4. *Quiz on Chapters 10 & 11*

**MODULE 10 – Date: March 26 – April 1**

**Topic:** Health Care

**Learning Opportunities:**
2. *Power points for Chapter 12*
3. *Quiz on Chapter 12*
4. *Discussion – Question:* Is there a health care crisis? How does the health care system in the United States perform? How do we compare to other countries in terms of the following: costs, treatment, technology, and accessibility?

**MODULE 11 – Date: April 2 - 8**

**Topic:** Policies

**Learning Opportunities:**
3. *Power points for Chapters 13 & 15*
4. *Quiz on Chapters 13 & 15*

**MODULE 12 – Date: April 9 - 15**

**Topics:** Criminal Justice

**Learning Opportunities:**
2. *Power point for Chapter 14*
3. *Quiz on Chapter 14*
4. Discussion – Questions: Do you think the War on Drugs is effective? Why or why not? Consider shows or movies that depict problems with drugs, uses, distribution, cartel involvement, etc, eg. Breaking Bad, Border Wars, Bordertown. How do they relate to "real life?" How do they contribute (or detract) from the War on Drugs?

MODULE 13 – Date: April 16 - 22
Topic: Housing
Learning Opportunities:
2. Power point for Chapter 16

MODULE 14 – April 23 - April 29
Topic: Food Regulation
Learning Opportunities:
2. Power point for Chapter 17
3. Quiz on Chapter 17
4. Assignment 3 - Policy Proposal Presentation due April 27@11:59 p.m. – See details in “Other Course Information” section of this syllabus.

MODULE 15 – April 30 – May 2
Topics: International Perspectives
Learning Opportunities:
1. Read Karger & Stoesz (2013), Chapter 18 pp. 401-422, “The American welfare state and in international perspective”
2. Power points for Chapter 18
3. Quiz on Chapter 18

Other Course Information:
The following activities and assignments collectively constitute the final grade for the course. Please see each section for detailed information.

Discussion Board (25%): These are due weekly. Since the course is conducted completely online, student participation is expected to occur on a weekly basis as this will constitute “attendance and participation”. In addition to assignments and weekly quizzes, students are expected to participate in the online discussions. You are expected to post at least one original and one reply posting on the discussion board per class topic covered. THIS IS TRUE EVEN IF A PARTICULAR QUESTION DOES NOT SPECIFY THIS. Posted messages or comments must make a significant contribution to the class discussion and should go beyond using one liners such as “I agree” or “I do not know”, etc. A new topic begins on Wednesday, and it closes at 9 p.m. on the following Sunday. It should be noted, however, that the original postings should be completed by Friday in order to allow for discussion and feedback from others. No credit will be given for anything posted after 9 p.m. on Sunday. Discussion questions will be graded according to the rubric provided below. To earn the maximum number of points (5), students must complete an original response (worth 3.5 points) and a reply to another student (worth 1.5 points). If criteria are not met, points will awarded accordingly.

1. Weak/Unacceptable
Demonstrates poor understanding of the question and response is not substantive or presented in an organized manner.

2. Needs Development
Demonstrates limited ability to understand the question and response is limited in substance or presented in a disorganized manner.

3. Satisfactory
Demonstrates satisfactory ability to respond to the question in a substantive and organized manner.

4. Good
Demonstrates above average ability to respond to the question in a substantive and organized manner.
5. Exceptional/Strong
Demonstrates insightful understanding of the question is able to respond to in an exceptionally substantive and organized manner.

Quizzes (30%) – These are due weekly with the exception of Spring Break week. There will be a short quiz each week that will include the material covered for that week only. The quizzes will be available from Friday at noon until Sunday at noon. It is the responsibility of the student to ensure that the quiz is completed during this time frame each week. **NO EXCEPTIONS WILL BE MADE.** A total of 14 quizzes will be provided; however, only 12 of them will be counted towards the final grade. This means that the student has the option to take only 12 of the 14 or to count only the top 12 scores of the 14 quizzes. Any quizzes missed will automatically be a score of 0. **PLEASE NOTE THAT A LOCKDOWN BROWSER IS USED FOR ALL QUIZZES. STUDENTS MUST REFRAIN FROM OPENING ANY OTHER APPLICATIONS OR PRINTING ANYTHING DURING THE QUIZ. DOING SO WILL RESULT IN THE QUIZ SHUTTING DOWN.** Additionally, it is strongly suggested that students use a WIRED connection instead of a wireless one in order to avoid any potential cut-offs.

Assignment 1(15%): Policy Analysis – Due January 28 @ 11:59 p.m. in designated drop box.
You will select a current social welfare policy and analyze it following the framework for policy analysis on p. 25 (Spotlight 2.1) of the textbook by Karger & Stoesz. This should be prepared in a question/answer format, and **ALL 31 questions in that box should be answered fully and in complete sentences.** It should be submitted as a WORD attachment in the discussion section of the course. **APA style MUST be used.**

Assignment 2 (15%): Analysis of Articles on Policy Issues – Due February 26 @11:59p.m. in designated drop box.
Student will select two related articles on a social policy/legislative issue from a newspaper, magazine, or the internet to class (Wikipedia is NOT ACCEPTABLE). Students will summarize and provide a brief overview of the articles and their implications for social work. **The following information/headers should be included in your summary:**

1. Name, author and title of each article.
2. A brief statement of the policy addressed by both articles e.g. Who is impacted by this policy? How are they impacted?
3. A brief summary of each article.
4. How does it relate to social work? What are some implications

The summary should be no more than 3 pages long. Please keep in mind that APA Style is required, and points will be subtracted if that format is not used. Given the length of the assignment, an Abstract is NOT required. The APA requirement applies more so to the citations. The following grading rubric will be used to calculate the score for this assignment. This should be a WORD attachment.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Poor (0-69 points)</th>
<th>Fair (70-85 points)</th>
<th>Good (85-100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content &amp; Development 50 pts</td>
<td>Content is incomplete. Major points are not clear and/or persuasive</td>
<td>Content is not comprehensive and/or persuasive. Major points are addressed, but not well supported.</td>
<td>Content is comprehensive, accurate, and persuasive. Major points are stated clearly.</td>
</tr>
<tr>
<td>Organization &amp; Structure 20 pts</td>
<td>Organization and structure detract from the content. Paragraphs are disjointed and lack focus.</td>
<td>Structure of the paragraphs is not easy to follow.</td>
<td>Structure of the paragraphs is clear and easy to follow.</td>
</tr>
<tr>
<td>Format &amp; use of APA 10 pts</td>
<td>Paper does not follow correct formatting. Paragraphs are inadequate or excessive in length.</td>
<td>Paper follows most guidelines.</td>
<td>Paper follows appropriate guidelines.</td>
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</tbody>
</table>
Assignment 3 (15%): Policy Proposal Paper - Power Point presentation is due April 27

Student group will select a social welfare problem or a social welfare policy of interest at either the national, state or local level. They will develop a policy proposal to help alleviate the social welfare problem or to improve an existing social welfare policy. If students prefer to work on this assignment alone, that is an option, too. **The following outline should be used:**

1. A brief statement of the current policy you wish to change
2. Reasons for recommending a change – These must be supported with evidence (eg. research studies, data, etc.)
3. Policy changes that will be considered (What are you proposing?) – Be specific and concise
4. Pros and cons of each of these changes that are being considered – Include evidence
5. Recommended course of action (What are the action steps?) – Be specific
6. Reasons for selected specific options. How will it make things better?
7. References in APA format
8. On a separate sheet, students will include the names of the people in their group (if applicable, and no more than 3 to a group), and a breakdown of the tasks/activities that each group member completed. This should be submitted in the drop box, too.

***Students will then collect all information and submit it in the form of a power point presentation. Creativity is encouraged. The same grading rubric outlined for Assignment 1 will be used for this assignment.***

**UTRGV Policy Statements**

**STUDENTS WITH DISABILITIES:**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

- Spring 2018 Module 1 February 14 – February 20
- Spring 2018 Module 2 April 11 – April 17
- Spring 2018 (full semester) April 11 – May 2
ATTENDANCE: Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES:

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)