SWK 300: SOCIAL WELFARE POLICY AND ISSUES (27918)

TERM: Fall 2013
INSTRUCTOR: Kim-Anne Perkins, LCSW
OFFICE: Normal Hall Rm. 203 ph. 768-9428
OFFICE HOURS: Monday and Wednesday, 9-11:30, Thursday 11-1, or by appointment
E-MAIL: kimanne.perkins@umpi.edu

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University of Maine at Presque Isle
Statement of Commitment

As a member of the university, I pledge to
Pursue academic excellence,
Support open inquiry and civil expression,
Listen respectfully to the viewpoints of others,
Participate responsibly in the life of the community,
Conserve and enhance the beauty of the campus, and
Help members of the university realize their potential.

I. Course Description
Student will be introduced to methods assessment and analysis of social welfare policy. The interrelation of policy and society will be studied. The course reviews social welfare history, public policy development and how social work is organized by social welfare to respond to need.

II. Education Objectives
At the end of this course, students will be able to:
A. Distinguish, appraise and integrate multiple sources of knowledge pertaining to social welfare and social welfare policy (2.1.3)
B. Demonstrate effective oral and written communication (2.1.3)
C. Recognize and perform advocacy for human rights and social and economic justice(2.1.5)
D. Analyze, formulate and advocate for policies that advance social well-being (2.1.8)

III. Course and School Policies
A. In complying with the letter and spirit of applicable laws and pursuing its own goals of diversity, the University of Maine System shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status or gender expression, national origin, citizenship statuses, age, disability or veteran status in employment, education, and all other areas of the University system. The University provides reasonable accommodations to qualified individual with disabilities upon request.
B. The University will regard freedom from discrimination and discriminatory harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy. Retaliation against anyone who makes a complaint of discrimination or harassment or who is involved in a complaint process will not be tolerated. (http:www.maine.edu/system/policy_manual/policy_section401.php)

Questions and complaints about the discriminations in any area of the University should be directed to Barbara DeVaney, director of Affirmative Action and Equal Employment Opportunity, South Hall room 205, (207)768-9750. TTY is available on request. Inquiries or complaints about discrimination in employment or education may also be referred to the Maine Human Rights commission. Inquiries or complaints about discrimination employment may be referred to the U.S, Equal Employment Opportunity Commission.

C. Disability Services: Students with disabilities needing accommodations or assistance with coursework or testing should contact Mary Kate Barbosa, Director of Student Support Services, at 768-9613. Please note that students who identify as disabled must present current and complete documentation to receive accommodations.

D. Tutoring: Student Support Services offers tutoring to all students via experienced professional and peer tutors. If you are interested in receiving tutoring, please contact Student Support Services at 768-9614.

E. The University of Maine at Presque Isle campus generally does not close due to adverse weather conditions, therefore, school is presumed to be in session unless an announcement is made to the contrary. E2campus is a universal notification system that delivers time-sensitive messages within seconds or posting to mobile phones, PDAs e-mail inboxes and pagers of its subscribers no matter where they are geographically. The University is encouraging of all its students, faculty and staff to subscribe to the new system. Campus community members need to self-register for participation in this system.

F. Specific Classroom Expectations:

1. ATTENDANCE: Regular attendance and time management are the responsibility of the student. A key part of this class is the work done during the class period. Lack of the attendance and chronic tardiness will impact the final grade and even the ability to finish the class.

There are no repercussions for up to 2 class absences. Three absences from class will result in a 1/2 step deduction in the overall grade from the class. Four absences will result in another 1/2 reduction. If a student has 5 absences from the class, an additional 1/2 step deduction will occur in the course overall grade. More than 5 absences will result in the student being directed to withdraw from the class.

Tardiness is defined as coming into the class after the instructor has begun to present information. Three incidences of tardiness will result in the equivalent of one absence. If the student has some concern about this policy, it is the student's responsibility to address these concerns with the instructor.
To summarize the attendance expectations:
  3 absences = 1/2 step deduction in the overall grade (B to B-)
  4 absences = Total of 1 step deduction in the overall grade (B to C)
  5 absences = Total of 1 1/2 steps deduction from overall grade (B to C-)
More than 5 absences will result in the student being directed to withdraw from class.

2. MINIMUM GRADE: Any student majoring in social Work must obtain a minimum of “C” in this class in order to graduate from the BSW program. If the student does not earn at least a C, he/she can take the course again.

3. STUDENT CONDUCT: I believe that most matters related to the course and assignments can be resolved in the appropriate discussion forums. However, all students are welcome to stop by my office regarding questions, problems, or issues of a personal nature.

  • Social work is a profession and an aspect of social work education is developing professional behavior. This begins in the classroom with how students conduct themselves and relate to classmates and the instructor. Students should expect to be shown respect, whether by other classmates, the instructor, or guest speakers. In turn, it is expected of each student. Expressing opposing opinions and views is encouraged. Student will participate in a manner will allows all individual to express their views without fear of verbal or nonverbal repercussions.
  • Technology manners: Students are expected to shut down and disengage from all forms of technology and engage with the class. Texting during class, answering cell phones during class, cell phone photos or videos in class is disrespectful and will not be permitted. If any form of technology is necessary for the student to participate in the class, documentation must be presented from Student Support Services. Putting a cell phone on vibrate for family emergencies then leaving the room to take the call is fine...just notify the instructor if this might occur.

IV. Teaching Methods and Philosophy
The primary philosophy employed throughout this course will be:
“Your choices, your responsibility”
The educational philosophy of this course is based on the belief that everyone has something to offer. Every member of the class has a base of formal and informal education, which contributes to their current knowledge base. This course will utilize a variety of teaching/learning methods including lecture, large and small group discussion, news and TV media, periodicals, presentations, and one text.
The instructor is not perceived as the 'giver' or 'imparter' of knowledge to an uninformed and fully receptive group of students. The instructor is responsible for establishing, nurturing, and monitoring the learning environment while the learner/participant is responsible for taking initiative and expanding his/her areas of knowledge, attitude and skill development. This class assumes a teaching/learning partnership that is mutual and a challenging, creative and dynamic environment. Therefore, the instructor will take the role of facilitator of learning.

This class is designed with a focus on experiential learning to assist students in the application of policy practice and advocacy skills. Using a general systems framework, the interactive nature of exchange is recognized in the class room environment as an important component of learning.

V. Required Text and materials

VI. Evaluation

Descriptions of the activities and expectations of all the class assignments can be found on assignment sheets.

- Governance group Paper written individually 50%
  Group Presentation (P/F)
  Presentation (50%) 10%

- Vocabulary quizzes and Chapter quizzes 10%

- Policy Analysis Paper Part I (20%)
  Part II (20%)
  Part III (20%)
  Part IV (20%) 80%

Attendance and participation also figure into the final grade 100%

VII. Assignments

WEEK 1 03 September 05 September
  Review of Syllabus
  FILM: Legacies of Change: CSWE/NASW Foundation
  READ: chapters 1 & 2
  Governance Group Assignments

WEEK 2 10 September 12 September
  RESEARCH PAPER mini conferences
  Small group meeting: 20 m
  Read: chapter 3
  RESEARCH PAPER mini conferences
  READ: chapter 4
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<td>Aging</td>
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VIII.  Bibliography


