

Syllabus
SOWK 402 Social Welfare Policy
(3 credits)

COURSE DESCRIPTION

Building on SOWK 401 Social Welfare Theory, this course focuses on contemporary social policies, structures, and services; the role of policy in service delivery; and the role of practice in policy development. Students explore practical strategies for promoting social justice and human rights, and how those strategies are mediated by policy implementation at federal, state, and local levels. *Prerequisite: SOWK 401 Social Welfare Theory.*

REQUIRED TEXTS & RESOURCES

Gilbert, N. & Terrell, P. (2013). *Dimensions of social welfare policy*. (8th ed.). Boston, MA: Pearson Education. ISBN: 10: 0-205-09689-1

American Psychological Association (2010) *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: American Psychological Association, ISBN: 978-1-4338-0561-5.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Getting Started	Introduce Yourself Forum	Due Sunday
Week 1		
	Social Welfare Policy	
	Review PowerPoint	
	Reading: Chapter 1	
	Threaded Discussion: Social Welfare Policy	Due Week 1, Day 5
	Writing Assignment # 1	Due Week 1, Day 7
	Policy Analysis Paper: Continue Preparation	Due Week 1, Day 7
Week 2		
	The Modern Welfare State	

	Review PowerPoint	
	Reading: Chapter 2	

	Threaded Discussion: Modern Welfare State	Due Week 2, Day 5
	Writing Assignment # 2	Due Week 2, Day 7
	Policy Analysis Paper: Continue Preparation	
	Group Project: Continue Preparation	
Week 3		
	Social Welfare Policy Framework	
	Review PowerPoint	
	Reading: Chapter 3	
	Threaded Discussion: Social Welfare Policy Framework	Due Week 3, Day 5
	Writing Assignment # 3	Due Week 3, Day 7
	Policy Analysis Paper: Continue Preparation	
	Group Project: Continue Preparation	
Week 4		
	Social Allocations & Social Provisions	
	Review PowerPoints	
	Reading: Chapters 4, 5	
	Threaded Discussion: Social Allocations & Provisions	Due Week 4, Day 5
	Writing Assignment # 4	Due Week 4, Day 7
	Policy Analysis Paper: Continue Preparation	
	Group Project: Continue Preparation	
Week 5		
	Delivery System Design	
	Review PowerPoint	
	Reading: Chapter 6	
	Threaded Discussion: Delivery System Design	Due Week 5, Day 5
	Writing Assignment # 5	Due Week 5, Day 7
	Policy Analysis Paper: Continue Preparation	
	Group Project: Continue Preparation	
Week 6		
	The Mode of Finance	
	Review PowerPoints	
	Reading: Chapters 7, 8	
	Threaded Discussion: The Mode of Finance	Due Week 6, Day 5
	Group Project	Due Week 6, Day 7
	Policy Analysis Paper: Continue Preparation	
Week 7		
	Policy Dimensions	
	Review PowerPoint	
	Reading: Chapter 9	
	Threaded Discussion: Policy Dimensions – Pressures for Change	Due Week 7, Day 5
	Threaded Discussion: Policy Dimensions – Social Justice	Due Week 7, Day 5
	Final Policy Analysis Paper	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Introduce Yourself Forum	5
Threaded Discussions (8 @ 25pts)	200
Writing Assignments (4 @ 25pts)	100
Policy Analysis Paper (350)	350
Group Project (345)	345
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar.

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

Goal 1: The student will define Social Welfare Policy and its relevance to Social Work Practice.		Program Objective(s)
	Objective 1.1: Students will articulate the role of social workers in policy development and analysis.	SOWK 1.4 SOWK 2.8
	Objective 1.2: Students will explain the six fundamental social structures that shape helping and policy development in the USA.	SOWK 1.4, SOWK 2.8
Goal 2: The student will describe the major ideological paradigms that impact the framing of social problems and social welfare policy.		
	Objective 2.1: Students will describe the two major political perspectives on social welfare policy and how those perspectives shape social problems.	SOWK 1.4
	Objective 2.2: Students will identify a framework for social welfare policy analysis	SOWK 1.4
Goal 3: The student will identify and evaluate the role of social welfare policy in the design and delivery of services.		

	Objective 3.1: Students will compare and contrast the difference between privatization and commercialization in service delivery.	SOWK 1.4,
	Objective 3.2: Students will identify various strategies to promote service cohesion and accessibility.	SOWK 1.4, SOWK 2.8
Goal 4: Analyze a social policy.		
	Objective 4.1: Students will be able to articulate the policy's purpose, implementation, and likely outcomes (intended and Unintended).	SOWK 1.4, SOWK 1.5,
	Objective 4.2: Students will analyze the role of media in social problems and policy.	SOWK 1.4, SOWK 1.5

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of

absences. The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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