

SWK 355: Social Welfare Policies and Services

Credit hours: 4 Assigned classroom is Brookens 476.

Spring 2022

Course Section A,

Meetings to be held sometimes in the classroom with an option to use Zoom, sometimes just online with Zoom, and one week we will meet only in discussion boards. Meetings (when we have them with Zoom) occur on Wednesdays from 2:00 p.m. until 5:30 p.m. (more likely, meetings will run from 2:00 to 3:30 or 4:00, and you will use 90 minutes to two hours to post in the discussion board).

ZOOM SESSION LINK: <https://uis.zoom.us/j/87340375288?pwd=ZHIzRzdleHplcVYyLzJQRDZxWWo4Zzo9>

Or, if you have a bad connection, please call in and participate with just audio: Dial by your location

+1 312 626 6799 US (Chicago) or call this number: 1 888 799 9666

Meeting ID: 873 4037 5288 Password: 355

COVID-19 Pandemic Schedule:

This semester the class meets at 6:00 on Wednesday evenings with Zoom meetings or in our classroom (BRK-476). There are some weeks where we only meet on Zoom, without meeting in the classroom (January 20, and maybe April 27 and May 4—we'll decide in March about that), and two weeks where we only meet on the discussion board (January 26 and March 23).

Instructor: Eric Hadley-Ives

Office: Brookens 314

Office Hours: I will probably not be on campus much this semester, but I will try to be available with social media. Thursday afternoons and evenings will be such a time. Often, I will be available late in the morning and around lunch time Mondays through Fridays.

Phone: 217-206-8207

Email: hadleyiv@uis.edu. My e-mail response times vary. Be persistent. You could use ejhadley_1999@yahoo.com to get your e-mails to me quickly.

Social Media: Facebook you can message me as “Eric Joseph Orsay Hadley-Ives” (not “Eric Hadley-Ives”) I usually respond to Messenger (Facebook) much faster than e-mail.

Social Media may be a more convenient way for you to reach me:

LINE:



WeChat:



WhatsApp



GroupME



Course Description

Over the past 30 years, economics and political ideology, rather than social need, have driven significant change in the social work profession. If social workers are to reclaim their voice in national policy debates, we must become sophisticated thinkers able to carry the historic legacy of the profession into the public arena. According to the UIS Social Work Program Standards, Social Work 355 introduces students to the social policy arena, and basic social welfare policy and client advocacy. Students are “exposed to issues of diversity and social justice as they relate to policy and services.”

This course will examine the reasons social policy and social services have developed as they have and the implications this historical development has had for clients, social workers, and the larger society. This course will examine social policy and the human services from the perspective of the poor, the discriminated against and the oppressed. An emphasis will be placed on understanding the values of the profession, developing critical thinking skills, and engaging in civil discourse in the classroom setting to help future social workers learn to effectively engage in policy debates on local, regional and national levels.

Course Objectives

The Council on Social Work Education (CSWE) requires accredited social work programs to provide a curriculum that demonstrates “the integration and application of the [core] competencies in practice with individuals, families, groups, organizations, and communities” (Council for Social Work Education [CSWE], 2010). The Social Work Program has integrated these core competencies into its program objectives, and therefore, we can say that students who complete a BSW at the University of Illinois in Springfield will be able to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individual, families, groups, organizations, and communities
7. Assess individual, families, groups, organizations, and communities
8. Intervene with individual, families, groups, organizations, and communities
9. Evaluate individual, families, groups, organizations, and communities

Upon completion of this particular course, students will have addressed all nine of the Program Objectives, but in particular, three of those objectives are given the most attention in this course; this course especially aims at helping students develop their abilities to:

- *Advance human rights and social and economic justice.*
- *Engage in policy practice to advance social and economic well-being and to deliver effective social work services.*
- *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.*

Learning Outcomes

Based on the program objectives listed above, the Social Work Program at UIS at has developed the following objectives for courses across the curriculum. Individual courses provide specific aspects of practice that will help you develop the ability to:

1. Advocate for client access to the services of social work. (1a)
2. Analyze, formulate, and advocate for policies that advance social well-being. (8a)
3. Collaborate with colleagues and clients for effective policy action. (8b)
4. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. (3a)
5. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (3c)
6. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (4a)
7. Understand the forms and mechanisms of oppression and discrimination. (5a)
8. Advocate for human rights and social and economic justice. (5b)
9. Engage in practices that advance social and economic justice. (5c)
10. Use research evidence to inform practice. (6b)
11. Critique and apply knowledge to understand person and environment. (7b)
12. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. (9a)
13. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (9b)
14. Initiate actions to achieve organizational goals. (10ca)
15. Implement prevention interventions that enhance client capacities. (10cb)
16. Advocate for policy to benefit clients. (10cd)

Practice Behaviors

Class assignments are designed to assess your ability to engage in professional behaviors. The following practice behaviors are evaluated in SWK 355.

Course	Practice Behavior	Assignment
355 (Policy)	Advocate for human rights and social and economic justice (2.1.5b).	Policy Papers #1 & #3
	Analyze, formulate, and advocate for policies that advance social well-being (2.1.8a)	Policy Papers #1 & #3 and Reaction Essays #1 & #2
	Collaborate with colleagues and clients for effective policy action (2.1.8b)	Engagement Activities

Required Text(s)

We use *Economix: How Our Economy Works: In words and pictures* by Michael Goodwin

We also read *\$2.00 a Day: Living on Almost Nothing in America* by Kathryn J. Edin and H. Luke Shaefer.

Rather than using a textbook, you will be assigned to read articles and reports you can find online. In some cases, you will be given a topic to explore, and get multiple options for what you read to explore that topic. In other cases, you will be asked to look for examples of particular sorts of papers and report back to the class what you find. Some weeks we will use YouTube videos of talks and lectures. Each week I will supply you with a guide showing my expectations of how I think you ought to use your time for that week.

Internet links: Students are encouraged to stay current by checking links to

Web page with current links to articles related to this class: http://www.historylines.net/UIS/UofI_box/UIS_Courses/classes/SWK355/material/Current_Events_Social_Work_Policy_Services.html

Sites recommended with links from http://www.historylines.net/UIS/UofI_box/UIS_Courses/classes/SWK355/SWK355_Session_4_Spring2022.html

Sites recommended with links from http://www.historylines.net/UIS/UofI_box/UIS_Courses/classes/LIS_general/Ideology_Reading_Sources.html

Sites recommended with links from http://www.historylines.net/pages/community_organizing.html

Podcasts for social workers: http://www.historylines.net/UIS/UofI_box/UIS_Courses/classes/Social_Work/Podcasts.html

See also these sources:

- Spotlight on Poverty
- The Hill
- Washington Post Wonkbook
- The Brookings Institution
- The Urban Institute
- The American Enterprise Institute
- The Heritage Foundation
- The Pew Research Center
- The New America Foundation

Expectations and Teaching Philosophy

Gather sufficient points to demonstrate you have met objectives in this class and demonstrate your proficiency and skills through tests, assignments, and classroom discussion.

You may earn up to 8 points for writing self-assessments (two of them) around the eighth session of the class and again in the final session.

You may earn up to 15 points through your performance on five short quizzes.

You may earn up to 25 points through your final exam.

You may earn up to 30 points through policy writing assignments (three of them).

You may earn up to 12 points through personal reaction essays (two of them).

You may earn up to 10 points through community engagement (volunteering for a candidate's campaign for election or lobbying for a specific social welfare policy, or doing policy service on your own; attendance at NASW Advocacy Day in Spring semesters, or attending certain UIS campus or Springfield community events may also win you some of these engagement points.

You may earn up to 20 points from the quality of your performance at the class mock hearings.

You may earn up to 10 points for attendance, classroom engagement, participation, and the judgment of your instructor (who may add one or two points to help some students over the threshold to a higher grade if they are close and had a positive attitude in class and participated well in class activities and discussions).

You may earn up to 4 participation points based on your score on the pre-test, which is only available in the first week of classes.

There are 134 points possible, but the test is difficult, and I'm a "hard grader" on papers, and the engagement points are all considered "extra credit" so that in actual fact, I would only expect a good student to end the semester with 100-105 points. If you score over 105, great for you; you have exceeded my expectations. Scoring over 60 points is "passing" the course with at least a D. Earning 92 points is sufficient to earn a "B" as a good student. Anything over 110 is certainly an "A". Historically, about 50% of students in this class have earned "A" grades, and 15% have earned "A-" grades. Another 25% have earned B+, B, or B- grades. Only 10% receive "F" or "D" or "C" type grades.

Attendance

You are expected to attend all classes. You should be on Zoom in our virtual classroom at the appointed class time. You are expected to stay for the entire class. Tardiness, missing classes or leaving class early will cause you to fall behind and lose points. Failure to attend class regularly will be reflected in your final grade. It is your responsibility to get any information you miss through classmates, not the instructor. As this class is online, and mostly depends on your participation in the online discussion boards, the Zoom sessions will typically not last for the full 3.5 hours; we are likely to meet for about 90 minutes, leaving you with a couple hours to post in the Canvas Discussion Boards.

Participation

For the ten times that we meet with Zoom, you must attend. Mainly, participation in this class is determined by how you post in the discussion boards on Canvas. During the ten weeks when we meet online with Zoom, you ought to devote ninety minutes to two hours for the discussion board (reading what others have posted and crafting your own responses to the prompts and replies to classmates). In the six weeks when we have no official Zoom meeting, you ought to devote three to three-and-a-half hours on the discussion board. In two hours I would expect a typical student to respond to four or five prompts, and make five to ten responses to classmates or the instructor (9-15 posts). In weeks when the discussion board is all the participation for the class, I'd expect about 12-20 posts, including responses to all the prompts I provide, or almost all the prompts. Please don't post more than 30 posts in a session.

In addition to attending class, you are expected to interact with your classmates and the instructor in meaningful discussions of the assigned readings and any additional materials presented in the classroom. If you decide not to participate, you will lose 10 points or one letter grade for the course. Please contribute to the conversation without monopolizing the discussion. Be sensitive to the needs of others. Some material may be controversial. Tolerance, open-mindedness, and a spirit of inquiry rather than confrontation are essential. You will be expected to abide by the guidelines on civil discourse provided in our course materials.

Electronic Devices: During tests and quizzes you are welcome to use the internet, your notes, books, and anything else. I've created tests that are long, and these are time-limited. My idea is that you will not have time to look up many of the answers, and if you go over the time limit, you will lose points.

Canvas: I offer a Canvas (online) dimension for this course. Each session has a page reminding you of what you must read and do, and also most sessions have links to interesting materials, web pages, lecture notes, study guides, and that sort of thing. Direct your web browser (Chrome, Firefox, Safari, etc.) to go.uis.edu/canvas (learn more about Canvas at <https://www.uis.edu/online/resources-and-technology/canvas-for-students/>) and log-in using your UIS e-mail user ID and then the same UIS password you use for your e-mail. This ought to bring you to a list of your courses, where you will find a link to SWK-355.

UIS Academic Integrity Policy

I support the UIS policy on Academic Integrity, which states, in part: “Academic integrity is at the heart of the university’s commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity, so that undergraduate and graduate students can internalize those standards and carry them forward in their personal and professional lives. Living a life with integrity prepares students to assume leadership roles in their communities as well as in their chosen profession. Alumni can be proud of their education and the larger society will benefit from the University’s contribution to the development of ethical leaders. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members.”

Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost.

You are responsible for understanding and complying with the UIS Academic Integrity Policy available at <http://www.uis.edu/academicintegrity>.

Academic Accommodations

If you are a student with a documented temporary or ongoing disability in need of academic accommodations, please contact the Office of Disability Services at 217-206-6666.

Disabilities may include, but are not limited to: Psychological, Health, Learning, Sensory, Mobility, ADHD, TBI and Asperger’s syndrome. In some cases, accommodations are also available for shorter term disabling conditions such as severe medical situations. Accommodations are based upon underlying medical and cognitive conditions and may include, but are not limited to: extended time for tests and quizzes, distraction free environment for tests and quizzes, a note taker, interpreter and FM devices.

Students who have made a request for an academic accommodation that has been reviewed and approved by the ODS will receive an accommodation letter which should be provided by the student to the instructor as soon as possible, preferably the first week of class.

For assistance in seeking academic accommodations please contact the UIS Office of Disability Services (ODS) in the Human Resources Building, Room 80, phone number 217-206-6666.

Incident Weather

If there are any problems with the weather, just participate using Zoom.

Course Requirements

Read the required material and some of the recommended material.

Come to class each week prepared with what I’ve asked you to prepare.

Do the assignments.

Methods of Evaluation

Policy Papers - each paper overviews topics of interest to the student. The papers should identify a policy and include two references from the professional literature. *The first paper* is written for a policy-maker audience; *the second* is descriptive

and written for a general audience; *the third* is to be an editorial.

Reflection Papers - each paper represents about an hour of your time writing about a social welfare policy issue or topic of interest related to content in this course or course objectives. There are two of these.

Self-Assessments - Write about yourself and your learning in this course. Reflect on what you care about, and what is important to you. Discuss your effort on the class, and write about what you want to do with the skills and knowledge you are gaining this semester.

Quizzes – surprising little quizzes with 12 or fewer questions, sometimes as few as three questions, given throughout the semester.

Mock Hearing – In April or May you have an opportunity to present yourself in a role-play as an “expert” who will testify before a subcommittee of the Illinois House or Senate, or the US Senate or House. When you are not playing as an expert, you will serve as a senator or representative in the Illinois General Assembly or US Congress to ask questions of persons who are testifying.

Final Exam – It covers facts. It’s long. You will see it in the first session of class, so you will know what you are up against. The Final Exam is graded with only three possible scores: 0 or 15 or 25. If you score above the expected threshold, you will get full credit. If you score slightly below the expected threshold, you will earn 15 points. If you score more than slightly below the expected threshold, you will earn nothing. You may retake the final exam up to May 13th (last day it will be available). A revised version of the final exam incorporating changes in policies and statistics should be available by mid-Semester (mid-March), and you may take it as often as you need to in order to score above the threshold to get full credit.

Community Engagement – You may earn up to ten extra-credit points in this class for attending lectures, films, conferences, demonstrations, workshops, and other events related to social welfare policies or services. You may also earn points through involvement in policy or services as a volunteer. These are all optional, and no one is expected to earn any points this way, but if you need some more points to help your grade, this is available. The professor will share events and opportunities that could help you earn points, and any reasonable suggestion for why something you attended or did might deserve community engagement points will be sympathetically received.

Participation – Mostly determined by your attendance and your participation in Canvas’s discussion boards. Participation in discussion boards is evaluated on an ordinal scale: no participation, minimal participation, inadequate participation, good participation, extraordinary or excessive participation. Scoring at the level of “good participation” throughout the semester is consistent with earning the number of participation points you would want if you aimed to earn an “A” or “A-“ in the course. 10 points possible for discussion boards and Zoom meeting participation, and up to 4 points possible for your scores on the final exam pre-test.

Grading

Policy Papers (3)	30	points (10 each)
Reflection papers (2)	12	(6 each)
Quizzes (5)	15	(3 each)
Self-evaluations	8	(3 for midterm and 5 for final)
Mock Hearing	20	
Community Engagement (<i>not expected, optional</i>)	10	
Final Exam	25	
<u>Class participation</u>	<u>14</u>	
Total	134	points

Grading Scale: 110+ = A; 109-105 = A-; 100-104 = B+; 92-99 = B; 84-91 = B-; 78-83 = C+; 72-77 = C; 68-71 = C-; 60-67 = D+; 52-59 = D; 45-51 = D-; <45 = F.

Targets for earning an "A"

Policy Papers (3)	24	points (Earn three 8 scores)
Reflection papers (2)	12	(6 each)
Quizzes (5)	11	(Earn 2.5 on two and 2 on three)
Self-evaluations	8	(3 for midterm and 5 for final)
Mock Hearing	18	(do a good job on this)
Community Engagement (<i>not expected, optional</i>)	0	
Final Exam	25	(score over 100 points out of 130+ possible)
<u>Class participation</u>	<u>12</u>	(not a perfect 14, but generally good)
Total	111	points (that's an "A" grade)

Course Calendar

Week	Topic	Assignment
1	Introduction to the class. Take pre-test	Read Goodwin. Pages 8-129
2	Economics. Political Ideologies.	Read Goodwin. Pages 130-291
3	Economics II. Rhetoric around policy.	Read Edin & Shaefer, pp. xi-xxiv, 1-91
4	Extreme Poverty. Poverty.	Read Edin & Shaefer, pp. 93-174
5	Anti-Poverty Programs. Employment.	Submit first reflection paper essay
6	Taxes. Social Security. Health Care. SSI	Submit first policy paper.
7	Nutritional Assistance. Inequality. Old Age and Aging Policies. Housing.	
8	Mental Illness Care. Prisons. Health Care. Addiction Services. Budgets.	Submit first self-evaluation
9	Prisons, Violence, Justice, Police	Submit second policy paper
10	Race, Inclusion, Civil Rights, Immigration, Racism.	Submit second reflection paper essay
11	Child Protection and Child Welfare	Practice run in-class mock hearing
12	Policy Practice. Homelessness.	
13	Refugees. SDGs. Human Rights.	Submit third policy paper
14	Human Rights. Test and Hearing prep.	
15	Mock Hearing	
16	No class; finals week	Submit final self evaluation

Finals Week May 6 - 11, no class.

Class meetings this semester:

- Meeting 1. January 19* Week 1 follows January 19 and ends on January 25 when we begin our second class
The first class is online, we will meet online (Zoom, Canvas Discussion Boards), and not on campus.
- Meeting 2. January 26 Week 2 follows. **Just on Canvas with discussion boards**
- Meeting 3. February 2 Week 3 follows. Brookens 476 classroom and/or Zoom
- Meeting 4. February 9 Week 4 follows. Brookens 476 classroom and/or Zoom
- Meeting 5. February 16 Week 5 follows. Brookens 476 classroom and/or Zoom
- Meeting 6. February 23 Week 6 follows. Brookens 476 classroom and/or Zoom
- Meeting 7. March 2 Week 7 follows. Brookens 476 classroom and/or Zoom
- Meeting 8. March 9 Week 8 follows. Brookens 476 classroom and/or Zoom
- Meeting 9. March 23 Week 9 follows. **Just on Canvas with discussion boards**
- Meeting 10. March 30 Week 10 follows. Brookens 476 classroom and/or Zoom
- Meeting 11. April 6 Week 11 follows. Brookens 476 classroom and/or Zoom
- Meeting 12. April 13 Week 12 follows. Brookens 476 classroom and/or Zoom
- Meeting 13. April 20 Week 13 follows. Brookens 476 classroom and/or Zoom
- Meeting 14. April 27 Week 14 follows. *Maybe just on Zoom, or possibly also classroom*
- Meeting 15. May 4 Week 15 follows. *Maybe just on Zoom, or possibly also classroom*
- Finals Week. May 9-13 No meetings or discussion boards used after May 8th

Detailed session schedule descriptions:

Please consult the “session guides” available online. Session guides have the URLs like these:

https://www.historylines.net/UIS/UofI_box/UIS_Courses/classes/SWK355/SWK355_Session_1_Spring2022.html

https://www.historylines.net/UIS/UofI_box/UIS_Courses/classes/SWK355/SWK355_Session_2_Spring2022.html

And so forth, up to:

https://www.historylines.net/UIS/UofI_box/UIS_Courses/classes/SWK355/SWK355_Session_15_Spring2022.html

If you get a security warning, do not worry about it. There are no scams or viruses or anything you will get from visiting my website (<https://www.historylines.net>)

There are links to the session guides in the Canvas section for this class.