

SSV 113 Introduction to Social Welfare
Syllabus Part II Edison State Community College

3 Credit hours

Section/Term: SSV 113S-801FS

Class Meeting Time: Online

Location: Online

Faculty: Laney Claudy – Masters: Social Work; Bowling Green State University, 2025

Required Items: TEXTBOOK: Social Welfare Policy and Social Programs; Segal, Elizabeth A. 4th edition Cengage

No office

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Office hours: by appointment either through email, phone, or Zoom

POLICY STATEMENTS:

- 1. Class attendance is Mandatory for all students.** You will receive points per class that you attend and points for participating in online discussions, forums, and assignments. Regular participation is expected as part of this policy. Sleeping and working on computers or phones in class is considered “non-participation”. There are no excused absences so if you are not in class, you do not receive your points. **More than 4 missed classes can result in failure of the course.** Those who have perfect attendance will receive 5 points at the end of the semester!
- 2. Why is class attendance mandatory?** In class participation and learning is most important to you obtaining a passing grade. This is where we discuss the “real work” that you are learning in your chapter readings, Mindtap and assignments. Important information is being shared and discussed during class time. We only meet for 1.25 hours a week since this is a Web-flex course. This should be valued like a job and taken seriously. A passing grade reflects the amount of time and commitment you give to the course and not just completing assignments and tests. **Late work is NOT accepted!** All due dates are given to you in the syllabus prior to the semester beginning. You have knowledge of every due date and therefore I expect all assignments on time. This is part of your responsibility of taking the course and reflects

your time management skills and commitment which in turns reflects in your grade. If an emergency comes up, the ONLY exception I will honor is if you reach out to me prior to the due date and we discuss a fair resolution.

New federal mandates for students receiving financial aid state that attendance is to be calculated based on “academic engagement,” which means that coming unprepared for class just to be present and not doing any homework will not equal attendance.

Failure to attend class does not constitute an official withdrawal. The responsibility for withdrawal prior to the published withdrawal deadline always lies with the students. Students are financially responsible for costs associated with classes that they have withdrawn from after the published Add/Drop date

Class Format	Class Time Per Week	Study Time per Week	Total Time per Week	Length of Class	Total Time to Complete Course
Traditional	3 hours	6 hours	9 hours	x 16 weeks =	144 hours

3. **ACADEMIC DISHONESTY WILL NOT BE TOLERATED** IN THE SOCIAL SERVICES PROGRAM. Because engaging in dishonest practices undermines the trust that is essential in any social relationship, honesty is expected in all matters. Academic honesty requires that you never submit another’s work as your own. You will not plagiarize from a printed source, an electronic source, or another student’s work, nor will you have someone else do your work. You will not copy from another student’s examination or use the text or notes while taking a quiz or examination. Cases of intentional academic dishonesty will be referred to the DEAN for appropriate disposition. Plagiarism will not be tolerated. Please see the Edison student handbook for what constitutes academic dishonesty and potential consequences. There is a link to this handbook, under “external links” on our class Blackboard site menu.

4. **CLASSROOM BEHAVIOR: I EXPECT THAT EVERYONE PRESENT IN THE CLASSROOM HAVE RESPECT FOR EVERY INDIVIDUAL IN THE ROOM.** We will be

doing a lot of class exercises and role playing. There will be a lot of group discussions as well. I want everyone to be able to speak freely and honestly and for all of us to listen, respect one another and enjoy the time we have together. We may discuss things that personally offend you or go against your beliefs. All I ask is that you come with an open mind and be willing to listen to other students' beliefs and perceptions.

Please come to class ON-TIME, prepared, cell phone and computers put away and silenced. This is a professional environment and you are expected to act professional.

Tardiness: Being late for class is like being late for work, it is distracting, and it affects your learning environment. If you are more than 20 minutes late for class, then you will not receive attendance credit for that day

All Assignments are due on time and will not be accepted late. This is a professional classroom; therefore, everyone will be treated like responsible adults with the capability of meeting deadlines. **No late work will be accepted due to technology issues.** A late assignment receives 0 points. There are no make-up tests unless it has been previously discussed between the instructor or student. You are expected to take the test the day they are given. **** If you miss an assignment or a test, you will have that day to discuss the reason with me and I will consider giving you an extension. If you need to reschedule a test date, it must be previously discussed with the instructor and must be made up within one week of the original test date.**

5. Edison State Community College will make reasonable accommodations for students with documented disabilities. If you believe you may need an accommodation based on the impact of a disability, contact the instructor privately with your self-identification letter. If you do not have a self-identification letter, contact the Office of Disability Services by emailing disabilities@edisonohio.edu or by calling 937-778-8600. The Office of Disability Services is located on the Piqua Campus in Room 160. For additional information, visit the Disability Services web page at www.edisonohio.edu/disability cbenning@edisonohio.edu and my direct line is [937-778-7808](tel:937-778-7808).

6. **Student Affairs** offer assistance to connect students with community resources. These include:

- Housing Assistance
- Food/Clothing Assistance –CHARGER STATION
- Utilities Assistance
- Childcare
- Health and Mental Health
- Transportation
- Substance Abuse help
- And others...

If you are in need of help, please contact student affairs to make an appointment or to find out about walk-in hours.

7. There are **writing standards for this course and all SSV courses at Edison. These standards are posted on you class Blackboard site under the “assignment button”.** This will help you understand the expectations for all written work that you complete for this course. **I encourage you to complete ENG 121S**

8. You will find links to Edison’s Library, the Learning Center, and the Student Handbook on our class Blackboard site.

TECHNICAL SUPPORT

Edison Community College has an IT Helpdesk that is available Monday through Saturday during Fall and Spring Semester.

You can reach the Helpdesk by calling 778-8600 and ask for extension 711 / email support@edisonohio.edu

9. TESTING YOUR FAITH POLICY

Edison State Community College is committed to providing an environment respectful of students’ beliefs. Students are permitted to be absent for up to 3 days each semester based on their faith, religion, or spiritual belief system with no academic penalty. Students must complete the Testing Your Faith Act Accommodations Form, linked here, and provide a copy to their individual faculty

within 14 days from the start of the course. The entire policy can be found in the student handbook linked above.

FINAL GRADE STANDARDS:

Grade	Points	Percentages
A	1002-1113	90-100%
B	890-1001	80-89%
C	779-889	70-79%
D	667-778	60-69%
F	below 666	59% and below

TENTATIVE WEEKLY SCHEDULE OF TOPICS, ACTIVITIES, ASSIGNMENTS, TESTS, ETC.

WEEK 1

Assignments: Begin reading Chap. 1. This chapter provides informs the reader on the concepts of values and beliefs and how these influence policy decisions. These influence of these values and beliefs will be revisited/referred to in future chapters so it is important to have a solid understanding of them.

Discussion #1: Initial post due Thurs. 1/22; replies Sat. 1/24

This is a self-introduction post and it is the ONLY Discussion assignment that requires a response to EVERY CLASSMATE. ALL OTHER Discussions require responses to just TWO CLASSMATES.

For this post, tell your field of study, how long you have been at Edison, when you expect to graduate and what you hope to get out of the class besides a good grade 😊 ALSO tell what you like to do if you have free time (hobbies, etc.) and if you have pets, include this info if you wish. Finally, tell ONE surprising thing about you that hardly anyone knows.

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WEEK 2 Lecture: Intro to class; review of assignments and expectations. Begin Chap. 1
Assignments:

Text: Continue reading Chap. 1

Discussion Video: “Legacies of Social Change, Part 1.”

Worksheet Videos: “FDR-The Greatest Democratic President” and “Legacies of Social Change, Part 1.”

Worksheets: Due 1/31 FDR and Legacies Part 1

Papers: None

Discussion #2: Initial post due Thurs. 1/29; replies Sat. 1/31.

Discuss what you learned in Part 1 of “Legacies of Social Change” and comment on which person mentioned made the greatest impact on social change, in your opinion. State why you believe this person made the greatest impact.

WEEK 3 Lecture: Chap. 1 cont.

Assignments:

Text: Read Chap. 2, “Historical Foundations of Social Welfare in America.” This chapter provides historical information concerning how social welfare policy formed and evolved over time in the United States. It includes discussion of important periods of time in the U.S. that influenced the creation, modification and/or elimination policy.

Discussion Video: “Legacies of Social Change, Part II.”

Worksheet Video: “Legacies of Social Change, Part II”

Worksheets: Due 2/7, “Legacies of Social Change,” Part II AND Chap. 1

Papers: None

Discussion #3: Initial post due Thurs. 2/5, replies 2/7.

Discuss what you learned in Part II of the video “Legacies of Social Change,” include who, of all the people highlighted made the most meaningful contribution to the social welfare of U.S. citizens. If your pick is still the one from last week’s discussion (Part I), that’s fine-state why this person remained your top pick.

WEEK 4 Lecture: Chap. 2

Assignments:

Text: Continue reading Chap. 2.

Discussion Video: None

Worksheet: None

Papers: Due 2/14, Conflicting Values and Beliefs.

Discussion: None

WEEK 5 Lecture: Continue Chap. 2

Assignments:

Text: Begin reading Chap. 3, “Conceptual Foundations of Social Welfare Policy.” This chapter presents a variety of ideas of concepts that influence the development of social welfare policy and have been used in the creation of theories on how social welfare policies come about and the circumstances that promote policy creation.

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Worksheet: Due 2/21, Chap. 2

Papers: None
Discussion: None

WEEK 6 Lecture: None

Assignments:

Text: Continue reading Chap. 3

Worksheet Videos: “Welfare Over Fathers” and “1983 Documentary The Child Support Crackdown|Warrant for Arrest.”

Discussion Videos Same as worksheet videos (Welfare Over Fathers for Discussion #5 and 1983 Documentary The Child Support Crackdown for Discussion #6).

Worksheet: Due 2/28, Welfare and Child Support Videos (1 worksheet)

Papers: None

Discussion #4: Initial post due Thurs. 2/26; replies Sat. 2/28

Read pp. 66-67 of the text that discusses “Social Control Theory” and write your understanding of this theory. Discuss what you think of it-does it put policy making in too harsh a light? If so, say why you think this and if you only partly agree, say so and why? State what part of the theory bothers you. If you totally agree with the idea, say so and why.

Discussion #5: Initial post due Thurs. 2/26; replies Sat. 2/28

Discuss what you learned in the video on public assistance (welfare) of the 1960’s. What did you find most interesting and/or disturbing? How is public assistance different today in regard to a male presence in the home? Why do you think policy of the 1960’s made it so a female could not get assistance if a male was in her life? Has the system changed at all in regard to providing for life necessities-meaning, does the system now assure that a family’s basic needs are met? Support your answer.

Discussion #6: Initial post due Thurs. 2/26; replies Sat. 2/28

Discuss the video on child support enforcement. How effective did the system seem to be at the time of the filming? Discuss barriers to the system being more effective and offer suggestions for making the system better. Do you agree with placing people in jail if they don’t pay child support? Discuss problems with this approach and provide any suggestions on how to do it differently. If you have had experience with the child support enforcement system and care to share, please do so. Your insights would be valuable for discussion.

WEEK 7 Lecture: Chap. 3

Assignments:

Text: Read Chap. 4, “Analyzing and Researching Social Welfare Policies. This chapter Discusses policy analysis-what it is, how to do it and why it is essential to policy making. It uses immigration and public assistance (aka: welfare; aka: TANF) policies as examples. There is also info about what sources can be helpful in policy matters.

Discussion Videos: None

Worksheet: Due 3/7 Chap. 3

Papers: None

Discussion: None

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WEEK 8 Lecture: Chap. 4

Assignments:

Text: Read Chap. 5, "The Delivery of Social Welfare Services." This chapter presents information on the history of the social work profession and the various governmental offices that are pertinent to social welfare policy. It poses the question as to whether government should be involved at all and the chapter ends with information on various forms that assistance can take.

Discussion Videos: None

Worksheets: None

Papers: None

Discussion #7: Initial post due Thurs. 3/12; replies Sat. 3/14.

Discuss the two examples of policy analysis from the text-immigration and public assistance (TANF). Provide your thoughts on how each policy could be improved. State what elements you think need to change and why. For each policy, provide recommendations for improvement.

WEEK 9

WEEK 10 Lecture: Chap. 5

Text: Read Chap. 6, "Social Justice and Civil Rights. This chapter begins Part II of the text that is titled "Critical Concerns that Affects All Arenas of Social Welfare." The rights discussed in this chapter are critical to societal well-being, yet barriers exist (or have existed). Voting rights is a good example of how policy had to be created to protect against discrimination and oppression. Certain populations experience (or have experienced) more barriers than others and this will be discussed.

Worksheets: Due 3/28, Chap. 4

Papers: None

Discussion #8: Initial post due Thurs. 3/26; replies 3/28.

This post is in regard to Ohio's Medicaid Estate Recovery Program. Read the article about it located on the Content page of Blackboard in the Assignment and Video section. Include in your post if you have ever heard of the program and provide your overall opinion of it. As you think about it, keep in mind that Medicaid dollars essentially come from our (yours and mine) taxes. So, do you think the state has a right to try to recoup some of what was spent. Why/Why not? Discuss why knowledge of this program could be important for a social worker to know, particularly those who work with the elderly or nursing home facilities.

WEEK 11 Lecture: Chap. 6

Assignments:

Text: Read Chap. 7, "Poverty and Economic Inequality." This chapter discusses various issues in relation to poverty and presents information on anti-poverty policies and programs enacted by the U.S. government. In many communities, there are local, informal programs (many charities) that serve those in need and

it is very important for the social worker to be aware of these informal programs and know eligibility requirements.

Discussion Videos: “The Horrific Murder of James Byrd, Jr.,” “How the James Byrd Jr. Case affected the lives of those involved in the case,” “James Byrd Jr. Killer to be Executed in April,” “The Matthew Shepherd Story” and “Heartbreaking Murder of Matthew Shepherd|Murdered at First Sight.” **Be aware: some content can be disturbing. Take care while viewing.**

Worksheets: Due 4/4, Chap. 5

Papers: None

Discussion #9: Initial post due Thurs. 4/2; replies Sat. 4/4.

This discussion is in response to the videos on the murders of Mr. Byrd and Mr. Shepherd. Both were high profile cases and were significant catalyst for hate crime legislation. In the case of James Byrd, the hate was based on his skin color and for Matthew Shepherd, it was due to his sexual orientation. In your post, discuss each crime and include reasons why you think it was these two cases that compelled law makers to create hate crime legislation. Also discuss how effective you think such legislation can be. Does legislation actually act as a deterrent to committing crimes? Support your opinion.

TEST #1: Chaps. 1-5, opens @ 7 a.m. Wed. 4/1; closes @ 11:59 p.m. Sat. 4/4

WEEK 12 Lecture: Chap. 7

Assignments:

Text: Read Chap. 8 “Economics, Employment, Budgets, and Taxes. This chapter educates readers about how economics and employment numbers influence government decisions on policies, including those that target the private sector (aka: corporate America). There will be discussion of several major events that have greatly impacted the economic landscape in the U.S., notably the Coronavirus pandemic that began in 2019 and current changes that have occurred under the leadership of the present President of the U.S. Information concerning the current federal government make up is not in the text so supplemental material will be used.

Discussion Videos: “Poverty in the USA: Being Poor in the Richest Country,” “The Line: Poverty in America” and “Poverty After the Pandemic.”

Worksheets: Due 4/11 Chap. 6

Papers: None

Discussion #10: Initial post due Thurs. 4/9; replies Sat. 4/11

This post is based on the first two videos on poverty. Write your thoughts concerning what you learned and comment on anything that may have angered or surprised you. Provide ideas on how to address poverty in the U.S., a country quite rich in resources, including wealth and one in which some say there should be no poverty at all.

Discussion #11: Initial post due Thurs. 4/9; replies Sat. 4/11

Discuss the last video that presented information on poverty specifically driven by the coronavirus pandemic (Covid-19). What factors were at work in creating
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situations of poverty post pandemic? If you or your family experienced poverty as a direct result of the pandemic and are open to sharing, please do so. What lingering economic effects of the pandemic do you think will exist and what ideas do you have as a remedy. Support your views and remember, any solution that involves dollars coming from the government use PUBLIC funds-money that has been generated from taxes on you and me.

WEEK 13 Lecture: Chap. 8

Assignments:

Text: Read Chap. 9, "Social Insurance." This chapter begins Part III of the text titled "Key Social Welfare Policies and Programs." Chapter 9 is all about the social insurance part of the Social Security Act and, in fact, it is simply called "Social Security" by most people and it is the program that MOST elderly Americans count on post-retirement. The text discusses how the program works, the importance of it and limitations. Also discussed are possible changes that may be necessary (or have already been put into place) to keep the program "afloat."

Discussion Videos: "Families First Coronavirus Response Act," "Understanding the American Rescue Plan" and "What is the CARES Act?"

Worksheet Videos: Same as Discussion videos

Worksheets: Due 4/18 Chap. 7 AND Covid-19 worksheet (from videos).

Papers: Due 4/18 The Great Depression.

Discussion #12: Initial post due Thurs. 4/16; replies Sat. 4/18.

These videos present information on the U.S. government's response to the Covid-19 pandemic; specifically designed to enhance the social welfare of the people. The economy, as you know, has a direct impact on the social welfare of the people and, similar to the Great Depression, the government stepped in, in a big way in attempts to mitigate (lessen) the economic crisis that transpired due to the event. Studying this period shows how governmental intervenes through legislation, some being just for a period of time and other legislation becoming permanent. Since the pandemic occurred AFTER the text was printed, supplemental material is used.

In your post, discuss your reaction to governmental response, including the amount of money authorized, the distribution of funds and the lasting impact of the pandemic. Offer your comments on whether the government reaction went too far, not far enough, just right or you are not sure. If YOU or your family received any aid that was given, discuss the impact on you and your family's welfare.

WEEK 14 Lecture: Chap. 9

Assignments:

Text: Read Chap. 10, "Aging and Social Welfare Policy. This chapter focuses on policy targeting the older American. Considering that the U.S. is a youth-oriented culture, growing into older adulthood can present specific challenges which

sometimes has required legislation to protect the social welfare of this group. More policy is likely to arise as the percentage of older people continues to rise and the group advocates for more.

Worksheets: Due 4/25 Chap. 8

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Papers: None

Discussion #13: Initial post due Thurs. 4/23; replies Sat. 4/25

Read the article posted for this discussion on Trump's Big Beautiful Bill as it relates to changes in Medicaid. President Trump campaigned on many "promises," including a reduction in the U.S. deficit (i.e. budget cuts). Too often, the government's solution focuses on cuts in social service programs and education. True to form, Medicaid is being revised, yet the projected deficit is going to increase instead of decrease with this new bill. In your post, discuss the reading and state what you think of the changes to Medicaid. State what changes you support and why. If you don't support any of the changes, state that and say why. If you agree with the need for changes but don't like HOW the changes are being made, offer alternative suggestions. Finally, state how it is that if so much money is being denied to the Medicaid program, why the deficit is projected to INCREASE and provide your thoughts on this.

Discussion #14 Initial post due Thurs. 4/23; replies Sat. 4/25

For some time, the social welfare program known as "social security" has been said to be in trouble, financially. In reviewing information on the program, explain WHY there is this alarm and discuss possible changes to the program, as seen in the text. State which changes, if any, you think is a good idea and offer any solutions of your own, if you can think of any. Also, some believe the program should be totally abolished. State your views on this idea and state how receptive or not you think the the public would be to such an action. Support your comments.

WEEK 15 Lecture: Chap. 10

Assignments:

Text: Read Chap. 11, "Children and Families." This chapter discusses the formation of programs and policies designed to aid children and families (as the title suggests). Policies enacted during specific periods in history will be highlighted and will cover factors such as family income, nutrition, healthcare, education and child protection. Policies that target children and families are relatively new as up until the end of the 1920's, family needs/concerns tended to be "off limits." Families operated in a rather protected universe. In fact, "hands off" was so engrained that the first noted case of child abuse/neglect (one that gained attention) had to be referred to the SPCA (Society for the Prevention of Cruelty to Animals) for the handling of it. ANIMALS had protections in place BEFORE children ever did!

Discussion Videos: "The Reality of Aging in America," "Aging in the U.S. (full documentary)|Frontline" and "How More Americans are Aging in Place."

Worksheets; Due 5/2 Chap. 9

Papers: None

Discussion #15: Initial post due Thur. 4/30; replies Sat. 5/2

Post your reaction to the videos and include responses to the following. As stated in “Aging in the U.S.,” people are living longer but not always better. What social welfare policies do you think could be put into place to help older folks “live better?” Also in your post, discuss the concept of “aging in place” AND provide your thoughts on the creation of any legislation that would fully allow a person with a terminal disease with a future of increasing loss of function (physically and/or

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mentally) to have the right to terminate one’s life (this enters the realm of “bioethics”), as the one doctor said he would like to have that option.

WEEK 16 Lecture: Chap. 11 and Chap. 12, if time.

Assignments:

Text: None

Discussion Videos: “Full Episode: Children of the System (Ep 105)|Our American with Lisa Ling, “ “Poor Kids Full Documentary,” “Orphan Train (1979 movie) and “Placing Out The Orphan Trains” (2008)

Worksheets: Due 5/9 Chap. 10

Papers: None

Discussion #16: Initial post due Thurs. 5/7; replies Sat. 5/9

In this post, discuss what you learned from the two videos on kids in poverty. Comment on anything that angered, surprise or saddened you. Provide some ideas on possible policies and programs that could have a positive impact on the lives of children who experience poverty. Their living situation is of no fault of their own—should policy be connected to the behavior of the parent(s).

Discussion #17: Initial post due Thurs. 5/7; replies Sat. 5/9

Discuss the movies/videos on a bygone system that took orphans on trains to far off places in the hopes that they would be adopted. Comment on the positives and negatives of these “Orphan Trains,” as they were called and provide your overall assessment; i.e. did the positives outweigh the negatives or vice versa OR are you unsure? Support your views. Also state your opinion on how you think such an idea would be received today. Would it “fly?” Why? Why not?

WEEK 17 No Class-End of Term. The following is due this week.

Worksheet: Due 5/16 Chap. 11 AND “Placing Out The Orphan Trains (2008).”

Discussion #18: Initial post due Thurs. 5/14; replies Sat. 5/16

This post is on the topic of healthcare, a concern for most people. The health of citizens is a social welfare issue. Some countries have what is called “Universal Healthcare.” Choose a country that offers this and compare it with the U.S. system, according to the following factors: funding—where does the money come from and how does one gain access. In the U.S., access is often determined through one’s employment. The Affordable Health Act was supposed to offer alternatives so consider that when doing the comparison. Discuss barriers to service. Some countries with “Universal” healthcare may have significant restrictions to access. Discuss insurance companies, if applicable as they can create barriers. Sum

up with pros and cons and offer your opinion on what country offers the best option.

Final Exam: Opens Wed. 5/13 @ 7am; closes Sat. 5/16 @ 11:59 p.m.