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 (https://www.concord.edu/About/History-Future.aspx).

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

Course CRN # and Section: 10322 (30)

Semester Taught (including year): Fall 2019

Credit Hours: 3

Prerequisites: SOWK 161

Course Time (if applicable): T 1600-1830

Building and Room Number (if applicable): HEC

Professor: Dr. Ida Mills

Office Location: Admin 210

Office Hours: MW 11-12, TR 11-1230

Email: idamills@concord.edu

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:


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:

1. Knowledge/Mastery of Content – Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.

2. Critical Thinking – Students will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.

3. Communication – Students will demonstrate the ability to communicate clearly and effectively.

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 |
| Quizze | 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 14 classes X 6 | 84 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 approximately 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 Lehighneger’s text, *The policy-based profession*. This policy analysis will be submitted in two papers: **Part I-III is due October 1. Part IV-VII is due December 3.** Each of the sections is expected to be 8-10 pages (for an approximate total of 20 pages), carefully edited, properly written and cited using APA.

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 October 29.**

Advocacy Presentation:
Using the persuasive techniques as suggested by Hoefer, groups will present an advocacy argument for a cause. Grading expectations and rubric will be provided at the time assignment is given. **Due October 29.**

Attendance:
Students may earn 6 “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 are worth 84 points (14 classes X 6).

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 6:30 pm on December 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)

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tr>
<td>August 20</td>
<td>Introductions, Syllabus</td>
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<td>Popple, Chapters 1-2</td>
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<td>Hoeffer, Chapters 1-2</td>
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<td>August 27</td>
<td>hoeffer, Chapter 3-4 – Getting Involved, Understanding the Issue</td>
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<td>Popple, Chapter 3 – Policy Analysis</td>
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<td>September 3</td>
<td>Vance, Introduction – Chapter 5</td>
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<td><strong>Reaction to Part 1 Due</strong></td>
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<td>APA training</td>
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<td>Popple, Chapter 4 – Historical Analysis</td>
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<td>September 10</td>
<td><strong>APA Quiz Due</strong></td>
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<td>hoeffer, Chapter 5 - Planning</td>
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<td>Vance, Chapter 6-11</td>
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<td></td>
<td><strong>Reaction to Part 2</strong></td>
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<td>September 17</td>
<td>Quiz 1, Popple 1-4, Hoefer 1-5</td>
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<td><strong>APA Quiz 2 Due</strong></td>
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<td>Popple, Chapter 5- Social/Economic Analysis</td>
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<td>Conducting Research</td>
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<td>September 24</td>
<td>Vance, Chapters 12-Conclusion</td>
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<td>Date</td>
<td>Assignment/Event</td>
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<td>October 1</td>
<td>Reaction to Part 3 Due&lt;br&gt;Popple, Chapter 6 - TANF</td>
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<td>October 8</td>
<td>Quiz 2, Popple 5-6&lt;br&gt;Hoefer, Chapter 6-8 – Education/Persuasion/Negotiation&lt;br&gt;Presenting Your Information&lt;br&gt;1st Half of Policy Analysis Due</td>
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<td>October 15</td>
<td>Popple, Chapter 7 - Social Security&lt;br&gt;Hoefer, Chapter 9-11 – Evaluating/monitoring</td>
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<td>October 22</td>
<td>No Class&lt;br&gt;Quiz 3 – Hoefer 6-11</td>
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<td>October 29</td>
<td>Letter Due&lt;br&gt;Advocacy Presentations</td>
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<td>November 5</td>
<td>Popple, Chapter 8 – Mental Health</td>
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<td>November 12</td>
<td>Popple, Chapters 9 - Health, 10 – Family Preservation</td>
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<td>November 19</td>
<td>Quiz 4 – Popple 7-10&lt;br&gt;Presentations Begin</td>
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<td>November 26</td>
<td>Thanksgiving – No class</td>
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<td>December 3</td>
<td>2nd Half of Policy Analysis Due Presentations</td>
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<td>December 10</td>
<td>Final Exam</td>
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### 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 at [http://catalog.concord.edu/content.php?catoid=10&navoid=582#Academic_Dishonesty](http://catalog.concord.edu/content.php?catoid=10&navoid=582#Academic_Dishonesty)).

### 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 at [http://catalog.concord.edu/content.php?catoid=10&navoid=582#Class_Attendance](http://catalog.concord.edu/content.php?catoid=10&navoid=582#Class_Attendance).)

**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 go to [https://concord.omnilert.net/subscriber.php](https://concord.omnilert.net/subscriber.php) to sign up for the Emergency Alert System or 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 [https://www.concord.edu/Student-Life/Office-of-Public-Safety/Alert-Systems.aspx](https://www.concord.edu/Student-Life/Office-of-Public-Safety/Alert-Systems.aspx).

**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 [https://www.concord.edu/Student-Life/Office-of-Public-Safety/Inclement-Weather-Schedule.aspx](https://www.concord.edu/Student-Life/Office-of-Public-Safety/Inclement-Weather-Schedule.aspx) 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.

**Mental Health Resources**

Concord University recognizes that being a student can be stressful at times for a number of reasons some of which may be related to the challenge of balancing your role as a student with other facets in your life. There are a number of resources to help you cope if you find that you are overwhelmed. The first is the CU Counseling Center which is located on the third floor of the Jerry and Jean Beasley Student Center on the Athens Campus. The center is staffed by a licensed mental health professional, graduate students, and student employees. Appointments are available Mon-Fri from 9:00 AM – 4:00 PM. Appointments at the Erma Byrd Higher Education Center in Beckley may be made by arrangement. Students may call the counseling center at 304-384-5290 or make their own appointment through the electronic scheduling system which may be found on Counseling Center section of the Student Services tab on CU’s main page. Counseling services are free of charge. Other resources available are Student Support Services and the Academic Success Center on the Athens campus.

**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 [https://www.concord.edu/Student-Life/Title-IX.aspx](https://www.concord.edu/Student-Life/Title-IX.aspx). 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 can find additional information at [https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx](https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx).

**Syllabus Disclaimer**

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

**Miscellaneous (for example):**


