MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FALL 2016-2017
SW 302 SOCIAL WELFARE POLICY

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:

Course Prefix and Number: SW 302

Course Title: Social Welfare Policy I

Days, Time and Location of class: William Sutton Administration

Professor:

Office Location: William Sutton Administration Suite 218

Office Hours:

Office Phone Number:

Main Office Number   662-254-3365

Email Address:

Prerequisite: SW 210 Introduction to Social Work

Required Technology Skills: Basic computer, internet skills, Web 2.0
                                           technologies

CATALOG COURSE DESCRIPTION

The historical development of social welfare policies and programs and a focus on the
implementation and qualifications for use of such programs.

COURSE DESCRIPTION

Social Welfare Policy and Services I provide an historical review of the forces and laws that
have impacted the development of social welfare policy, programs and services to diverse
and marginalized groups in our society. The course provides an understanding of the
history, mission, and philosophy of social work within this milieu. Social Welfare Policy
pushes the student to think more actively of the process of policy formation as we cover the
process of problem generation, solution formation, policy persuasion, and implementation
of policy at all levels of society.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally.

BSW PROGRAM GOALS

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.

2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.

3. Instill in students a professional social work identity which incorporates the values and ethics of the profession.

COMPETENCIES

EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.

EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments**.**

EPAS Competency: 2.1.4 Engage diversity and difference in practice.

EPAS Competency: 2.1.5 Advance human rights and social and economic justice.

EPAS Competency: 2.1.6 Engage in research-informed practice and practice-informed research.

EPAS Competency: 2.1.7 Apply knowledge of human behavior and the social environment.

EPAS Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.

EPAS Competency: 2.1.9 Respond to contexts that shape practice.

EPAS Competency: 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Rural Competency: 2.1.11: Use interventions that recognize the needs and strengths present in rural communities.

Rural Competency: 2.1.12: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Course Practice Behaviors	Assessment of Practice Behaviors
EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly.	Advocate for client access to the services of social work. Engage in career-long learning Demonstrate professional in behavior, appearance, and communication	1. Know your lawmakers 2. evaluation of community program 3. Public meeting
EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.	Recognize and manage personal values in a way that allows professional values to guide practice. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	1. Class discussions 2.Exams
EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments**.**	Demonstrate effective oral and written communication in working with individuals, families, group, organizations, communities, and colleagues.	1. Class discussions 2. Public meeting
EPAS Competency: 2.1.4	Recognize the extent to which a culture's structures and values	1. Class discussions

The students will **demonstrate** an understanding of diversity and difference in practice	may oppress, marginalize, alienate, or create or enhance privilege and power.	2.Exams
EPAS Competency: 2.1.5 The students will **put into practice** the advancement of human rights and social and economic justice	Understand the forms and mechanisms of oppression and discrimination. Advocate for human rights and social and economic justice.	1. Exams 2.Class discussions
EPAS Competency: 2.1.6 The students will perform research-informed practice and practice-informed research.	Use research evidence to inform practice.	1. Community Project
EPAS Competency: 2.1.7 The students will apply knowledge of human behavior and the social environment.	Critique and apply knowledge to understand person and environment.	Class discussion 2. Public meeting
Rural Competency: 2.1.11 – The students will **use** interventions that recognize the needs and strengths present in rural communities	Understand and use the appropriate intervention needed to address the strengths of individuals, families, groups, and communities in rural communities..	1. Class discussions 2. Exams

COURSE REQUIREMENTS

Required Textbooks:
Day, P.J. & Schiele, J. H., (2013). *A new history of social welfare, 7th. Pearson.*

Class Attendance Policy:
Class attendance is required. Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism:

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no

mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

Make-up Examination Policy:
It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:
Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing. guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

Required Tasks/Activities:

To successfully complete this course, students must undertake the following tasks/activities:

1.   Each student will evaluate a community program. Students must select a topic from the following list.

2.   Each student will attend a public meeting (i.e. school board, town hall meeting city council meeting and etc.).

3.   Know your lawmakers assignment.

4.   Students will take chapter exams, mid-term and final exam.

5.   Other assignment maybe required.

6.   Students will take a syllabus quiz.

Evaluation Procedures:

Know your lawmakers	100 points
Community Program	100 points
Public Meeting	100 points
Syllabus quiz	50 points
Institutional/Residual quiz	50 points
Chapter exams (including midterm and final exams) 5 @ 100	500 points

Performance Standards:

Students will be evaluated according to interviews, class assignments, mid-term, final, and chapter examinations. Students will be expected to complete satisfactorily the assigned activities as listed above. Satisfactory completion includes adequate preparation prior to each class meeting.

The final grade assessed for each student will be determined using the following scales:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

AMERICANS WITH DISABILITIES ACT: Services for Students with Disabilities (SSD)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES

Week One	Review of course syllabus and assignments Assigned Reading: Chapter 1: Values in Social Welfare Values in Social Welfare	Class Discussion
Week Two	Chapter 1 continues Dominant American Social Values Issues of Discrimination	Class Discussion

Week Three	Chapter 2: The Institution of Social Welfare: An Overview The Meaning of Social Institution The Scope of Social Welfare The Scope of Social Welfare	Class Discussion
Week Four	Assigned Reading: Chapter 4: Feudalism and the Welfare State The Dark and Middle Ages The Dissolution of Feudalism Poverty Becomes a Crime	Class Discussion
Week Five	Chapter 4 continues The Protestant Reformation: New Meanings for Work ad Welfare Social Welfare in England: The Tudor Period The Industrial Revolution and the Emergence	Class Discussion
Week Six	Assigned Reading: Social Welfare moves to the America The Indigenous Peoples of Americas The European Invasion of North America Work in North America	Class Discussion
Week Seven	Chapter 4 continues Social Welfare in the Colonies Slavery in the Americas Toward the Revolution The New Nation and its Constitution	Class Discussion
Week Eight	**MID-TERM EXAM**	Exam
Week Nine	**BREAK**	
Week Ten	Assigned Reading: Chapter 6: America to the Civil War The First Civil Rights Movement Private Philanthropy Special Treatment in the 1800s	Class Discussion
Week Eleven	Chapter 6 continues	Class Discussion

	Social Control Nonwhite Minorities: Expendable Commodities in the New Nation The Women's Movement in the 1800s	
Week Twelve	Assigned Reading: Chapter 7 The American Welfare State Begins The Civil War: A New Nation Emerges Charity in the Civil War After the Civil War Postwar Political Economy Public Welfare Efforts Professionalization of Social Work	Class Discussion
Week Thirteen	Assigned Reading: Chapter 8: The Progressive Era, War, and Recovery The Progressive Era Population Movements and Immigration Labor and the Union Social Welfare in the Progressive Era Women's Movements and Peach Protests The Professionalization of Social Work	Class Discussion
Week Fourteen	Assigned Reading: Chapter 9: The Great Depression and Social Security for Americans The Great Depression Social Insurance in the United States Public Assistance Programs of the Social Security Acts World Work II The Resurgence of Social Work	Class Discussion
Week Fifteen	Assigned Reading: Chapter 13: The Decline of Social Responsibility	Class Discussion

	Clinton and the Republican Congress Welfare As We knew it Health Care in America Social issues	
Week Sixteen	"Watch Video " Given A Chance-Head Start in Mississippi	Video/Discussion
Week Seventeen	Final Exam Week	Exam

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Venturini, V. J. (2005). <u>The New Deal (United States).</u> In *encyclopedia of social welfare history in North America. J. M. Herrick & P. H. Stuart* (eds.). Thousands, Oaks CA: Sage Publications 259-262.