MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Fall 2018
SW 510.HE1: SOCIAL WELFARE POLICIES AND SERVICES I

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Faculty has the right to change it as he considers necessary.

Academic Term and Year:	Fall 2018
Course Prefix and Number:	SW 510 (session I)
Course Title:	Social Welfare Policy & Service I
Days, Time and Location of class:	Thursday, 6:00 p.m. - 8:40 p.m.; William Sutton Administration Building
Professor:	Candace Carter, Ph.D.
Office Location:	Social Work Suite # 213, William Sutton Administration Building
Office Hours:	M: 3:00 p.m. to 5:30 p.m. T: 3:00 p.m. to 5:30 W: 10:00 a.m. to 1:00 p.m. R: 4:00 p.m. to 6:00 p.m. **Other times by appointment only**
Office Phone Number:	(662) 254-3371
Main Office Number	(662) 254-3365
Email Address:	candace.carter@mvsu.edu
Prerequisite:	Admission to the MSW Program
Duration of the Course:	August 23, 2018 – December 6, 2018

Required Technology Skills:
Students in this class are expected to be efficient in the use of computers, especially the internet.

Course Description
It involves an in depth analysis of the history and current structures of social welfare policies and services. The purpose of this foundation course is to help students gain a fundamental understanding of the historic and current development of social welfare policies and programs in the United States. Course content will also show the relationship between these policies and the history of social work. This course will broaden students' knowledge and skills bases relative to the policy foundations of the social work profession. Students will learn to use policy analysis

frameworks to assess the effectiveness of specific policies in providing economic and social justice to poor, rural and at-risk populations. Students will also learn to connect the history of social policy development to the creation of current policies and services.

DEPARTMENT OF SOCIAL WORK/MSW 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 Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced 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 place on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta which the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

PROGRAM GOALS
The goals of the Master of Social Work Program are:
1. Educate students for social work positions for advanced levels of 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 and the values and ethics of the profession.

Council on Social Work Education 2015 Educational Competencies
Upon completion of the foundation year, the student will be able to:

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.
- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

- Use and translate research evidence to inform and improve practice, policy, and service delivery.

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.

- 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.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional

collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

- Select and use appropriate methods for evaluation of outcomes.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Foundation Rural Competency 10: Utilize appropriate practice intervention within a rural setting.

CORE COMPETENCIES AND PRACTICE BEHAVIORS TARGETED IN THIS COURSE

After the completion of the course students are expected to demonstrate the following core competencies:

Competencies		Assessment
Competency 1: Demonstrate ethical and professional behavior	*1(a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;*	Policy Analysis Paper & Class Discussions
	1(b) Students use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Class Discussions & Final Examination
Competency 2: Engage diversity and difference in practice.	*2(a)Students apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.*	Class Discussions & Final Examination
Competency 3: Advance human rights and social and economic, and environmental justice	*3(a) Students apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;*	Policy Analysis Paper & Class Discussions
Competency 4: Engage in practice-informed research and research informed practice.	*4(a) Students use practice experience and theory to inform scientific inquiry and research*	Policy Analysis Paper & Class Discussions
	4(c) use and translate research evidence to inform and improve practice, policy, and service delivery	Policy Analysis Paper & Class Discussions
Competency 5: Engage in policy practice	*5(a) Students identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;*	Policy Analysis Paper & Class Discussions

Competency 6: Engage with individuals, families, groups, organizations, and communities	*6(a) Students apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and*	Policy Analysis Paper & Class Discussions
	6(b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Class Discussions
Competency 7: Assess individuals, families, groups, organizations, and communities	*7 (a)Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;*	Policy Analysis Paper
	7(b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	Policy Analysis Paper
Competency 8: Intervene with individuals, families, groups, organizations, and communities	*8(a)critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;*	Policy Analysis Paper & Class Discussions
	8(b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Policy Analysis Paper & Class Discussions
Competency 8: Utilize appropriate practice interventions within a rural setting	*11a. Students recognize the impact of the rural environment on service delivery in rural communities*	Policy Analysis Paper & Class Discussions
	11b. Students utilize knowledge of rural communities to develop appropriate interventions and services for clients in rural communities	Policy Analysis Paper & Class Discussions

Course Requirements
Required textbook(s):
Segal, Elizabeth A. (2010). Social welfare policy and social programs: A values perspective (3rd
ed.). Belmont, CA: Thompson Brooks Cole.

Supplementary Material:
Carlton-LaNey, I. B. (Ed.). (2001). African American leadership: An empowerment tradition in
social welfare history. National Association of Social Workers, Washington: DC

Trattner, W. I. (1974).From Poor Law to Welfare State: A History of Social Welfare in America
(6 ed).The Free Press. NY

Class Attendance Policy:
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 in a timely fashion.

Cheating and plagiarism policy:
When a faculty member responsible for a course has reason to believe that an action of a student involves cheating or plagiarism, the faculty member will initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the charge, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a score of "0" or a grade of "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty including dismissal from the University. In the event the student does not admit to the charge, or that no mutually agreeable settlement is reached between the faculty member and the student, the faculty member will refer the case to the department chair (MVSU Graduate Catalog, 2006-2008).

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 based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:
The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: assigned readings and assigned individual or group tasks. Students are encouraged to actively participate in assigned activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to participate in class discussions. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

Required Readings
It is essential that students complete the reading assignments prior to the class session. The class will use much of the time discussing and clarifying the materials in reading assignments.

Writing Style
All required written assignments will be evaluated on the clarity of expression and strength of the writing (including spelling, punctuation, and syntax) following the APA style.
Required Writing Style can be found in: Publication Manual of the American Psychological Association (2010) or visit http://www.apastyle.org/manual/index.aspx or http://owl.english.purdue.edu/owl/resource/560/01/. References in all assignments should be formatted in APA style.

Submission of Assignments
Student must proofread the material prior to submission of the assignment. Students must also arrange materials in a logical order and stapled together with a title page (No envelopes! Make sure that the fastener holds everything together while reading these).

Online Communication
Students MUST use Blackboard mail for online contact with the instructor and other members of the class. All online communications should be composed with professional clarity, fairness, honesty and tact. What you put into an online course reflects on your level of professionalism.

Required Readings
It is essential that students complete the reading assignments prior to the class session. The class will use much of the time discussing and clarifying the materials in reading assignments.

Writing Style
All required written assignments will be evaluated on the clarity of expression and strength of the writing (including spelling, punctuation, and syntax) following the APA style.
Required Writing Style can be found in: Publication Manual of the American Psychological Association (2010) or visit http://www.apastyle.org/manual/index.aspx or http://owl.english.purdue.edu/owl/resource/560/01/. References in all assignments should be formatted in APA style.

Submission of Assignments
Student must proofread the material prior to submission of the assignment. Students must also arrange materials in a logical order along with a title page and references if required.

Submission of Work on Blackboard: Scheduled assignments due on Blackboard MUST be completed and successfully submitted through the Blackboard Assignment Tool by due date and time. Assignments automatically become unavailable as the due date/time expires. All Blackboard assignments MUST be keyed using MS Word (saved as a .DOC file); and multiple submissions will NOT be allowed.

Technical Problems
If you experience technical/computer difficulties (need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems related to Blackboard), contact **MR. MACK PENDLETON at 662.254.3114** as well as your instructor.

AMERICANS WITH DISABILITIES ACT (Special Needs Policy)
<u>**Section 504 of the Rehabilitation Act of 1973**</u>
In 1973, Congress passed Section 504 of the Rehabilitation Act of 1973 (Section 504), a law that prohibits discrimination on the basis of physical or mental disability (29 U.S.C. Section 794). It states:

> No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or

activity receiving federal financial assistance . . . The Office for Civil Rights in the U.S. Department of Education enforces regulations implementing Section 504 with respect to programs and activities that receive funding from the Department. The Section 504 regulation applies to all recipients of this funding, including colleges, universities, and postsecondary vocational education and adult education programs. **Failure by these higher education schools to provide auxiliary aids to students with disabilities that results in a denial of a program benefit is discriminatory and prohibited by Section 504.**

<u>Title II of the Americans with Disabilities Act of 1990 (ADA)</u> prohibits state and local governments from discriminating on the basis of disability. The Department enforces Title II in public colleges, universities, and graduate and professional schools. The requirements regarding the provision of auxiliary aids and services in higher education institutions described in the Section 504 regulation are generally included in the general nondiscrimination provisions of the Title II regulation.

Distance Education Policy:

In compliance with IHL policy an SACSCOC guidelines, MVSU Department of Social Work requires a minimum of 2250 minute per three semester hour course, regardless of course delivery method, and may include final examination time. The number of weeks must meet federal financial aid requirements.

Syllabi for courses taught on-line or hybrid (partially on-line) must include outlines, calendars, and/or schedules of activities that demonstrate compliance with the 2250 minute requirement.

Department of Social Work Hour Conversion Standards:

Activity	Undergraduate	Graduate
Reading	15 pages per hour	20 pages per hour
Research paper writing	3 hours per page	3 hours per page
Essay writing	1.5 hours per page	1.5 hours per page
Quiz/exam	1 minute per multiple choice 2 minutes per short answer	1 minute per multiple choice 2 minutes per short answer
Exam study time	4 hours	4 hours
Threaded discussion	120 minutes per thread	120 minutes per thread
Group work	Number of minutes of interaction among group members	Number of minutes of interaction among group members

These conversion standards are adopted and set by the Department of Social Work and approved by the Chair. Use of any other standards must be presented to the department and approved by the Chair.

Required Tasks/Activities

1. **Policy Analysis Paper: (worth 300 points)** Completion of this course requires students to complete a Policy Analysis Paper in three (3) parts, as instructed below:

Select a policy addressing a social issue or problem in American society; and complete the analysis on your selected policy using the Critical Theory Model for Policy Analysis presented in Segal, Social Welfare Policy and Social Programs, chapter 4, Box 4.3, page 97.

Your analysis paper must adhere to APA writing style. A minimum of five (5) scholarly (refereed) journals, texts, books, government documents, and online government resources must be used to support your work for each part of the paper. Each part of the policy analysis should have a minimum of seven (7) pages excluding cover page and reference page.

a. **Policy Analysis Part I: (Due September 20 - worth 100 points)**
Cover the following major elements under appropriate headings and subheadings:
1. Introduction
2. Social Problem
3. Goal
4. Power Struggle

b. **Policy Analysis Part II: (Due October 18 - worth 100 points)**
Cover the following major elements under appropriate headings and subheadings:
5. Public Reaction
6. Policies, Public Laws, or Administrative Rules
7. Implementation of Social Welfare Programs
8. Actual Impact

c. **Policy Analysis Part III: (Due November 15 – worth 100 points)**
Cover the following major elements under appropriate headings and subheadings:
9. Legislative Intended Impact
10. Public Expectations
11. Affected Populations
12. Conclusion

2. **Mid-term Exam: (October 11 - worth 100 points):** The mid-term exam will include all assigned readings covered.

3. **Discussion Board: (4 worth 50 points each)** Discussion questions will be posted in Blackboard on the Discussion Board throughout the semester. You are responsible to check the Discussion Board for discussion questions. Discussions will be open for three (3) days only. There will be a minimum of 4 discussion questions.

4. **Final Exam: (December 6 – worth 100 points)** - The final exam will include everything covered over the semester.

Evaluation Procedures:

<table>
<tr><td colspan="3">Performance Standards/Grading:</td></tr>
<tr><td>A</td><td>≥ 648</td><td>90%</td></tr>
<tr><td>B</td><td>576 – 647</td><td>80%</td></tr>
<tr><td>C</td><td>504 – 575</td><td>70%</td></tr>
<tr><td>D</td><td>432 – 503</td><td>60%</td></tr>
<tr><td>F</td><td>≤ 431</td><td>50%</td></tr>
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Assessments			Points
Policy Analysis Paper	**3 Parts**	**300**	
Part I		**100**	
Part 2		**100**	
Part 3		**100**	
MID-TERM EXAM		**100**	**100**
Discussion Board		**4@ 50**	**200**
FINAL EXAM		**100**	**100**
Total			**700**

COURSE ACTIVITIES

WEEKS	ASSIGNMENTS
Week 1 – August 23	**Class Meets August 23** Course outlines Introduction to Social Welfare Policy **160 minutes**
Week 2 – August 30 **DUE: Topic for Policy Analysis Paper**	**Class Meets** Assigned Readings: Segal: Chapter 1- Social Welfare Policy and Underlying Values Chapter 2- Historical Foundations of Social Welfare in America Chapter 3- Conceptual Foundation of Social Welfare Policy Chapter 4 – Analyzing and Researching Social Welfare Policies **330 minutes**
Week 3 - September 6	Assigned Readings: Segal: Chapter 14- Policy Practice and The Impact of Social Welfare Policy Trattner: Chapter 1: The Background Chapter 2: Colonial America Chapter 3: The Era of the American Revolution Chapter 4: The Trend Toward Indoor Relief **400 minutes**

Week 4 – September 13	**Class Meets** Assigned Readings: Trattner: Chapter 5: The Civil War and After Chapter 6: Child Welfare Chapter 8: The Settlement House Movement Chapter 10: Renaissance of Public Welfare Carlton-LeNay: Chapter 1- Victoria Earle Matthews: Residence and Reform Chapter 3- Birdye Henrietta Haynes: A Pioneer Settlement House Worker **160 minutes**
Week 5- September 20 **DUE: Part I of Policy Analysis Paper**	Assigned Readings: Segal: Chapter 5 - The Delivery of Social Welfare Services Trattner – Chapter 13: Depression and the New Deal Chapter 14: From World War to Great Society Carlton-LeNay: Chapter 4- Margaret Murray Washington: Organizer of Rural African American Women Recommended Readings: National Advisory Committee on Rural health and Human Services, (2008). *The 2008 Report to the Secretary: Rural Health and Human Services Issues.* pp. 18-23 and pp. 49-71. www.raconline.org/publications **600 minutes**
Week 6 – September 27	**Class Meets** Assigned Readings: Segal: Chapter 6 - Social Justice and Civil Rights Trattner: Chapter 15: A Transitional Era Chapter 16: War on the Welfare State **160 minutes**

Week 7 – October 4 **Mid-term Exam**	**Mid-term Exam will be online – No Class** **MID-TERM EXAM on everything covered for the class** Assigned Readings: Carlton-LeNay: Chapter 7 - Lawrence A. Oxley: Defining State Public Welfare Among African Americans Chapter 8- George Edmund Haynes and Elizabeth Ross Haynes: Empowerment Practice among African American Social Welfare Pioneers **120 minutes**
Week 8 - October 11	Assigned Readings: Segal: Chapter 7 – Poverty and Economic Inequality & Chapter 8 – Economics, Employment, Budget and Taxes Trattner: Chapter 16: Looking Forward or Backwards **200 minutes**
Week 9 – October 18 **DUE: Part II of Policy Analysis Paper by midnight**	**Class Meets** Assigned Reading: Trattner: Chapter 11: The Quest for Professionalization Chapter 12: Social Work and Welfare in the 1920s Carlton-LeNay: Chapter 2- African Americans and Social Work in Philadelphia, Pennsylvania 1900-1930 **460 minutes**
Week 10 – October 25	Assigned Reading Segal: Chapter 9 – Social Insurance Chapter 10 – Aging and Social Welfare Policy Chapter 11. - Children and Families **180 minutes**

Week 11 – November 1	**Class Meets** Assigned Readings: Carton-LeNay: Chapter 9 Janie Porter Barrett and the Virginia Industrial School for Colored Girls: Community Response to the Needs of African American Children Chapter 15 Historical Development of African American Child Welfare Services **160 minutes**
Week 12 – November 8	Assigned Reading Segal: Chapter 12 – Health Care Policy Trattner: Chapter 7: The Public Health Movement Chapter 8: The Mental Health Movement Recommended Reading: Mather, J., Lager, P.B. and Harris, N.J. (2007). The evolution of child welfare services. In *Child Welfare: Policies and Best Practices.* Belmont, CA: Thomson. **200 minutes**
Week 13 – November 15 **DUE: Part III Policy Analysis Paper**	**Class Meets** Assigned Readings Segal: Chapter 13 – United States Social Welfare Policies and International Comparisons Carlton-LeNay: Chapter 16 Traditional Helping Roles of Older American Women: The Concept of Self-Help Discussion of policy analysis **460 minutes**
Week 14 – November 22	**FALL BREAK – NO CLASS**
Week 15 – November 29	**Class Meets** **Course wrap-up and review**

	160 minutes
Week 16 – December 6	**Final Exam** **Final Examination on everything covered for the class** **Exam will close at midnight December 6.** **120 minutes**

References

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Guzman, T., Pirog, M. A., & Seefeldt, K. (2013). Social Policy: What Have We Learned. The Policy Studies Journal. 41(S1), S53-S70.

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