

Course Number and Title: HMS 223 Social Policy/Program Planning

Campus Location:

Georgetown, Dover, Wilmington

Effective Date:

2021-51

Prerequisite:

HMS 121, ENG 101, POL 111, (SOC 111 or PSY 225)

Co-Requisites:

None

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

Course Description:

The course reviews the nature of social policy and its historical development. Basic trends in social and human services are related to political and social developments in the United States. An overview is provided of the policy making and planning process.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

All campus program and policy manuals

Schedule Type:

Classroom Course

Hybrid Course

Online Course

Disclaimer:

None

Core Course Performance Objectives (CCPOs):

1. Identify the historical foundations of social policy up to and including current social problems and responses. (CCC 2, 5; PGC 1, 4)
2. Differentiate the public, private non-profit, and private for-profit sectors in which social welfare occurs. (CCC 2; PGC 1, 4)
3. Identify the complexities involved in defining, assessing, and attempting to resolve social problems. (CCC 2, 5; PGC 1, 2, 4, 5)
4. Identify the characteristics of effective policy. (CCC 2, 5; PGC 1, 4)
5. Explain the characteristics, issues, and tasks of each stage of the policy process. (CCC 2, 5; PGC 1, 4)
6. Compare and contrast the relationship among social problems, social policies, and social programs. (CCC 2, 5; PGC 1, 4)
7. Demonstrate skills associated with each stage of the policy process, including needs assessment, proposal development, budget, ratification, program planning, implementation, and evaluation. (CCC 1, 2, 3, 4, 5, 6; PGC 1, 2, 4, 5, 6)
8. Use policy knowledge and skill to identify an unmet client need or service gap, and prepare a program service component. (CCC 1, 2, 5; PGC 1, 2, 4, 5)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Identify the historical foundations of social policy up to and including current social problems and responses.
 1. Define social policy.
 2. Identify the history of the development of and need for social policy in the United States.
 3. Identify current social problems, and discuss how the United States is responding to these problems.
 4. Define significant legislation that defines United States social policy.
2. Differentiate the public, private non-profit, and private for-profit sectors in which social welfare occurs.
 1. Identify the different types of social welfare organizational structures that comprise the social policy nexus.
3. Identify the complexities involved in defining, assessing, and attempting to resolve social problems.
 1. Describe the major theoretical models used to define, assess, and resolve social problems.
 2. Identify the conflicting and disparate components of these theoretical models.
 3. Describe the significance of these different methods of analysis of social problems on the formation of social policy.
 4. Describe the competing value, ideologies, and philosophical viewpoints that influence the analysis of social problems and social policy development.
4. Identify the characteristics of effective policy.
 1. Identify the necessary components of the social policy-making process.
 2. Identify factors that support and inhibit effective social policy development and implementation.
5. Explain the characteristics, issues, and tasks of each stage of the policy process.
 1. Explain the stages of the policy-making process.
 2. Identify the characteristics, issues, and tasks of each stage.
 3. Describe the major obstacles to successful implementation of social welfare policy.
6. Compare and contrast the relationship among social problems, social policies, and social programs.
 1. Discuss social problems, social policies, and social programs.
 2. Explain both the formal and informal processes that interact to define social problems, social policies, and social programs.
 3. Explain the relationship among social problems, social policies, and social programs.
 4. Identify key social, political, and economic factors that influence the relationships among social problems, social policies, and social programs.
7. Demonstrate skills associated with each stage of the policy process, including needs assessment, proposal development, budget, ratification, problem planning, implementation, and evaluation.
 1. Explain the skills associated with each stage of the policy process.
 2. Apply the skills associated with each stage of the policy process to a specific social problem addressed by a specific social program.
8. Use policy knowledge and skill to identify an unmet client need or service gap, and prepare a program service component.
 1. Identify a social policy sector being served locally.
 2. Develop a needs assessment strategy to determine an unmet client need or service gap in this sector.
 3. Develop a program service component, including policy to address the identified unmet need or service gap.

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Create and maintain effective and professional documents relevant to Human Services agencies.
2. Interact ethically and professionally within the Human Services field.
3. Apply information to identify client's strengths, weaknesses, and resources to create a treatment plan.
4. Provide effective client services at an entry level by utilizing professional Human Services principles and practices.
5. Establish effective working relationships within the Human Services arena.
6. Apply basic management and leadership skills in Human Services environments, including time management, organization, and the ability to follow directions.
7. Utilize feedback to assess the effect of oneself on Human Services outcomes and make adjustments accordingly.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.