

Syllabus for  
**SWK 303--Social Welfare Policy**  
3 Credit hours  
Spring 2002

I. COURSE DESCRIPTION

Provides a major portion of the social welfare policy and services content of the social work professional degree program and a framework for analysis of social welfare policy both nationally and locally. Includes specific social welfare policies (e. g., income maintenance, health, education), social welfare history, values, and various social forces that impact policy decisions.

Course Prerequisites: GOV 101; SWK 202; BUS 101

This course is normally taken during the spring semester of the junior year.

II. COURSE GOAL

Social Welfare Policy has the goal to provide the generalist social work student with a framework for analysis of social welfare policy both nationally and locally and discuss specific social welfare policies (i.e., income maintenance), social welfare history, values, and various social forces that impact policy decisions.

III. COURSE OBJECTIVES

Upon successful completion of this course the student will be able to do the following:

- A. explain the making of social welfare policy and the political process (week 1);
- B. discuss American values and the values of social work and generalist practice as they relate to social welfare (week 1);
- C. discuss historical perspectives of social welfare, including its expansion and financing (week 2);
- D. define poverty in terms of deprivation, inequality, culture, exploitation, and structure (week 3);
- E. discuss *A Framework for Understanding Poverty* by Ruby Payne (week 4);
- F. describe ways to measure poverty, the homeless, underclass, dependency, attempted solutions, political implications, reform (week 4);
- G. play the simulation game, *Ghetto*, and appreciate the struggle of the poor (weeks 4-5);
- H. explain social insurance: Social Security Act, OASDI, unemployment compensation, and worker's compensation (week 6);

- I. describe social welfare programs of: SSI, vocational rehabilitation, deinstitutionalization, normalization, independent living, Bill of Rights for the disabled, developmental disabilities, and general assistance (week 7);
- J. describe AFDC, WIN, Workfare, the JOBS program, and welfare reform (week 8);
- K. describe nutritional policy: commodity distribution, food stamps, meals for children, WIC, and nutrition for older adults (week 10);
- L. differentiate the policies of cash or in-kind (week 10);
- M. assess allegations of welfare fraud (week 10);
- N. explain health care policies: Medicaid, Medicare, DRGs, HMOs, and PPOs, and managed care along with the ethical dilemmas of health care (week 11);
- O. discuss the War on Poverty, head start, and employment programs (week 12);
- P. explain social service policies to address alcohol and drug abuse, mental health, deinstitutionalization, child abuse, and services for older Americans (week 13);
- Q. describe policies to address gender inequalities and sexual harassment, abortion, domestic violence, gay rights, civil rights, education, housing, affirmative action, voting rights, and immigration (week 14);
- R. discuss implementing social welfare policy and program evaluation (week 15);
- S. apply the model for social welfare policy analysis by Segal and Brzuzy to selected social policies (weeks 6-14);
- T. react in writing to *A Framework for Understanding Poverty* by Ruby Payne on positions taken in the book (week 4);
- U. react in writing to *There Are No Children Here* by Alex Kotlowitz as to the impact of poverty on children, their families, the community, and the delivery of services (week 9);
- V. write a policy analysis paper pertaining to a social welfare problem including: problem analysis, social work values, causal factors, service delivery analysis, and appropriate recommendations (week 14);
- W. conduct an analysis of social welfare policy positions taken by various Oklahoma candidates for congress and office of Governor (week 12).

#### IV. TEXTBOOKS

- DiNitto, D. M. (2000) *Social welfare: Politics and public policy*. (5th Ed.) Boston: Allyn & Bacon.
- Kotlowitz, A. (1991). *There are no children here*. New York, New York: Anchor Books
- Payne, R. K. (1998). *A framework for understanding poverty*. Baytown, TX: RFT Publishing Co.

## V. POLICIES AND PROCEDURES

### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following breaks or holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it be in the form of print, video, multimedia, or computer software.
5. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

### B. Course Policies and Procedures

#### 1. Evaluation Procedures

- a. The student's evaluation is based on the following:

Policy Analysis Paper	150 points
Analysis of candidate's position	100
<i>A Framework for Understanding Poverty</i>	100 points
<i>There Are No Children Here</i> Paper	100 points
4 Exams	400 points
Pop Tests (best 5)	<u>50 points</u>
	900 points

- b. The following grade scale applies:

A	= 810-900
B	= 720-809
C	= 630-719
D	= 540-629
F	= under 540

- c. Due Dates

- (1) All assignments are due at the beginning of class on their respective due dates.
- (2) Major assignments turned in after the due date are penalized at the rate of five points per late day. Weekends count as one late day.
- (3) Minor assignments (10 points or less) are penalized 50 percent if turned in one day late and are not accepted after that.

#### 2. Other Policies and/or Procedures

- a. Course Structure—The course utilizes three class sessions per week at 50 minutes each and incorporates a variety of teaching formats.
- b. *A Framework for Understanding Poverty* paper—Students write a paper, four to five typewritten pages, dealing with concepts of generational poverty found in *A Framework for Understanding Poverty* by Payne. Students will discuss application of concepts as they relate to low-income persons worked with in the Tulsa community both during current and previous semesters. The paper will provide a recommended policy to address the book's concepts.
- c. *There Are No Children Here* paper—Students write a five (5)-page typewritten paper giving reactions to the book. The discussion should include comments on

the family system of LaJoe, the community of Henry Horner, its power structure (gangs), law enforcement, education, and social service systems. Discuss strengths and liabilities of this family system and what relevant social policies that could assist this family and those like it.

- d. Policy Analysis paper (group project)--The class divides into groups to research and write a paper (8 to 10 typed pages) on a specific social problem chosen from a list presented in class or negotiated with the professor. The paper covers items on the outline presented in class handout: problem analysis, social work values, causal factors, service delivery analysis, and recommendations. The paper deals with the issue from both local and national perspectives.
- e. Analysis of candidate's social policies—Student analyzes a candidate's positions on various social policies and writes a 4-6 page paper. Candidates are those for First Congregational District in Oklahoma and the race for Governor.
- f. Examinations--Four unit exams are given. Each exam is essay in format and worth 100 points.
- g. Missed Exams
  - (1) All missed exams must be made up by the end of the week following the originally scheduled exam.
  - (2) Excused misses--no points are deducted for legitimate excuses from Administration, physician, nurse, or professional counselor.
  - (3) Unexcused misses--The makeup exam must be processed on the appropriate form with payment of late fee prior to taking the exam.
- g. Pop quizzes are given throughout the term. Ten are given and the best five counted. Students are expected to have read assigned material before the class for which they are due. Missed quizzes are not made up.
- h. Cheating/Plagiarism--Students suspected of cheating receive no points for that exam or quiz with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University. Any student suspected of plagiarism receives no points for that written assignment with no opportunity for a makeup. Additionally, he or she faces possible disciplinary action by the University. All appeals to the contrary must be typed and copies submitted to the chairperson of the department and to the instructor.
- i. Changes--Class attendance is considered an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the instructor if he or she is unsure of what is expected.
- j. Office Hours--Office hours are announced in class. If the student cannot make the hours, see the instructor after class or leave a message on voice mail with contact times. An appointment can be arranged.
- k. Students are expected to attend classes and to participate in class activities and discussion. Consequently, good attendance is rewarded by adding five points to the student's final score if he or she has no unexcused absences.
- l. The student who has one-to-two unexcused absences receives no point penalties. The student who has more than two unexcused absences has a five-point deduction from his or her final score for each absence beyond two
- m. Three tardies are treated as one unexcused absence.

## VI. COURSE CALENDAR

#### Week 1

1. Assignments Due—DiNitto Chapter 1
2. Activities—Lecture/discussion
3. Topics
  - a. Politics and social welfare policy
  - b. Policymaking process
  - c. American values and social welfare
  - d. Relationship of generalist practice to social welfare
  - e. Handout –“Corporate Welfare”
  - f. Handout—“Are You on Welfare?”

#### Week 2

1. Assignments Due—DiNitto Chapter 2
2. Activities—Lecture/discussion
3. Topic—Historical perspectives on social welfare
  - a. Expansion of social welfare
  - b. Finances in the welfare state
  - c. Handout—Oklahoma Legislative Process

#### Week 3

1. Assignments Due—DiNitto Chapter 3
2. Activities—Lecture/discussion/video
3. Topic—Defining "poverty" as
  - a. deprivation, inequality, culture, exploitation, structure.
  - b. Who are the poor?
  - c. Does welfare cause poverty?
  - d. Handout—Child Welfare League Statistics on Oklahoma Children in Poverty

#### Week 4

1. Assignments Due—*A Framework for Understanding Poverty* paper by Payne
2. Activities—Lecture/discussion
3. Topics
  - a. Measuring poverty, culture of poverty, underclass, homeless, welfare, dependency, workfare, solutions, political implications, reform.
  - b. Handout—Christian Ethics and Poverty
  - c. Simulation Game—*Ghetto*

#### Week 5

1. Assignments Due—None
2. Activities: *Ghetto* game and discussion
3. Exam 1—Chapters 1-3 in DiNitto

#### Week 6

1. Assignments Due—DiNitto Chapter 4
2. Activities—Lecture/discussion
3. Topics—Social insurance—Social Security Act, OASDI, Unemployment Compensation, and Worker's Compensation

#### Week 7

1. Assignments Due—DiNitto Chapter 5
2. Activities—Lecture/discussion/video
3. Topics
  - a. SSI, vocational rehabilitation, deinstitutionalization, normalization, independent living, Bill of Rights for the disabled, developmental disabilities, general assistance
  - b. Video on SSI

#### Week 8

1. Assignments Due—DiNitto Chapter 6
2. Activities—Lecture/discussion
3. Topics from National Commission on Children—"Poverty, Welfare, and America's Families"
  - a. AFDC, WIN, Workfare, JOBS program
  - b. Video

#### Week 9

1. Assignments—*There Are No Children Here* paper by Kotlowitz.
2. Activities—Lecture/discussion
3. Topics
  - a. Exam 2—Chapters 4-6 in DiNitto
  - b. Discussion of *There Are No Children Here*

#### Week 10

1. Assignments Due—DiNitto Chapter 7
2. Activities—Lecture/discussion
3. Topics
  - a. Nutritional policy, commodity distribution, food stamps, meals for children, WIC, nutrition for older adults, cash or in kind, welfare fraud
  - b. Handout—"Medford Declaration"

#### Week 11

1. Assignments Due—DiNitto Chapter 8
2. Activities—Lecture/discussion/video
3. Topics
  - a. Medicaid, Medicare, DRGs, HMOs, and PPOs, managed care, ethical dilemmas
  - b. Video on health care

#### Week 12

1. Assignments Due—DiNitto Chapter 9
2. Activities—Lecture/discussion
3. Topics
  - a. War on poverty, Head Start, employment programs
  - b. Exam 3—Chapters 7-9 in DiNitto
  - c. Candidate's policy paper

#### Week 13

1. Assignments Due—DiNitto Chapter 10
2. Activities—Lecture/discussion
3. Topics

- a. Social services, alcohol, drug abuse, and mental health services, deinstitutionalization, child abuse, social services for older Americans.
- b. Video on child abuse
- c. Video on elder abandonment

#### Week 14

- 1. Assignments Due
  - a. Policy Analysis Paper
  - b. DiNitto Chapter 11
- 2. Activities—Lecture/discussion
- 3. Topic
  - a. Gender inequities, sexual harassment, abortion, domestic violence, gay rights, Civil Rights Act, education, housing, affirmative action, voting rights, and immigration
  - b. Video—Empowerment Program for Women in Poverty
  - c. Video—African American Youth and Police

#### Week 15

- 1. Assignments Due—DiNitto Chapter 12
- 2. Activities—Lecture/discussion
- 3. Topics
  - a. Implementing social welfare, evaluating social policy, program evaluation
  - b. Exam 4—Chapters 10-12 in DiNitto





Lanny Endicott  
Name of Instructor

SWK 303  
Course No.

Social Policy  
Title of Course

Behavioral Sciences  
Name of Department

MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body.

GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision-making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

MAJOR OUTCOMES

- Provide generalist social work student with a framework for analysis of social welfare policy.
- Discuss specific social welfare policies (i.e., income maintenance).
- Discuss social welfare history
- Discuss social work values as applied to social policy.
- Discuss various social forces that impact policy decisions.

COURSE GOALS

- Analyze social processes which lead to poverty, racism, sexism, ageism, disablement, and oppression.
- Describe historical development of the social welfare system and current organization.
- Analyze and evaluate social welfare policy and its implications for social work.
- Examine trends that influence social welfare policy.
- Discuss social work values as they relate to social policy.

ASSESSMENT OF COURSE GOALS

STIMULI:

Write dialogue paper on *There are no Children Here*.

Analyze a social welfare policy through the Policy Analysis Paper group project.

Write an application paper on *Framework for Understanding Poverty*

Candidate's position paper

Play the game, Ghetto.

CRITERIA

No Children Here Paper

Poverty Framework paper

Policy analysis Paper

Guest speakers

Reading assignments

Class discussion