



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: SOWK 303 Soc Pol & Services Analysis

Course CRN # and Section: CRN 20212, Section 01

Semester Taught (including year): Spring

Professor: Dr. Ida Mills

Credit Hours: 3

Office Location: Marsh Hall, A210

Prerequisites: SOWK 161

Office Hours: MWF: 11-12 TR 2-3:30

Course Time (if applicable): MWF 10:00-10:50

Email: idadamills@concord.edu

Building and Room Number (if applicable): Admin 301

Phone: 304-384-6083

Office Fax: 304-384-6091

**College/Department Website:
www.concord.edu/sws**

Course Description/Rationale:

This course is an introductory course in understanding United States social welfare institutions and in understanding the legislative process. Course content contributes to the students' knowledge of the history, philosophy, objectives, and organization of social welfare policies and services. Course content is included regarding a basic understanding of the impact of supply and demand on national and global economics and governmental policies.

Course Management System: Blackboard

Hardware/Software Needed: Microsoft Word Software

Text requirements:

Hoefler, R. (2016). *Advocacy Practice for Social Justice*. Chicago, IL: Lyceum Books.

Popple, P. R., & Leighninger, L. (2011). *The Policy-Based Profession: An Introduction to Social Welfare Policy Analysis for Social Workers*, (5th ed.) Boston, MA: Allyn and Bacon.

Szuchman, L. T. & Thomlison, B. (2010). *Writing with style: APA style for social work*, (4th ed.). New York: Cengage.

Vance, J.D. (2016). *Hillbilly elegy: A memoir of a family and culture in crisis*. New York: Harper Collins.

Perrin, R. (2015). *Pocket guide to APA style (5th ed.)*. Stamford, CT: Cengage.

OR

American Psychological Association (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest. Elie Wiesel

Concord University Educational Goal(s):

This course addresses the following Concord University Goals:

Skills: 3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making. 4. An ability to analyze, synthesize, and integrate elements, information and ideas.

Knowledge: 3. An ability to interpret events and trends within historical contexts.

Attitudes: 3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution. 6.

Commitment to social responsibility, including community service and civic engagement.

National Standards:

Concord University Social Work Program

Core Competencies and Operationalized Practice Behaviors are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

- 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 judgement and behavior

Competency 2: Engage Diversity and Difference in Practice

- 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

- 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

- 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

- 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 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

- Apply knowledge of human behavior and 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

- 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

- 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

- 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

Specific Learning Outcomes:

To satisfactorily complete this course, the student will demonstrate knowledge in:

1. The social and political context in which social policies emerge; the role of values, beliefs, traditions and ideologies in policy making and how various elements relate to one another; (Competency 1 and 3)
2. The nature, function, and structures of the legislative process, the process of the formation and evolution of social policies, with special focus in the structural and psychological variables: (Competency 5)
3. The special role of social work assessment (analysis) and modification (advocacy) of social policies and programs and the difference between them: (Competency 3 and 7)
4. The impact of policy on administrative planning and services: (Competency 5 and 7)
5. The special impact of various policies in a given locale (Rural Appalachia: (Competency 4 and 7)
6. The special impact of various policies on diverse populations: (Competency 2 and 7)
7. The importance of research in policy development and analysis through knowledge of applied policy research techniques and the process of using those techniques to determine program effectiveness: (Competency 4)
8. How to operate within the guidelines of the values and ethics embraced by the social work profession when designing, researching, or implementing policy. (Competency 1 and 8)

Course Requirements:

Reaction Papers	20 points each 60 points
Quizzes	varied points
APA Quizzes	varied points
Policy Analysis Paper, Part I-III	50 points
Policy Analysis Paper, Part IV – VII	100 points
Presentation of Policy Analysis	20 points
Letter	20 points
Advocacy Presentation	20 points
Final Exam	50 points
Attendance/Participation 43 classes X 3	129 points
Total Points	varied points

Reaction Papers:

There are 3 sections in J.D Vance’s, *Hillbilly Elegy*. Students will write a 2-4 page response to each

section. Each paper is worth 20 points. Specific questions to be addressed will be provided when assigned.

Quizzes:

There will be 4 quizzes covering material from the textbooks, a combination of multiple choice and short answer questions.

APA Quizzes:

APA writing style is required for all social science and social work papers. It is critical that all students have the APA manual or pocket guide. The instructor will be providing short lessons on APA throughout the course. Brief APA quizzes will be given to ensure that students understand concepts.

Policy Analysis Paper:

Identify a current piece of legislation at a local, state or federal level. Obtain the most current form of the legislation. Analyze the legislation using the policy analysis outline on page 31 of Popple and Leighninger's text, *The Policy-Based Profession*. This policy analysis will be submitted in two papers: **Part I-III is due February 28. Part IV-VII is due April 24.** Each of the papers is expected to be 8-10 pages, carefully edited and using proper APA citing. Power point presentations of your policy analysis will be given to the class **April 26th & 29th.**

Letter:

Social workers have the responsibility to advance human rights and social and economic justice. Choose an issue of importance to you. Draft a professional letter to a relevant individual expressing your opinion. This can be to a newspaper editor, the mayor, the college president or division chair, a business leader, an organization, the governor or a state or federal legislator.

The letter must be professionally written in proper business format and carefully edited. You will not be required to mail this letter, but will be encouraged to do so. **Due March 25.**

Advocacy Presentation:

Using the persuasive techniques as suggested by Hoefler, groups will present an advocacy argument for a cause. Grading expectations and rubric will be provided at the time assignment is given. **Due March 27**

Attendance:

Students may earn 3 "attendance" points per class period. Points are awarded for being in class on time, general respect to fellow students and the instructor, not using the cell phone during class, listening quietly when another person is speaking, and participation in class discussions. Attendance and participation is worth 126 points (42 classes X 3)

Final Exam:

Because this is a highly demanding course, only those who wish to improve their grade are required to take the final exam. It is worth 50 points, is online in Blackboard, and must be completed by 0900 on May 10th.

Grading Policy and Scale, Make-up Policy, Late Work:

90-100% - A, 80-89%- B, 70-79% - C, 69-69% - D, Below 60% - F

Assignments are expected to be turned in on time. Late assignments will be deducted 10% for every day they are late (including weekends), up to 50%.

Writing Expectations

Good writing is an important aspect of good social work. Knowledge and skills that are not demonstrated in logical, succinct, non-judgmental written language have little benefit for social workers. The reports that we write to judges, probation officers, schools, parents, social service agencies, and legislators reflect the important work that we do with clients. Written reports are a reflection of the agency and of the worker's competence. Poorly written assessments, reports, analyses, and recommendations hurt the reputation of the agency, the worker, and the profession. Poorly written paperwork can lead to loss of referrals, funding, and the disregard for the efforts and recommendations of the social work service provider.

The NASW Code of Ethics requires that social workers enhance their professional expertise. We are expected to contribute to the knowledge base of the profession. That means that we conduct research, whether it be a community analysis, program assessment, focus group, or experimental research. The Code also directs social workers to challenge social injustice. That means that social workers can be expected to write letters to legislators, newspaper editors, or community organizations.

Because of the importance of good writing, Concord's Social Work program will teach students how to write effectively. Students will be expected to translate their knowledge and skills into effective papers and reports. All papers are to be double spaced and use 12 point, Times Roman font. Papers are expected to be carefully edited with an absence of spelling and grammatical errors. Sentences and paragraphs should be concise and clear for easy reading and comprehension.

The American Psychological Association (APA) writing style is the accepted method for social work. The basics of APA will be taught in early social work classes, and students will be expected to continue to use this system in all social work papers. APA basics for all papers will include (but not limited to): title page, abstract, running head, page numbers, headings, citations, and a reference page. Students are expected to properly use numbers, quotations and avoid contractions.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Dates	Topics
January 14, 16, 18	Introductions, Syllabus Poppo, Chapters 1-2 Hoeffler, Chapters 1-2
January 21, 23, 25	Hoefer, Chapter 3-4 Poppo, Chapter 3
January 28, 30, Feb 1	Vance, Introduction – Chapter 5 Reaction to Part 1 Due APA training Poppo, Chapter 4 January 31 – Social Work Day at the Legislature
February 4, 6, 8	APA Quiz Due Hoeffler, Chapter 5 Vance, Chapter 6-11 Reaction to Part 2
February 11, 13, 15	Quiz 1, Poppo 1-4, Hoefer 1-5 APA Quiz 2 Due Poppo, Chapter 5
February 18, 20, 22	Vance, Chapters 12-Conclusion Reaction to Part 3 Due Poppo, Chapter 6
February 25, 27, 28	Quiz 2, Poppo 5-6

	Hoefer, Chapter 6-8 1st Half of Policy Analysis Due
March 4, 6, 8	Popple, Chapter 7 Hoefer, Chapter 9-11
March 11-15	Spring Break
March 18, 20, 22	Analyzing presentations of viewpoints Plan presentations Quiz 3 – Hoefer 6-11
March 25, 27, 29	Letter Due Advocacy Presentations
April 1, 3, 5	Popple, Chapter 8
April 8, 10, 12	Popple, Chapters 9, 10
April 15, 17, 19	Quiz 4 – Popple 7-10
April 22, 24, 26	2nd Half of Policy Analysis Due Presentations Begin
April 29, May 1, 3	Presentations Continue May 1 & 3 – NASW Conference
May 10, 9 a.m.	Final Exam

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty:

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code:

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may

affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous (for example):

Carr, P.J. & Kefalas, M.J. (2009). *Hollowing out the middle: The rural brain drain and what it means for America*. Boston: Beacon Press.

Daley, M.D. (2014). *Rural social work in the 21st century*. Chicago: Lyceum.

Ehrenreich, B. (2010). *Nickel and dimed: On (not) getting by in America*. New York: Henry Holt and Company.

Goins, R. T., & Krout, J.A. (eds). (2006). *Service delivery to rural older adults: Research, policy and practice*. New York: Springer Publishing.

Isenberg, N. (2016). *White trash: The 400-year untold history of class in America*. New York: Random House.

Mackie, P., Zammitt, K., & Alvarez, M. (2016). *Practicing rural social work*. Chicago: Lyceum.

Scales, T. L., Streeter, C.L. & Cooper, H.S. (2014). *Rural social work: Building and sustaining community capacity*. Hoboken, NJ: John Wiley & Sons.