

SOCIAL WELFARE & SOCIAL CHANGE, SWK 6201
Spring 2025
WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

Common Assignment: **Social Change Project, Part 3 & 5**

Coursework Indicator	Not Competent (1)	Developing Competency (2)	Competent (3)	Advanced Competency (4)
2A Advocate for human rights at the individual, family, group, organizational, and community system levels.	Fails to advocate for human rights at the individual, family, group, organizational, and community system levels.	Shows evidence of advocating for human rights at the individual, family, group, organizational, and community system levels.	Advocates for human rights at the individual, family, group, organizational, and community system levels.	Consistently advocates for human rights at the individual, family, group, organizational, and community system levels.
2B Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Fails to engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Shows evidence of engaging in practices that advance human rights to promote social, racial, economic, and environmental justice.	Engages in practices that advance human rights to promote social, racial, economic, and environmental justice.	Consistently engages in practices that advance human rights to promote social, racial, economic, and environmental justice.
5A Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Does not use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Identifies the issues, but fails to use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	Uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services in a clear, coherent, and meaningful manner, and demonstrates understanding of issues.	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services in a concise and meaningful manner that demonstrates mastery of relevant policy issues.
5B Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Fails to apply critical thinking to analyze, formulate, and advocate for			

The CSWE rubrics scores will NOT apply to your class grade. Individual scores are NOT made public; however, you can view your individual score at the following address:
<https://yeshiva.tk20.com/campustoolshighered/start.do>

In addition, the aggregated results of the assessments are listed on the Wurzweiler website at the address below: <https://www.yu.edu/wurzweiler/msw/assessment>

LEARNING OBJECTIVES

At the conclusion of this course, students will be able to:

1. Examine personal values, and how they align with the values of the social work profession
2. Define social welfare and related terms
3. Discuss the ways in which social work values and ethics connect with social welfare policy and organizational structure
4. Recognize the impact of racial, ethnic, religious, economic, and social class discrimination on the development of social welfare
5. Understand the development of U.S. social welfare and the profession of social work in the context of the field

Part 6: Communicate Your Findings (1-2 pages)

COURSE REQUIREMENTS

REQUIRED TEXTS (for both SWK 6201 and SWK 6210)

Lane, S.R., Palley, E. & Shdaimah, C. (2019). *Social welfare policy in a changing world*. Sage Publishing. ISBN: 9781544316185. Hard copy: \$166.00; eBook: \$57.00 (90 day rental). Used copies available.

NOTE: The second edition of this text is available for order [here](#) starting January 2025, but may not be available for delivery of hard copies before class starts. If you have the second edition, use the chapter numbers following the name of the chapter.

National Association of Social Workers. (2021). *Social work speaks: National Association of Social Workers policy statements 2024-2027 (13th Ed.)*. NASW Press. ISBN: 978-0-87101-623-2. Hard copy: \$54.62; eBook: \$51.89. **Feel free to use a previous edition.**

The Social Work Speaks book is BEST purchased DIRECTLY from NASW Press in either e-book or paperback. <https://www.naswpress.org/product/53683/social-work-speaks-13th-edition>

National Association of Social Workers. (2021). *Code of Ethics*. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> Note: You do **NOT** need to purchase this. You can read it free of charge on NASW's website.

Note: Other required readings are available on-line through electronic reserve (E-RES) or found in the course Canvas shell. See instructions below for e-reserve.

OPTIONAL SUPPLEMENTAL TEXT

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Author. ISBN: 1433832178. Paperback: \$31.99, Spiral-bound: \$44.99, Hardcover: \$54.99; eBook: \$26.99 through VitalSource.

COURSE POLICIES:

STUDENTS WITH DISABILITIES

The Office of Disability Services (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities.

<http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability.

Student Responsibilities

Register with the Office of Disability Services (ODS).

You can also access e-reserves through <http://www.yu.edu/libraries/>

1. Click on online resources.
2. Click on eReserves
3. If you are off-campus, at this point you will be prompted for your Off-Campus Access Service login and password (obtain this from the library).
4. In the 'search for Courses' box, type in the name of your course.
5. Click on the link to your course.
6. Enter the password wurzweiler
- 7.

COURSE OUTLINE

Unit 1: Introduction to Key Concepts in Social Work and Social Welfare Policy (2 weeks)

Learning Objectives:

- Identify course objectives and requirements
- Introduce online library searching, and writing formats expected in the MSW program
- Examine personal values, and how they align with the values of the social work profession
- Define social welfare and related terms
- Discuss the ways in which social work values and ethics connect with social welfare policy and organizational policy
- Identify and describe theories that explain the evolution of the social welfare system.
- Recognize the impact of racial, ethnic, religious, economic, and social class discrimination on the development of social welfare

Required Readings:

- Lane, S.R., Palley, E. & Shdaimah, C. (2019). *Social welfare policy in a changing world*. Sage Publishing.
- Chapter 1: Social Work: A Value-Based Profession in Historical Context, pp. 1-5. (*first section of this chapter in the second edition*)
- Chapter 3: Practical Theories for Understanding and Analyzing Policy (*Chapter 4 in the second edition*)
- Segal, E. (2011). Social empathy: A model built on empathy, contextual understanding, and social responsibility that promotes social justice. *Journal of Social Service Research*, 37(3), 266-277.
- National Association of Social Workers. (2021). *Code of Ethics*. NASW Press.
- National Association of Social Workers. (2007). *Standards for Cultural Competence in Social Work Practice*. NASW Press.
- Video introduction to library and YUFind: <https://www.youtube.com/watch?v=Blw3Fy6EZrA>

Recommended Readings:

- Canadian Association of Social Workers. (2005). Code of Ethics. <https://www.casw-acts.ca/en/Code-of-Ethics%20and%20Scope%20of%20Practice>
- Levy, H. (2015). Income, poverty, and material hardship among older Americans. *The Russell Sage Foundation Journal of Social Sciences*. [E-reserves]
- Pimpare, S. (2007). An African American welfare state. *New Political Science*, 29(3), 313-331. [E-reserves]
- Shaefer, H.L., Edin, K., & Talbert, E. (2015). Understanding the dynamics of a \$2-a-day poverty in the United States. *Russell Sage Foundation*, 1(1), 120-138.
- Weaver, H.N. (1992). African Americans and social work: An overview of the antebellum through progressive eras. *Journal of Multicultural Social Work*, 2(4), 91-102. [E-reserves]

Assignments:

- 1) Class participation

- 2) Values Inventory
- 3) Social Change Project Part 1: Population Identification

Unit 2: Social Welfare History

Learning Objectives:

Identify the origins and roots of social welfare in the United States

Examine populations marginalized by race, ethnicity, age, and other sources of bias.

Required Readings:

Lane, S.R., Palley, E. & Shdaimah, C. (2019). *Social welfare policy in a changing world*. Sage Publishing.

Chapter 1: Social Work: A Value-Based Profession in Historical Context (*remainder of chapter in both editions*)

National Association of Social Workers. (2024). *Social work speaks: National Association of Social Workers policy statements*. NASW Press.

Read at least 3 of the following:

13th edition: Affirmative Action, Civil liberties and social justice, Racism, Women's issues, Homelessness, Housing, Welfare Reform

12th edition: Affirmative Action, Civil liberties and justice, Peace and social justice, Racism, Women's issues, Homelessness, Housing, Welfare Reform

The New York Times Editorial Board. (2020, April 9). The America we need. *The New York Times*.

NASW. (2021). *Code of Ethics*. NASW Press.

NASW. (2007). *Standards for Cultural Competence in Social Work Practice*. NASW Press.

Assignments:

- 1) Class participation
- 2) Social Change Project, Part 2: Connecting to History

Unit 4: Human Rights and Social Change

Learning Objectives:

- Identify basic human rights and civil liberties.
- Explore groups vulnerable to oppression of their basic human rights and civil liberties
- Examine the role of social justice in securing equal rights
- Describe the role and responsibility of social work towards justice

Required Readings:

National Association of Social Workers. (2024). *Social work speaks: National Association of Social Workers policy statements*. NASW Press.

- Affirmative Action
- Civil liberties and justice
- Peace and social justice
- Racism
- Women's issues

McBeath, B. (2016). *Re-envisioning macro social work practice*.

Describe the role and responsibilities of social work in providing services within education

Required Readings:

Examine the historical development of policies and programs to support successful aging in the US

Identify the rights and roles of older adults, their families, and the government in providing for the welfare of older adults.

Explore the impact of race, religion, ethnicity and social class on the provision of social welfare programs for older adults

Describe the role and responsibilities of social work in providing for the welfare of older adults

Required Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Sage Publishing.

Chapter 10: Policy for Older Adults (*Chapter 12 in the second edition*)

National Association of Social Workers. (2024). *Social work speaks: National Association of Social Workers policy statements*. NASW Press.

End-of-life decision making and care (13th edition)/End of life care (12th edition)

Assignments:

- 1) Class participation
- 2) Social Change Project Part 5: Creating Change

Unit 10: Migration and Social Change

Learning Objectives:

Examine the historical development of immigration, asylum and refugee policy and related services in the US

Identify the rights and roles of immigrants, asylees, and refugees, as well as the international community and the American government in providing for the welfare of these groups

Explore the impact of race, religion, ethnicity and social class on the development of immigration, asylum, and refugee policy in the US

Describe the role and responsibilities of social work in providing for the welfare of immigrants, asylees and refugees

Required Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Sage Publishing.

Chapter 15: Immigration Policy (*Chapter 17 in the second edition*)

Assignments:

- 1) Class participation

Unit 11: The Environment and Social Change

Learning Objectives:

Examine the historical development of environmental policy at international and national levels

Explore the impact of race, religion, ethnicity and social class on the development of

environmental policy and practice

Describe the role and responsibilities of social work in responding to threats to the environment

Required Readings:

Lane, S.R., Palley, E.S., & Shdaimah, C.S. (2019). *Social welfare policy in a changing world*. Sage Publishing.

Chapter 16: Environmental Policy (*Chapter 5 in the second edition*)

Recommended Readings:

National Association of Social Workers. (2024). *Social work speaks: National Association of Social Workers policy statements*. NASW Press.

Environmental policy (13th edition only)

Assignments:

- 1) Class participation
- 2) Social Change Project Part 6: Communicating Your Findings

Unit 12: Current Policy Environment and Social Change

Learning Objectives:

Identify and analyze current policy issues for in-depth analysis and class discussion utilizing historical analysis and the role of social work in context

Required Readings:

National Association of Social Workers. (2024). *Social work speaks: National Association of Social Workers policy statements*. NASW Press.

Role of government, social policy and social work.

[Five domains of wellbeing in a policy context: Frequently asked questions](#). (2015). The Full Frame Initiative.

Binder, N., & Weiss-Gal, I. (2022). [Social workers as local politicians in Israel](#). *The British Journal of Social Work*, 52(5), 2797-2813.