

**Social Work Department**  
**Salt Lake Community College**  
**Social Welfare Policy**

**Spring 2014**

**SW 2650**

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Required Text: *The Reluctant Welfare State  
Engaging History to Advance Social Work Practice in  
Contemporary Society*  
Bruce S. Jansson  
7<sup>th</sup> Edition

**Course Description:**

This introductory level course will examine the history of the United States response to the needs of the poor, homeless, oppressed, alienated, disabled, aged and other populations in need. Students will explore political ideologies, political climates, economic times and how policy decisions were influenced during those times. We will begin to address the discussion between liberal and conservative thought in policy development and most important how either side affects service delivery to populations in need and the profession of Social Work.

**Course objectives/Learning outcomes:**

- A. Students will know the historical attempts by the U. S. to policy development in our attempt to provide to those in need
- B. Students will understand the economic and political forces influence on social welfare policy
- C. Students will understand the impact of policy development to Social Work and service delivery
- D. Students will know how social welfare policy development affects populations in need

- E. Students will understand how assessment of populations in need is affected by the social welfare policies of the times
- F. Students will know the myths related to the populations in need of social welfare services
- G. Students will look at their own values concerning the various populations in need of social welfare services
- H. Students will be able to identify how their own biases could affect their service delivery once they become social workers
- I. Students will be able to critically express themselves concerning the U.S. efforts to dealing with disenfranchised and other individuals in need

### **Class Format:**

As there is much to be discussed concerning Social Welfare Policy, this course will be an open discussion format where all ideas will be explored in the safety of our classroom. Opinions are going to vary, as future Social Workers students must learn to understand diversity of thought. Discussions will be the foundation of this course, thus students must read course material in advance and become informed on the policy issues that are now affecting the U.S. Students will need to be prepared to research topics from past eras and provide written analysis of those topics with today's issues.

Please be prompt to class, being late is disruptive. No cell phones or texting will be allowed you are being trained to become professionals. If you need to respond to emergencies that is understood, however ongoing and consistent emergencies will be noted and you will be asked to leave the classroom.

### **Evaluation:**

There will be four essays through out the semester. Your first three essays will be a minimum of **5 pages** and be worth 20 points each. Your fourth essay will be a minimum of **8 pages** and be worth 40 points. Late work will not be accepted and there is no extra credit. Your essays are due the following class period after they are assigned. They will be handed back to you with feedback.

All essays will be written in a scholarly manner with attention to spelling, grammar, appropriate citations, with an articulate discussion integrating theory with your thoughts. Essays will be written in a 12-point font, double-spaced, with one inch margins on all side and follow AMA guidelines. Emailed assignments will not be accepted.

**Student Code of Conduct:** Students are expected to follow the SLCC student code of conduct found at:

[www.slcc.edu/policies/docs/stdtcode.pdf](http://www.slcc.edu/policies/docs/stdtcode.pdf)

## **Students with Disabilities:**

### *ADA Statement*

*“Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Taylorsville Redwood Campus, 4600 S Redwood Rd, 84123. Phone: (801)957-4659, TTY: 957-4646, Fax: 957-4947 or by email: [linda.bennett@slcc.edu](mailto:linda.bennett@slcc.edu).”*

### **Grading scale:**

<b>A</b>	<b>94—100</b>	<b>C+</b>	<b>77—79</b>	<b>D-</b>	<b>60--62</b>
<b>A-</b>	<b>90—93</b>	<b>C</b>	<b>73—76</b>	<b>E</b>	<b>59 or less</b>
<b>B+</b>	<b>87—89</b>	<b>C-</b>	<b>70--72</b>		
<b>B</b>	<b>83—86</b>	<b>D+</b>	<b>67--69</b>		
<b>B-</b>	<b>80—82</b>	<b>D</b>	<b>63--66</b>		

<b>Criteria</b>	<b>Insufficient</b> significant revisions needed	<b>Emerging</b> need for revision did not really address the question directly, jumped around	<b>Effective</b> while it showed some understanding of the topic it lacked enough theoretical concepts, mostly personal opinions	<b>Strong</b> shows understanding of topic, solid blend of theory and personal thoughts , creating and analysis of the topic
<b>Structure</b>	Structure is unclear, thesis is weak or non-existent. Flow of topic through the essay is scattered, it lacks focus.	Structure is generally unclear, often wanders or jumps around. Thoughts through the discussion are incomplete, thus introducing various discussion points without depth or theoretical grounding.	Structure of the essay contains topic through the discussion, however it is based mostly on personal opinion lacking SWP theoretical principles	Structure contains clear understanding of the topic as evidenced of the inclusion of SWP theory, personal opinion, followed by an integrative analysis of the topic.
<b>Social Welfare Policy Theory</b>	The student hardly uses SWP theory and principles in the essay. Mostly personal opinions without empirical support.	The student uses SWP concepts sporadically, addresses the topic only in general terms. Is not able to develop a clear discussion of SWP to the topic	The student includes major SWP principles in their discussion, however the discussion of SWP principles is purely theoretical and does not include proper application to the topic.	The student is able to blend theory and their opinion into a balanced analysis of the topic as evidenced by the clear inclusion of SWP theoretical principles .
<b>Discussion Analysis</b>	Unclear and scattered discussion of the topic with minimal SWP theory included as part of discussion. There are several topics included in writing with no clear direction.	Topic is discussed with some SWP theory included; analysis is not clearly balanced and leans towards personal opinions	The student is able to blend theory and their opinion into a balanced analysis of the topic as evidenced of their inclusion of some SWP theoretical principles .	Topic is thoroughly discussed with a balance of personal opinions well grounded in SWP theoretical principles. Uses clear examples to further cement the discussion.
<b>Grammar/ Spelling</b>	Numerous errors in spelling, punctuation,	Moderate errors in spelling, punctuation,	Some errors in spelling, punctuation,	No errors in spelling, punctuation,

	capitalization, grammar and paragraphing . Does not allow for discussion to flow	capitalization, grammar and paragraphing. Moderate disruptions to the flow of the discussion.	capitalization, grammar and paragraphing. Minimal disruptions to the flow of the discussion.	capitalization, grammar and paragraphing. No disruptions to the flow of the discussion.
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