



LEWIS-CLARK STATE COLLEGE

SW 340.60 and 61: Social Welfare Policy
On-line Self Study Format
3 Semester Hours
Fall 2022

COVID Acknowledgement of Risk

Lewis-Clark State College has put in place reasonable physical safeguards relative to the COVID-19 virus, the seasonal flu, and other infectious diseases. However, an inherent risk of exposure to infectious disease exists in any public place where people are present. While on College property, you assume all risks related to exposure to infectious diseases and agree to follow related college policies and procedures. LC and COVID- [Coronavirus Resource Page](#); NASW and [COVID - SW Ethics and COVID- 19](#)

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Social Work Program Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers and instilling the knowledge, skills, and values that are requisite to address the needs and the capacity in individuals, families, groups, communities, and organizations. Relying on a liberal arts foundation and drawing from an ecological, strengths-based perspective, the social work program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human

rights by recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations by understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the support of non-traditional age, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects in the community in which they live by conducting program evaluations and needs assessments through our research sequence, which culminates in a public symposium. [[LCSC Social Work Program](https://www.lcsc.edu/social-sciences/social-work/lewiston-program)] (Full URL <https://www.lcsc.edu/social-sciences/social-work/lewiston-program>).

SOCIAL and ECONOMICAL JUSTICE

Lewis-Clark State College's Statement of Inclusion

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. These guidelines are consistent with the NASW Code of Ethics, social workers should strive to:

- Eliminate personal and institutional discrimination,
 - Ensure access to needed resources and opportunities for all persons,
 - Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
 - Respect cultural diversity in society,
 - Advocate changes that improve social conditions and promote social justice,
 - Encourage participation in the democratic process, and encourage people to develop their own voice.
- *Please visit web page for more information on LC State's commitment to diversity home page see: [LCSC Diversity](https://www.lcsc.edu/diversity) <https://www.lcsc.edu/diversity>)*

Course Introduction and Overview

All social work programming is informed by public policy. This course is essential to the professional social worker. Students will begin to develop competency in the analysis of social welfare policy as it related to the historical context of social welfare, social problems and the profession of social work. Students will be introduced to the intersection of variables that influence policy and informs change in the contemporary social construct.

Course Description

This course explores the development, formulation, implementation and effects of social policy on institutions and society. Social policy formation, decision-making, analysis, and their intentional and unintentional impact on society are examined through the utilization of both historic and scientific public policy frames. Students will apply the critical policy analysis model in the analysis of an existing state or federal policy. A preview of present and future trends will be introduced and critically analyzed. Prerequisites: **There are no prerequisites for this course, if you have not taken a social work history class you will want to plan for taking the SW 343 Social Work with Families class in the Spring.**

Purpose of The Course in The Curriculum

The purpose of this course is to build on previous course knowledge and to increase student understanding or and skills to analyze social welfare policy. This is the third course in the curriculum of social work which has as its focus: social welfare and the context through which social workers provide services. SW 140/240, Social Welfare and Social Services and SW 320, The History of Social Welfare are predecessor courses leading to this course. The previous courses have focused on types of social welfare services and how the policies have emerged from an historical perspective. This course provides the opportunity for the student to explore current policies and evaluate how those policies impact individuals and groups in the community.

Educational and Policy Accreditation Standard competencies and practice behaviors

The Council on Social Work Education sets educational standards for all accredited social work programs. The 2015 Educational and Policy Accreditation Standard (EPAS) established 9 Core competencies and 29 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. During this course, the student will become more competent in the following educational standards:

Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

The Council on Social Work Educations sets educational standards for all accredited social work programs. The **2015 EDUCATIONAL AND POLICY ACCREDITATION STANDARD (EPAS)** establishes 9 Core Competencies and 31 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.

Educational Policy 2.1: Core Competencies Definition

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities.

Because of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are the Core Competencies and Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

2015 Social Work Competencies Applied to this Course

COMPETENCY	DESCRIPTION
COMPETENCY 1:	Demonstrate Ethical & Professional Behavior
1.1	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

COMPETENCY	DESCRIPTION
1.2	use reflections and self-regulation to manage personal values and maintain professionalism in practice situations
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
1.4	use technology ethically and appropriately to facilitate practice outcomes and
1.5	use supervision and consultation to guide professional judgment and behavior
COMPETENCY 2:	Engage Diversity and Difference in Practice
2.1	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the individual, groups and organizational/community levels of social work practice
2.2	present themselves as learners and engage clients and constituencies as expert of their own experiences
2.3	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
3.1	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
COMPETENCY 4	Engage in Practice-informed Research and Research-informed Practice
4.1	use practice experience and theory to inform scientific inquiry and research

COMPETENCY	DESCRIPTION
4.2	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4.3	use and translate research evidence to inform and improve practice, policy, and service delivery
COMPETENCY 5:	Engage in Policy Practice
5.3	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
6.1	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
6.2	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
7.1	collect and organize data, and apply critical thinking to interpret information from clients and constituencies
7.2	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
7.3	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
7.4	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. Social workers

COMPETENCY	DESCRIPTION
8.1	apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
8.2	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
COMPETENCY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9.1	select and use appropriate methods for evaluation of outcomes
9.2	apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes

Course Modality

This course will be presented in a fully online- self-study format. If online independent learning is not a strength, students are encouraged to consider seated learning for this course at another time in the school year. Instructional methods include but are not limited to: narrated PowerPoint lectures, publisher provided PPP, YouTube videos, readings, discussions, experiential exercise, video, case examples, and individual work. The primary teaching approach in this class will be collaborative learning. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the week are outlined in the schedule below.

Accessibility

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, Lewis-Clark State College provides accommodations to eligible students who experience barriers in the educational setting due to learning, emotional / mental, physical, visual, or hearing limitations. Students with an access limiting condition seeking an academic accommodation

must contact the LCSC Accessibility Services office. The office is located on the LCSC campus in the Library, Room 161. Call (208) 792-2677 for more information about the process for accommodation. The Accessibility Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines. Please inform the instructor during the first week of class regarding any reasonable accommodations you require to successfully complete this course. Students requesting accommodations must contact the Center for Educational Access at the beginning of each semester. For more information here is the link: [LCSC Accessibility Services](http://www.lcsc.edu/disability-services/), the full link <http://www.lcsc.edu/disability-services/>.

[Professional Behaviors in the Classroom](#)

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. Professional behavior expectations apply even in the online course modality. Thus, discussion posts, responses, group participation are expected to be respectful, without critical judgment and thoughtful. It is important to appreciate that we all have our own individuals' attitudes values and beliefs. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the Student Handbook. Please refer to the Handbook for further clarification.

[Shared Client and Agency Information](#)

In the virtual classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, that this information is to be held in confidence, within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

[Confidentiality During Groupwork](#)

Personal, and sometimes confidential information may be shared. As in real interactions within an agency, this information must remain confidential unless the individual gives consent to have the information shared. Information shared during practice sessions will remain confidential unless there is a threat to self or other

safety concerns arise. The instructor will monitor sessions carefully and meet with a student for discussion should any concerns arise. Breaches of confidentiality are taken very seriously and can potentially result in a failing grade for the class.

LCSC Learning platform

You will find all of the course information and support for Canvas in the dashboard for the course. The Dashboard will contain the syllabus, class schedule, and weekly modules for learning and supplemental content. In Canvas in the assignments, you will find the assignment guidelines and expectations for writing, any templates and rubrics for the assignment.

Policy Regarding Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or another catastrophic occurrence beyond the student’s control. It is the responsibility of the student to request an Incomplete prior to the end of the term. All work must be completed by the deadline specified by the instructor. Students who fail to complete the required work by the date assigned by the instructor will be assigned a grade of “F”. Instructors submit the deadline to the Registrar at the time “final grades” are due for the current semester.

Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to require students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of this intent, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).

- Plagiarism: representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work). **In addition to action by the professor, incidents may be reported to the Vice President of Student Affairs.**

Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrences beyond the student's control. In order to be eligible to request an incomplete, the student must have completed up to 80% of the assignment course work. It is the responsibility of the student to request an incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor; otherwise the required work will be receiving a grade of "F." It is especially important to consider that there may be implications for financial aid if an incomplete is taken in a course.

Professional Writing Standards

All printed work submitted to this instructor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (7th Ed.). Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors. The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the Writing Center (208-792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

Technology and Cellular Telephone Policy

The minimum technology expectation is that you have access to internet access and possess or have access to the equipment necessary to engage and participate in the course work for the class.

In the event that there is the need for telecommunication, unless you need your cellular telephone for Zoom access, you will be expected to avoid using telephones during zoom or interactive meetings.

Late Papers

The assignment schedule is situated for your information and course and assignment work planning, this is intentional to encourage you to get started as soon as possible in your work so as to minimize the risk of late papers. In that context, you should know if your work is progressing or if for some reason you are unable to make the deadline. Thus, it is important that students communicate to professor if extra time is needed. You must communicate with your professor at least 48 hours in advance of the submission deadline. Requests for extensions should be submitted in writing via e-mail with a plan and or date of completion. Submitting a request for an extension does not guarantee an extension. I will review each request on a case by case basis. Requests for extensions should only be made in extenuating circumstances. All assignments must be completed in order to pass this course. Reduction in point value may apply for late work.

Re-write Policy

The only re-writes for this class will be determined by your instructor and will be directly related to successful articulation of the assignment criteria. Each written assignment lists the minimum criteria for assessment and an assessment rubric, if there is a template for the assignment, the criteria that is being assessed will be embedded in the template. If student work does not meet the minimum criteria for assessment, it will be returned to the student to rewrite the paper. If a paper is returned you student will be given a 0 and 72 hours to return the work for submission and assessment and an adjusted score. If you have any questions regarding the assignment, please do not hesitate to reach out to your instructor. As the assignments are given on the first day of class or at least two weeks before the

assignment is due, which is considered sufficient time in to complete the assignment and to ensure that it meets minimum criteria and quality expected.

Quizzes/Tests and Final Exam

There will be text chapter reading quizzes approximately every other week, please see the assignment agenda. Students are expected to apply course concepts and language in your engagement in the class. **Video Discussion Board # 4 will constitute the final exam.**

Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrences beyond the student's control. In order to be eligible to request an incomplete, the student must have completed up to 80% of the assignment course work. It is the responsibility of the student to request an incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor; otherwise the required work will be receiving a grade of "F."

Challenging a Grade

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. I will consider your request and determine whether to review your grade. If I choose to review your grade, I will review your assignment in full and may adjust your grade up or down.

GPA

Social work majors must achieve a B- or better in this required social work course. In the event that a student does not achieve a B- or better in this course, he/she/they will be required to retake it. Additionally, students must maintain an overall GPA of 2.5 in LCSC and transfer credits and a 2.7 cumulative GPA in all social work courses.

Attendance and Participation

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. In an online course discussion boards and video is the one way that your instructor can credit you for participation and attendance. Students are expected to engage in all discussion boards and any group work. This is a core social work class and involves a great deal of effort and work. Students are also expected to participate accordingly. You will not be able to make-up missed participation in discussion boards. Much like the class room, when the discussion boards closes students will have missed the opportunity to engage. Social Work Program Attendance Policy Found in Social Work Handbook [LCSC Student Handbook](#)

Course Readings

The Council on Social Work Education mandates that social workers be lifelong learners. It is important that students understand the process of self-education. This includes reading assigned chapters or handouts and integrating the material into the student's work. It is expected that students in this course read the material and be prepared with relevant information and research for discussion points and questions.

Text and Required Readings

American Psychological Association (2017). *Publication guide of the American Psychological Association*. (7th ed.). Washington, DC: APA Press.

National Association of Social Workers. (1997). *Code of Ethics of National Association of Social Workers*. Washington, DC: NASW Press

Kennedy-Chapin, R, & Lewis, M. Segal, E. A. (2020). *Social policy for effective practice: A strengths perspective*. (5th Ed.). Routledge. *The 4th edition is acceptable.

Supplemental articles be shared. **Students are expected to complete all reading by the due dates listed on the course outline. You will be expected to participate in the group discussion doing the readings beforehand allows you to be engaged and interactive.

Grading Procedures

Grading Scale

The social work program uses the LCSC State grading scale. The grading scale can be found in Canvas Dashboard for the class under course overview.

Due Dates

You are expected to submit your work on or before the due dates. You will be expected to pace yourself accordingly throughout the semester to complete your work. There may be times when dates shift, if dates do change you will be involved in that consideration. However, for the most part the dates are set. **If you need more time on something, you need to communicate with me before the assignment is due. If you do not and submit your work late, you will have late values assigned.** Unless you have communicated with me that you need more time before the assignment is due, it is expected to be submitted on or before the due date.

**** The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances**

General Assignment Descriptions

Discussion Board Videos

Introductory Video Discussion Board (30 possible points each)

1. Students are expected to introduce themselves to the class with a brief video. Students are expected to engage and respond to at least two classmates in a substantive and respectful manner for full points. Students will submit an introductory video and respond to at least two classmates for full credit (see Canvas for details).
2. Students will submit 4 scheduled check in videos over the course of the semester. In this process students will reflect on their learning and challenges (see Canvas for further details).

Citizenship Test (25 possible points)

This test- if you will, is intended to orient students to the rigor that immigrants are expected to respond to in their effort to become legal citizens of the country. (see Canvas for details).

Citizenship Reflection Summary (25 possible points)

Using the template in Canvas write a reflection about this experience. (see Canvas for details).

Political Typology Survey and Reflection Exercise (25 points)

Do you know where you are on the political continuum? Students will participate in the Pew Survey related to political affiliation and then write a summary on the experience. (see Canvas for details).

Elementary and Secondary Education Policy References and Citations Assignment (25 points)

Students will present their research related to the formal education policy in the United States. The research should include content related to but not limited to: education policy, social work, policy, social problems, policy development, policy implementation, policy evaluation, policy advocacy and policy change. This

assignment is intended to facilitate student research, writing and critical thinking skills (See assignment in Canvas for more details, directions and/or templates and scoring rubrics).

Food Stamp Challenge (100 points)

All students will complete a modified version of the NYC Food Stamp Challenge. Students will design a meal plan to feed themselves (and families if pertinent) on a food stamp budget (See assignment in Canvas for more details, directions and/or templates and scoring rubrics). * this is an experiential exercise and requires planning and participation for a week, thus it is important to start looking at this assignment and planning for it ahead of time.

Community Agency Visit and Summary Report (100 points)

Chose any public forum in your community, city council, school board, political candidate forums – any forum in which public policy is being discussed, debated, or implemented. Students are responsible for locating this opportunity outside of class. One you have attended the forum, you will complete the public forum reflection summary (See assignment in Canvas for more details, directions and/or templates and scoring rubrics).

Policy Analysis Report Parts I and II (150 points each)

Students will choose one of three policy analysis models that will be presented in a video orientation and develop a two-part social welfare policy analysis and summary report of their findings in conjunction with the models' tenets. Student will analysis the Elementary and Secondary Education Act of 1965 and compare current education policy to the original legislation (See Canvas for more details, templates, model's framework and scoring rubrics).

Community Scavenger Hunt (100 points)

In whatever community you are living in, you will be asked to complete a scavenger hunt for information and resources over the course of the semester. For more on this assignment see Canvas for who and what you are going to be looking for this summer.

Letter to your Representative (100 points).

This assignment is intended to give you the opportunity to experience having your voice a professional social worker. Please see the assignment in Canvas for more details, templates and rubric.

ADDITIONAL INFORMATION

- Students pursuing acceptance into the Social Work Program at Lewis-Clark State College will need to be core complete and have taken SW140 and SW241 before they apply to the program. Students will not be allowed to register for any course above SW400 without program admission.
- The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

Course readings and assignment schedule*

Week & End Date	Readings	See canvas for due dates, assignment criteria and point values
Week 1 8/28/2022	Syllabus, Course Overview and Content, Text Chapter 1	1 Verify my attendance Quiz 2 Introductory Video
Week 2 9/4/2022	Text Chapter 2	1 Citizenship test 2 Citizenship test Self- Reflection Summary
Week 3 9/11/2022	Text Chapter 3	Community Scavenger Hunt
Week 4 9/18/2022	Supplemental Readings on Education Policy in the US	Education Policy References Assignment

Week 5	Text Chapter 4	Political Typology
9/25/2022		Exercise
		Reading Quiz # 1
Week 6	Text Chapter 5	Video Discussion
10/2/2022		Board # 2
Week 7	Text Chapter 6	Policy Analysis Part I
10/9/2022		
Week 8	Text Chapter 7	Reading Quiz # 2
10/16/2022		
Week 9	Text Chapter 8	Food Stamp Challenge
10/23/2022		
Week 10	Text Chapter 9	Quiz # 3
10/30/2022		

Week 11		Community
11/6/2022	Text Chapter 10	Engagement Assignment
Week 12	Text Chapter 11	Discussion
11/13/2022		Board # 3
Week 13	Text Chapter 12	Policy
11/20/2022		Analysis Part II
Thanksgiving		
Break		
11/27/2022		
Week 14	Policy Practice	Reading Quiz
12/4/2022	Readings	# 4
Week 15	No Planned Readings	Letter to your
12/11		representative
Week 16		
Last possible day to		
submit any outstanding		
work December 7, 2022		

* All assignments are due Sunday by Midnight unless otherwise stated with an. Indicates subject to change- When guest speakers are organized for the semester, some course readings may be shifted to coordinate with speakers who represent those groups and individuals.