FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Graduate Programs

Department Phyllis & Harvey Sandler School of Social Work

College College of Social Work & Criminal Justice

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	SOW 6235	***Current* Course Title** Social Welfare History & Policy

*Syllabus must be attached for **ANY** changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: **To:**

Change grading

From: **To:**

*Review Provost Memorandum

Change description to:

Include AS-L designation (see AS-L certification letter) and add AS-L assignment option to complete 10 service hours (see attached syllabus).

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes: Spring 2021

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone **LeaAnne DeRigne, lderigne@fau.edu**

Approved by		***Date***
Department Chair		9/24/2021
College Curriculum Chair	10/6/21	
College Dean	Naelys Luna Digitally signed by Naelys Luna Date: 2021.10.08 09:55:54 -04'00'	
UGPC Chair		Nov 12, 2021
UGC Chair		Nov 12, 2021
Graduate College Dean	Paul R. Peluso (Nov 12, 2021 19:15 EST) / Robert Stackman Jr (Nov 12, 2021 23:03 EST)	Nov 12, 2021
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

Academic Service Learning
Course Designation

This is to certify that the attached syllabus meets the University Requirements to qualify the course as Academic Service Learning.

Community Engagement College Liaison — 9/22/21 Date

Aaron Hackman
Weppner Center for LEAD & Service-Learning — 9/21/21 Date

Master Syllabi for SOW 6235

PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW 6235 Section____ CRN _____ (3 Credit Hours)
Social Welfare History and Policy

Semester: Fall/Spring/Summer A/B/C

Start/End Date: Months/Year
Instructor:
Phone:
Email:
Canvas: http://canvas.fau.edu
(Add TA Contact info, if applicable)

Classroom: (note if it is an online/eLearning course, hybrid)
Class Times:
Office Hours:
Office Location:
Web: www.fau.edu/ssw

MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

In this course students develop knowledge and competencies on how social service policies and programs are designed to address specific social problems in the United States. Students examine and critically analyze historical and current state and federal social welfare policies and programs. SOW 6235: Social Welfare History and Policy is a required course in the MSW program. The historical precedents or our current American values and philosophies will be identified to more fully understand the dilemmas facing the social work profession and its providers of service. The social problem-social policy framework will be applied to specific problem areas including anti-poverty programs, child welfare services, health and mental health services, rehabilitative services, elderly, and housing. There will be an emphasis on developing an awareness of and ability to critique and promote social policies in terms of their sensitivity to cultural diversity and populations at risk. By examining historical and contemporary perspectives and concepts, the course prepares students to describe and analyze social welfare policies and services.

Relevance to Educational Program

Social Welfare History and Policy is a foundation course in the MSW social work curriculum, providing students with knowledge, skills, and values to understand the history of social welfare policy as well as current efforts focused on changing policies.

11. Evaluate policy practice by assessing the intended and unintended consequences of policy interventions.
12. Examine the ways in which major US social welfare policies help, and hurt, people's ability to achieve and maintain optimal health and well-being throughout the life span particularly how policies affect marginalized, oppressed, and otherwise disadvantaged populations.
13. Describe trends in public spending for social welfare and how such spending varies within the US.
14. Summarize the core elements of our tax system and how each social welfare program is funded.
15. Identify and build foundation level policy practice skills that social workers use to influence social welfare policy development, implementation, and change.
16. Recommend alternative social welfare policies and programs for the US drawing upon the policy experiences of other states and countries.

Teaching Methodologies:

The course objectives will be accomplished through the instructor's provision of a stimulating schedule of readings, lectures, audiovisual presentation, online discussion, role-play, written assignments, small-group exercises, and face-to-face discourse. The course will foster the student's ability to integrate and apply information from a variety of sources, a critical task in social work practice. The flow and benefit of the class experience will depend on how well each student maintains the assignments as outlined below. At all times, the instructor will endeavor to create a safe and respectful environment in the classroom, encouraging students to explore their thoughts, values, and feelings as they develop their professional selves. The instructor will employ an organic approach to the teaching of this course, emphasizing an experiential understanding of the course content. Students must come to class prepared to discuss assigned course readings as students are called on randomly to discuss various points in the textbook readings and newspapers articles. Each lecture will cover a particular period of American social welfare history and a social welfare program will be analyzed. We will also cover current policy topics that are being covered in the media and popular press. Instructor will provide supplemental reading materials on current topics and students will also be expected to read the newspaper to identify current policy topics.

Academic Service-Learning Statement:

This course is designated as an **"academic service-learning"** course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours will post to your transcript with submission of hours to

- Nonverbal attending during class (taking notes, providing appropriate eye contact)
- Willing and active participation in exercises
- Initiating discussion and sharing information from readings
- One-to-one dialogue with instructor, outside of class (as needed)
- Written dialogue (email or paper)
- Timely submission of assignments

When considering the quantity and quality of participation, please consider the following points:

- An appropriate level of participation from each student is related to the number of students in the class, the format of the class (e.g., lecture versus workshop), and the desirability of conciseness;
- Respect the rights of others in the class, including privacy and safety (physical and emotional);
- Good questions can include admitting one's ignorance about a subject (if one person is feeling self-conscious about asking a question that may be seen as "stupid", there are probably several others in the class who want to know the same thing);
- Students do not need to agree with statements made by the instructor or other students. Students are encouraged to think for themselves, ask challenging questions (in a respectful manner), and arrive at their own understandings;
- Questions/comments which are not relevant to the class or which are stated clearly in the materials can detract from the class and consume valuable time (e.g., before asking, "Is that single-spaced or double-spaced?" and "When is the assignment due?", please check to see if these types of questions are covered in the Course Syllabus).
- Students should abide by the NASW Code of Ethics in class, as well as during interactions with the instructor and other students outside of class. This includes respect for the dignity and self-worth of all individuals, regardless of ethnicity, culture, nationality, race, religion, sexual orientation, gender, disability, political belief, or other aspects of diversity.

If a student is away due to illness or other reason, it is that student's responsibility to obtain notes, handout material, *et cetera* from another student. If you have concerns about the class, or recommendations for it, please make these suggestions early so that they can be addressed and incorporated as early as possible. Enthusiasm and humor also contribute to the class. ☺ [PB 3c] **Worth 15 points. Due: End of Semester**

2) Policy Research Assignment-This assignment will acquaint students with policy research resources in the library and on-line. Instructor will go over this assignment in detail during class.
[PBs 3a, 3c, 6b] **Worth 35 points.**

Social Policy Project

Participation in the trip to Tallahassee for NASW LEAD meets the requirements for Academic Service Learning. A total of 15 hours will be earned through legislative advocacy trainings, advocacy workshops with other students from Florida universities, meetings with Florida state legislators, and visits to community agencies that are engaged in social policy activities in Tallahassee. LEAD is a two-day trip to the Florida State Capitol during which students learn advocacy skills and advocate on behalf of social work and social policy related topics and bills. The event is planned by the Florida chapter of NASW and the logistics of the trip are planned by students and faculty at FAU.

For students not attending NASW's LEAD in Tallahassee you have several options for completing this project. The first option is to find and attend a local City Council meeting and to schedule a meeting with a local city council person to discuss your social policy issue. The second option is to put together a 30-minute Power Point presentation on the topic of your policy brief. Students will describe the social problem that the legislative proposal is addressing (both a statistical and emotional appeal that this is in fact a social problem), describe the legislation itself including what the policy will do and its current status, and then what your recommendations are for action on this issue. A more complete outline will be given out in class.

Finally, all students (both those attending LEAD and those doing local projects) will present a brief presentation (5-10 minutes per group) in the second to final class session on their social policy advocacy project telling the class about who you met with and how the conversation went.
Entire project is worth 75 points

8) Examination #1- The examinations will cover the content of the lectures, class discussions, and assigned readings (textbook mainly) for the first half of the semester preceding the examination. The examinations will consist of objective multiple-choice and true-false questions. **Worth 50 points.**

9) Examination #2- The examinations will cover content of the lectures, class discussions, and assigned readings (textbook mainly) for the half of the semester preceding each examination. The examinations will consist of objective multiple-choice and true-false questions. **Worth 50 points.**

GRADING SCALE

The grading scale for this course is as follows:

94-100=A	80-83= B-	67-69= D+
90-93= A-	77-79= C+	64-66= D
87-89= B+	74-76= C	60-63= D-
84-86= B	70-73= C-	0-59= F

2. **Respect**: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
   Listen while others are speaking.
   Give feedback to peers in a constructive manner.
   Approach conflict with peers or instructors in a cooperative manner.
   Use positive and nonjudgmental language.

3. **Confidentiality**: Treat any personal information that you hear about a peer or an instructor as strictly confidential.
   Maintain any information shared in class, dyads or smaller groups within that unit.
   Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they many consult with their instructor to receive a referral for counseling.)
   Never use names of clients or disclose other identifying information in the classroom.

4. **Competence**: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
   Come to class with books, handouts, syllabus, and pens
   Seek out appropriate support when having difficulties to ensure success in completing course requirements.
   Take responsibility for the quality of completed tests and assignment.
   Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. **Integrity**: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
   Academic: Commit yourself to learning the rules of citing other's work properly.
   Do your own work and take credit only for your own work.
   Acknowledge areas where improvement is needed.
   Accept and benefit from constructive feedback

   Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Diversity**: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
   Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.

For additional university-wide policies and regulations see the FAU Catalog. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

Policy on makeup tests, late work, and incompletes

Incomplete Grades: A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete – this requires a signed contract with the instructor, indicating which assignments need to be completed and within what timeframe. Please refer to the Graduate Catalogue for complete information on this matter.

Late Assignments
If a student turns an assignment into me late a deduction of 10% each day will incur. There are no make-up exams or late exams allowed. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical, and theatrical performances, and debate activities.

Safe Assign

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to SafeAssign for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers.

Class Attendance and Participation

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade.

As per FAU policy, if you are not present for the first day of class, you will need to withdraw from the course through the Registrar's Office or you may be administratively withdrawn (http://www.fau.edu/academic/registrar/FAUcatalog/academics.php). If you are unable to attend the first class of this course, you will not be allowed to add the course after the first class has taken place.

	Go over Policy Research Worksheet Assignment Chapter 2: Analyzing Social Policy Newspapers/current policies-discuss articles	Read Chapter 2: Analyzing, Implementing, and Evaluating Social Welfar Policy Bring newspaper articles to class
Week 4	LEAD-Tallahassee-	
Week 5	Debrief LEAD-How did it go? Politics and the History of Social Welfare Policy Newspapers/current policies-discuss articles	Read Chapter 3: Politics and the History of Social Welfare Policy **Due Policy Research Assignment** Bring newspaper articles to class
Week 6	Poverty: Definitions and Measures Gender & Poverty Aging & Poverty Go over Policy Brief Assignment Newspapers/current policies-discuss articles	Read Chapter 4: Ending Poverty: Is It an Issue Anymore **Due: Newspaper Packet**
Week 7	Preventing Poverty: Social Insurance Programs Aging & Retirement Income Newspapers/current policies-Discuss articles Review for Mid-Term	Read Chapter 5:Preventing Poverty: Social Insurance and Personal Responsibility Bring newspaper articles to class **Policy Brief due**

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Online Etiquette (Netiquette)

Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using discussion boards, email, or other online technologies; however, remember you are adult students and professionals—your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

Social Media Policy

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership

University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed

Please advise the instructor at the beginning of the term if you require accommodations for *religious holidays*.

CODE OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER

additional information on student rights and responsibilities, please see the FAU Catalog at Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau,edu/counseling/

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at http://www.fau.edu/registrar/universitycatalog/welcome.php and MSW policies at http://cdsi.fau.edu/ssw/current-students/MSW

The instructor reserves the right to adjust this syllabus as necessary.

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