Department of Sociology, Social Work, Family Sciences

School of Social and Behavioral Sciences

Social Welfare Policy - SWK3030

3 units

Spring 2026

Meeting days/times (MWF 8:30 am – 9:25 am)

Meeting location (Rohr Hall Room 112)✪

Final Exam: (Monday, May 4 at 7:30am-10am)✪

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Colleen Jensen Cook, LCSW
Phone:	619-849-2471
Email:	ccook1@pointloma.edu
Office location and hours:	See calendar invite in email to schedule an appointment

PLNU Mission✪

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

To this end, the Department of Sociology, Social Work, and Family Sciences has established Departmental and Program Mission Statements, as follows: *As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.*

Social Work Program Mission

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

The mission of the baccalaureate social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.[1]

Social Work Program Learning Outcomes

Upon graduation, social work students will know and be able to demonstrate the following program learning objectives (PLOs) in their chosen discipline of social work. The PLOs are based on the 2022 Council for Social Work Education (CSWE) Policy and Accreditation Standards:

1. *Demonstrate ethical and professional behavior.*
2. *Advance human rights and social, racial, economic, and environmental justice.*
3. *Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.*
4. *Engage in practice-informed research and research-informed practice.*
5. *Engage in policy practice.*
6. *Engage with individuals, families, groups, organizations, and communities.*
7. *Assess individuals, families, groups, organizations, and communities.*
8. *Intervene with individuals, families, groups, organizations, and communities.*
9. *Evaluate practice with individuals, families, groups, organizations, and communities.*
10. *Engage social work practice with faith.*

Course Description

As described in the catalog, Social Welfare Policy is *"A study of private and public programs and services that make up the American welfare system. A study of policy analysis and development with focus on the needs of special populations."*

Rules and policies influence the social environment and affect the provision of social services. Social Welfare Policy (SWP) is a study of policy development and analysis; the private and public programs that comprise the American Welfare System; and their interrelationship. SWP guides and directs opportunities and actions at every level of social work. Policies from the federal, state, and local government and individual agencies and, in many cases, individuals shape how services are conceived and delivered. This class, you will be introduced to social policy analysis and learn how to use frameworks that assess the impact of policy on individuals, families, and communities. You will pay attention to the role values play in determining social policy.

It presents material that is relevant to individuals entering a professional community including 10 professional competencies; nine are described by the Council for Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) and the tenth is articulated specifically for the PLNU Social Work Program. Course content supports attainment of competencies while integrating professional values and ethics; impact of human diversity; promotion of social and economic justice; use of communication skills with colleagues and others in the community; and recognition of a faith-based perspective on service.

Course Learning Outcomes

This CLOs include:

- *A review of the history and philosophy of social welfare;*
- *Exploration of the factors affecting social welfare policy;*
- *The process of policy formation;*
- *Identification of the services and patterns of social work response to the needs of special populations;*
- *The relationship between policy and social work practice; and*
- *A framework for analyzing welfare policy.*

The underlined sections are the IDEA standards which you will use to evaluate the course at the end of the semester.

Throughout the semester, the professor will also teach students how the following 6 IDEA course evaluation objectives are essential and important to their learning. These include:

1. *Developing knowledge and understanding of diverse populations, global awareness, or other cultures.*
2. *Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.*
3. *Developing skill in expressing myself orally or in writing.*
4. *Learning how to find, evaluate, and use resources to explore a topic in depth.*
5. *Developing ethical reasoning and/or ethical decision making.*
6. *Learning to apply knowledge and skills to benefit others or serve the public good.*

Required Texts and Recommended Study Resources

Karger, H. J., & Stoesz, D. (2022). *American social welfare policy: A pluralist approach.*

(Ninth ed.). Boston: Allyn and Bacon.

Recommended

1. Ruiz, M. (1997). *The four agreements. A practical guide to personal freedom.* Amber-Allen.
2. Owl Purdue APA 7th edition style guide https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html
3. National Association of Social Workers (NASW) Code of Ethics https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
4. National Public Radio

   https://www.npr.org/

5. PBS NewsHour

   https://www.pbs.org/newshour/

6. PLNU Ryan Library

   https://libguides.pointloma.edu/ryanlibrary

7. Owl Purdue Writing

   https://owl.purdue.edu/

8. University of North Carolina Chapel Hill Writing Center
   https://writingcenter.unc.edu/tips-and-tools/

9. Other sources 1440 and AP?

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information✪

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a _3_ unit class delivered over __15_ weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated _112.5__ total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Assessment and Grading✪

Grades will be based on the following:

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Final Examination Policy✪

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Traditional Undergraduate Records: Final Exam Schedules site. If

you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Social Welfare Policy, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include trauma, substance use, mental health conditions, physical health conditions, ideological differences. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of social work, and I will support you throughout your learning in this course.

Trigger Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Social Welfare Policy, we will cover a variety of topics, some of which you may find triggering. These topics include trauma, substance use, mental health conditions, physical health conditions, and ideological differences . Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of social work, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Since many of you are applying for graduate school and need letters of recommendation, remember that how you turn in work and show up to class are taken into consideration in my recommendation letter.

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

LATE ASSIGNMENT DEDUCTIONS - I understand that things come up, you are very busy, and you have a lot of assignments due in my class and other classes, but to follow the PLNU policy of late assignments, *I will deduct 10% if an assignment is 1 day late, 20% if an assignment is 2 days late, and 30% if an assignment is 3 days late or more.*

Please note - I will put a feature in Canvas that automatically marks late and missing assignments. If this feature applies to an assignment and it shouldn't please contact me to fix it.

Spiritual Care*

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

State Authorization⊛

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow distance education outside California.

PLNU Copyright Policy⊛

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Recording Notification⊛

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy⍟

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy⍟

Note: Consider this statement if you will permit free use of AI.

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

MLA Style Center: Citing Generative AI
APA Style: How to Cite ChatGPT
Chicago Manual of Style: Citing Content Developed or Generated by AI

PLNU Academic Accommodations Policy⍟

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging*

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination*

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/Title-IX.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy⊛

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Note: The information below must be included under the “PLNU Attendance and Participation Policy” Section if you are teaching an Online or Hybrid course.

PLNU Course Modality Definitions*

1. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Undergraduate Academic Catalog.

Use of Technology in the Classroom®

As a host of this classroom, I have a policy about phones and laptop computers and devices like them. This policy is to allow you to become more comfortable taking a break from technology, allowing you to be in the present moment and adding to your professional tolerance of being without devices all of the time.

1) I will give you a "tech break" during class - please do not check your phones until that time. If there is a big life circumstance going on, please let me know at the beginning of class and we will talk about your use of your phone.
2) There will be times when I will ask you to take out your laptop and smart devices in the classroom to further our collective learning. Other than that, I strongly recommend NOT using laptops in class. The reasons are threefold:

a. It is hard to not check other things, which impairs your learning. You most likely are not aware of the impairement, but the research is quite clear.
http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html Links to an external site.

b. Even if it doesn't impair your learning, it impairs others' learning.
https://www.sciencedirect.com/science/article/pii/S0360131512002254 Links to an external site.

c. You write more but learn less. Writing your notes creates synthesis which increases learning. https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/

d. It also impairs long-term retention. This new study shows a causal effect with grades being lower by about half a letter grade.
https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows Links to an external site.

So I am asking you not to use laptops unless you need or strongly prefer a laptop to take notes. In that case talk to me beforehand, and we will make that work.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar
- Website
- Email: writingcenter@pointloma.edu

Lomabooks Instructions for Students⍟:

This course is part of our course material delivery program, **LomaBooks***. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks,** *please go: HERE*

Assignments At-A-Glance

Point Distribution Assignment distribution by percentage:

Attendance/Participation	15%
Weekly Assignments/Discussions	30%
Final Oral Assessment	15%
Off-Site Events	10%
Policy Portfolio	30%
_____	
Total Points	100%

- Attendance and Respectful Class Participation (15%): To earn full points for discussion participation, you must be present for the full discussion , come prepared to hand in the assignments at the beginning of class, and engage in class dialogue. Your regular attendance and participation in the discussion sessions and in classroom activities is critical to the success of the class. You should plan to attend class and have read the material and be prepared to discuss, debate, and develop thoughts each class session.
    - *Attendance alone does not equal participation. Distracting behaviors like excessive side conversations, rudeness to the class members and/or professor, working on tasks unrelated to the current class discussion, or texting will not be tolerated due to their lack of respect.*

- Arriving more than 6 minutes late will equal a tardy.
- See attendance section below for how excessive absences affect your grade.
- When there are guest speakers, you will submit a response to them on Canvas as a part of your attendance and participation.

- Chapter Assignments/Discussions (30%): You will read the chapters and come prepared to discuss the K (know), W (wonder), L (learn) parts of the chapter with one another. Know-Wonder-Learn (KWL) and national and international event that ties to chapter reading. Participation in a variety of assignments, including individual student and group work such as KWL exercises which are designed to connect knowledge, faith, experience, and practice. At the beginning of the semester, the professor assigned you to a learning team. Meet with your team and figure out who from your team is covering which date as scheduled in the syllabus. In the presentation, do a KWL from the chapter and present on a national and international policy issue that relates to the assigned chapter. More detail on KWL is provided in the course canvas files. (2%)
- Final Oral Assessment (15%): *The published time for the final examination is one of the considerations when enrolling for a course. You are expected to arrange your personal affairs to fit the examination schedule.* The exam will be comprehensive in nature. The exam will focus on the semester's readings, lectures, and information learned from activities and guest speakers.
- Off-Site Practical Application Required (10%): This course includes practical application or exposure to current policy issues that require participation in off-site experiences during classroom hours. Reactions must be posted on Canvas and will be discussed in class. You must attend each of these described below:
    - Visit #1 - Attend a PLNU Associated Student Body (ASB) meeting and take notes. Post on Canvas and present in class.
    - Visit #2 - Attend a city neighborhood/council/county meeting in any of San Diego County's cities and/or neighborhoods within the City of San Diego.
        - For example - OB Town Council and/or neighborhoods within the City of San Diego found here. Take notes and write a summary on Canvas. Be prepared to discuss in class. **Watching a video of the meeting will count, and I ask you to give your whole attention to the meeting and not multitask during it.**
        - Watch a County of San Diego and/or State of California Committee Meeting.
            - For example San Diego County Board of Supervisors meeting and/or Social Services Advisory Board meeting, (county entities most closely with HHSA).

Policy Analysis Portfolio - See more information on Canvas

DATE	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
WEEK 1 1/12/26	Introduction to Social Welfare Policy	Get to Know You!
1/14/26 1/16/26	Chapter 1 Social Policy and the American Welfare State	Read: Chapter 1 Read: PLNU Student Handbook **Take the Pew Political Typology Quiz** **Chap 1 assignment on Canvas** **Response to Brene Brown Ted Talk - The Power of Vulnerability here** **Take Pre-Assessment of Terms**
WEEK 2 NO CLASS 1/19/26 1/21/26	*OPTIONAL - Class Off Campus at Poverty Simulation with the School of Nursing (1/20/26)*	Read : MLK Voting Rights Speech at PLNU, Watch Read Chapter 4 - - Discrimination and Stigma in American Society *4 Agreements*
1/23/26	Chapter 4 - Discrimination and Stigma in American Society	Read Chapter 4 **Chap 4 assignment on Canvas**
WEEK 3 1/26/26 1/28/26	No class - other assignment Chapter 2 The Origins of American Welfare State	Read Chapter 2 **KWLM and current events**
1/30/26	Chapter 2 The Origins of American Welfare State Preview - Chapter 3 Social Welfare Policy Research and 14 Criminal Justice	Chapter 2 **Chap 2 assignment on Canvas** **Robert's Rules of Order**
WEEK 4 2/2/26 2/4/26	Chapter 14	Criminal Justice - Read Chapter 14 **Chap 14 assignment on Canvas**
2/6/26	Chapter 3 Social Welfare Policy Research Chapter 9 - Intro Tax Policy	Read Chapter 3 **Chap 3 assignment on Canvas**
WEEK 5 2/9/26 2/11/26	Chapter 9 Tax Policy and Income Distribution	Read Chapter 9 **KWLM and current events** Take Assessment of Terms

2/13/26	Chapter 9 Tax Policy and Income Distribution Chapter 5 Poverty In America intro	Read Chapter 9 **Chapter assignment**
WEEK 6 2/16/25	Chapter 5 Poverty in America Class Assignment	Chapter 5 Poverty Line Article **KWLM and Current event**

2/18/26	Chapter 5 Poverty in America Chapter 19 - Intro The American Welfare State in International Perspective	Chapter 5 Poverty Line Article **Chap 5 assignment on Canvas**
WEEK 7 2/23/26 2/25/26	Chapter 19 The American Welfare State in International Perspective Chapter 6 - Intro The Voluntary Sector Today introduction	Chapter 19 **Chap 19 assignment on Canvas** **KWLM and current events**
2/27/26	Chapter 6 The Voluntary Sector Today Chapter 7 - Intro Privatization and Human Service Corporations intro	Chapter 6 **KWLM and current events** **Chap 6 assignment on Canvas** **Chap 7 assignment on Canvas** **KNL and current events** **Visit #1 due**
WEEK 8 3/2/26 3/4/26	Chapter 7 Privatization and Human Service Corporations Chapter 8 The Making of Governmental Policy Class Review	**Chap 8 assignments on Canvas** **KWL and current events**
3/6/26	**Mid-Term Check**	Chapters 1-9 and 19

3/9/26 - 3/13/26	**Spring Break!**	NO CLASSES!
WEEK 9 3/16/26 3/18/26	Social Insurance Programs	**Chap 10 assignment on Canvas** **Listen to the Social Work Podcast - found here**
3/20/26	Social Insurance Programs Public Assistance Programs intro	Chapter 10 **Presentation**
WK 10 3/23/26 3/25/26	Public Assistance Programs The American Health Care System intro	Chapter 11 **Chap 11 assignment on Canvas** **Presentation**
3/27/26	The American Health Care System	Chapter 12 **Chap 12 assignment on Canvas** **Presentation**
WK 11 3/20/26 4/1/26	Mental Health and Substance Abuse Policy	**Chap 13 assignment on Canvas** **Presentation** **Social Work Podcast - click here**
4/3/26 4/6/26	Easter break	No class
WK 12 4/8/26	Mental Health and Substance Abuse Policy Child Welfare Policy	Chapter 15 **Chap 15 assignment on Canvas** Presentations
4/10/26		
WK 13 4/13/26 4/15/26 4/17/26	Criminal Justice Policy Housing Policies intro	Chapter 15
WK 14 4/20/26 4/22/26	Housing Policies The Politics of Food Policy and Rural Life intro	Chapter 16 **Chap 16 assignment on Canvas**
4/24/26	The Politics of Food Policy and Rural Life	Chapter 17 **Chap 17 assignment on Canvas** **Visit #2 due**
WK 15 4/27/26 4/29/26 5/1/26	Social Policy and Education	**Chap 18 assignment on Canvas**
FINALS 5/4/25	Final Exam 7:30am - 10:00am	

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

PART I. AMERICAN SOCIAL WELFARE POLICY

1. Social Policy and the American Welfare State
2. The Origins of American Social Welfare
3. Social Welfare Policy Research
4. Discrimination and Stigma in American Society
5. Poverty in America

PART II. THE VOLUNTARY AND FOR-PROFIT SECTORS

6. The Voluntary Sector Today
7. Privatization and Human Service Corporations

PART III. THE GOVERNMENT SECTOR

8. The Making of Governmental Policy
9. Tax Policy and Income Distribution
10. Social Insurance Programs
11. Public Assistance Programs
12. The American Health Care System
13. Mental Health and Substance Abuse Policy
14. Criminal Justice
15. Child Welfare Policy
16. Housing Policies
17. The Politics of Food Policy and Rural Life

PART IV. THE AMERICAN WELFARE STATE IN PERSPECTIVE

18. Social Policy and Education
19. The American Welfare State in International Perspective