



Bachelor of Social Work Program

SOWK 3302, Section 110 Social Welfare in America

Semester:	Fall 2017
Meeting Time/Place:	Monday & Wednesday, 1:00-2:15 pm Warrior Hall, Room 306
Instructor:	Michael R. Daley, PhD, LMSW-AP, ACSW
Phone & E-Mail:	254-501-5936; mdaley@tamuct.edu
Office Hours:	Monday 9:00-11:30; Tuesdays & Wednesdays: 9-11:30
Meeting with your Professor:	<i>I am most reliably reached by email. You may also request time either before or after class to meet. Please feel free to use me as a resource as you need throughout the semester.</i>

UNILERT

Emergency Warning System for Texas A&M University – Central Texas

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UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account.

Connect at [Unilert](https://www.tamuct.edu/departments/security/unilert.php) [https://www.tamuct.edu/departments/security/unilert.php] to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

Course Description

Provides a general introduction to social welfare services in the United States and how they have developed historically. Emphasis is on services and programs directed at the most vulnerable populations in our society. Race, ethnicity, gender, and socioeconomic status are considered in an effort to understand the need for and eligibility for various social welfare programs and services.



II. Nature of Course

Social Welfare in America provides a historical perspective of the social welfare system, to include an exploration of the social, racial, political, and economic forces that have and continue to impact the development of service and service delivery in the U.S. The course focus includes an investigation and analysis of values and ethics, and guides students' in the ability to identify the financial, socio-political, cultural, and human diversity factors in providing social welfare services in the US.

Teaching Method: The primary teaching approaches in this course will be lecture and class discussion learning. Material in the course will be presented through interactive class discussions on readings and discussions on assignments. This course uses web assisted technology and additional materials may be posted on Blackboard.

Assignments//Responsibilities:

Each student is expected to be an active learner and it is the student's responsibility to read the assigned material and to come to class prepared for discussion. Since a portion of the class time will be devoted to addressing student questions or interests, students would be best served to be prepared to make use of this time.

Program Mission

The mission of the Texas A&M University-Central Texas (TAMUCT) Bachelor of Social Work Program is to provide a high quality, rigorous and innovative learning experience that helps students develop the knowledge, professional behaviors, and values that are essential in a generalist social work practitioner. The Program aims to achieve this by:

1. Responding to the needs of the local community, including the military and non-traditional students.
2. Providing a student-centered education that fosters personal and professional responsibility.
3. Providing compassionate mentorship that models the core values of the social work profession.
4. Fostering commitment to Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity and Competence.



The social work program at TAMUCT uses a generalist framework for practice. The program definition of generalist practice as:

Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (Source: BPD web page)

Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

- Competency 1:** Demonstrate Ethical and Professional Behavior
- Competency 2:** Engage Diversity and Difference in Practice
- Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4:** Engage In Practice-informed Research and Research-informed Practice
- Competency 5:** Engage in Policy Practice
- Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities



Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 41 total practice behaviors. The complete list of practice behaviors can be found at the end of this syllabus or by reviewing the student handbook.

Course Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery
- 5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- 5.2 assess how social welfare and economic policies impact the delivery of and access to social services

The objectives for this course, that support the CSWE related practice behaviors, are:

1. Students will be able to recognize historical factors and influences impacting the development of the social welfare system in the U.S. as evidenced by effectively (overall rate of 70%) identifying and describing them in course assignments.



2. Students will be able to describe the importance of values and ethics in social welfare service development and delivery as evidenced by effective (overall rate of 70%) articulation through course assignments.
3. Students will be able to identify key social welfare services and programs most often used in social service settings as evidenced by effectively (overall rate of 70%) identifying and describing them in course assignments.

The following table shows the relationship between: A) the course objectives, B) the CSWE related practice behaviors, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

A. Objectives <i>(By the completion of the course, it is expected that you will be able to...)</i>	B. CSWE Related Practice Behaviors <i>(This is the practice behavior that objective supports)</i>	C. Course Assignments <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
1. Recognize historical factors and influences impacting the development of the social welfare system in the U.S. as evidenced by effectively identifying and describing them in course assignments.	2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	<ul style="list-style-type: none">• Exam 1• Class Discussion
2. Describe the importance of values and ethics in social welfare service development and delivery as evidenced by	1.2 use reflection and self-regulation to manage personal values and	<ul style="list-style-type: none">• Poverty Paper• Class Discussion



<p>effective articulation through course assignments.</p>	<p>maintain professionalism in practice situations 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p>	
<p>3. Identify key social welfare services and programs most often used in social service settings as evidenced by effectively identifying and describing them in course assignments.</p>	<p>3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery 5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services 5.2 assess how social welfare and economic policies impact the delivery of and access to social services</p>	<ul style="list-style-type: none">• Exams 2 & 3• Poverty Paper• Class Discussion



COURSE REQUIREMENTS

REQUIRED TEXT:

Popple, P.R. & Leighninger, L. (2011). Social work, social welfare, and American society. (8th ed.). Boston: Allyn & Bacon.

Desmond, M. (2016). *Evicted*. New York: Broadway Books.

FINAL GRADES

A total of 350 points can be earned throughout the course. Assignments are "weighted". This means that each assignment is worth a certain percentage toward your final grade. Students must receive a grade of "C" (70%) or better to pass this course. Point and weight distinctions are as follows:

Course Assignment	Total possible points
Three Examinations	300 <i>(3@100 points ea.)</i>
Poverty Paper	50
Totals	350

Final Points & Percentages* and Corresponding Grades are based on the following:

A = 90% to 100% (315 to 350 points)

B = 89% to 80% (280 to 214 points)

C = 79% to 70% (245 to 210 points)

D = 69% to 60% (210 to 200 points)

F = 59% or less (209 points or less)

**Note: Final grade percentages are rounded to the next highest value (ex: 79.5% = 80%)*

COURSE ASSIGNMENTS

The following activity will be assigned and/or assessed for student evaluation of learning through throughout the course.

Poverty Paper



Over and above the three examinations, students will be required to complete one brief paper (5-7 pages) addressing a low income, welfare life style. Briefly, students will be given realistic monthly budget for a TANF (welfare) parent and will then be asked to develop a detailed household budget for expenditures including food, housing, utilities, laundry, transportation, day care, and other items. Itemized household and food budgets in tabular form are very important to making the paper readable and should be included. Failure to do so will result in a point penalty. Failure to develop the two budgets required in this assignment for comparison purposes will also result in a major point penalty. When you prepare your budgets so not mingle your Food Stamp (SNAP) and cash incomes. Essentially you will need 4 budgets – two for each lifestyle. There will be a cash & a food budget for each lifestyle.

Students must discuss and reflect on the type of lifestyle that they would have if they really lived in these circumstances. Then you should develop a budget for a minimum working lifestyle and answer the question “Would it be worth your while to take a 25 hour per week job at \$7.25 per hour (minimum wage)”? Remember, that once you start earning money from a wage, you begin to lose TANF and Food Stamp benefits. A minimum of 15% needs to be deducted from your gross wage earnings to account for various withholding taxes. You may also expect an additional reduction in your TANF benefits equivalent to 20% of your net earnings because you are working. In other words, you cannot add your 25 hour per week earnings to your benefits to get a total budget. You may still assume that you get Medicaid, but your TANF and Food Stamps should be reduced. Note: there have been some modifications made here to make the budgeting process simpler for you.

Your TANF budget is based on the following: You have a family of four (one adult and three children). At least one of your children must be over 6 (and in school) and none can be over 16. Your cash budget is \$343 per month (TANF) in cash and you also have \$649 per month in food stamps (food only). You may own a car, but no assets worth more than \$2,000. Just saying that you spend the allotment for food will not be sufficient. You must provide some detail and make a reasonable attempt to provide a decent diet. You will have Medicaid coverage for most of your medical expenses. You may make use of any additional government or charitable programs that you can find. But be aware that taking contributions from friends, family or working on a cash basis without reporting is welfare fraud. It is strongly suggested that you provide itemized budgets for the sake of clarity.

The assignment will be graded on content, clarity, organization, completeness of budgets and grammar.

If you are unable to avoid missing a class, **you must notify the professor via email before the class period to explain the absence.** It is up to the discretion of the professor if the absence will



be excused (documented illness, death in the family, and university sponsored activities generally qualify).

Class attendance and participation are critical elements to the full breadth and depth of learning in the course; therefore, students are expected to be present in class during the days we meet and to richly engage in class (i.e. be prepared with readings and assignments, participate in in-class discussions, actively listening to discussions and lectures taking place in class, etc.). The instructor assumes that attendance will yield positive and active engagement as outlined above. Hence, it is important to be aware that absences and failure to adhere to class policies while in class can and will impact your grade.

***Please note:** If your schedule is such that you find it consistently difficult to arrive to class on time, remain for the full class, or arrive to class at all, it is advised that you find another course that would best meet your scheduling needs.*

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

CLASS POLICIES

The following policies apply to all students enrolled in this course:

1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with prior discussion and approval by the professor only.
2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Disability Services Coordinator and/or discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class.



3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade.
4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.
5. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, ipads, e-readers, recording devices, etc. during assignments without expressed approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again in this or any subsequent course will receive an F for the course in which the behavior was identified and referred to Student Affairs.
7. Students are **NOT** permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework,



take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.

8. **All assignments must be turned in (submitted) by the due date and time indicated.** Late work **will not** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the due time) of the assignment. Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date; as a demonstration of professional practice, the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time and disrupts the grading process for the professors. Failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.
9. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.
10. All papers submitted for grading MUST adhere to APA 6th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced, 3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text-book, etc.). Further, all typed papers submitted in class MUST be stapled or clipped together (if too large for staple). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.
11. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, turning in previous work you submitted for a new class, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. Copying whole phrases or sentences without using quotation marks, even if very minor changes are made in wording is considered academic dishonesty. **Any student who violates class and/or university policies regarding**



Academic Honesty will be sanctioned according to the University and program guidelines. More information on university policies can be found at www.ct.tamus.edu/studentconduct. A copy of the University's policy is also located at the end of this syllabus.

12. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (" ") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. ***Plagiarized assignments will be assigned a grade of 0 and there are no options for rewrites on these assignments.*** Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. ***A copy of this statement, along with the assignment submission policy statement, is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity and assignment submission in this course by submitting your acknowledgement to the professor no later than the 2nd class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.***
13. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and



other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

14. While assignments may be discussed in class, no individual discussion of the determination of a grade made occur in this context. Discussion of grades is confidential and will not be done in the presence of other students. The proper context for such discussions is in the professor's office.

Final Note Regarding Policies

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMUCT, as their behavior is considered inappropriate for a social work practitioner.

University Policies

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The records office will give a deadline for which the form must be completed, returned, and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Duck Trax and confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

1. Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing



grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

2. Access & Inclusion (Disability Services)

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion webpage](https://www.tamuct.edu/departments/access-inclusion):
<https://www.tamuct.edu/departments/access-inclusion>.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit:
<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

3. Library Services

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers



technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [homepage](https://tamuct.libguides.com/): <https://tamuct.libguides.com/>

4. **Tutoring Services**

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

5. **Textbook Purchasing**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

6. **The University Writing Center**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University – Central Texas is a free workspace open to all TAMUCT students from



10am-4pm Monday-Thursday during the Summer semester. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

Technology Requirements.

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

Drop Policy



If you discover that you need to drop this class, you must complete a Drop Request Form, found through the [Registrar's web page](#):

<https://www.tamuct.edu/departments/business-office/droppolicy.php>

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

COURSE SCHEDULE*

Please note: Lessons are often adapted based upon the learning needs/progress of the class. Therefore, the professor reserves the right to amend the course schedule at any time. It is advisable that students consult with professor on assignment completion before moving to far ahead in the course schedule.

Date	Activity	Readings/Assignments Due
Module #1: History and Development of Social Welfare in America		
8/28	Introduction to Social Welfare <ul style="list-style-type: none"> • Student & Professor Introductions • Syllabus Review/Course Plans 	Reading: Syllabus
9/4	Labor Day	Reading: Popple, Ch. 1, NASW Code of Ethics
9/6	<ul style="list-style-type: none"> • Social Philosophy and Social Welfare • Achieving social ends through policy • Assumption of natural mechanism of society (free market, family, religion, etc.) 	Assignment: Signed integrity statements due
9/11	<ul style="list-style-type: none"> • Residual Model • Institutional model • Social welfare as social control • How these philosophies play out in today's society 	Reading: Continue reading



9/13	Introduction to Social Welfare: Part I <ul style="list-style-type: none">• Public Agencies• Voluntary Agencies• For-Profit agencies• Auspices• Funding	Reading: None Assignments: None
9/18	Social Welfare Structure continued	
Module #2: History of Social Welfare in the US		
9/20	Foundations of the US social welfare system <ul style="list-style-type: none">• Elizabethan Poor Law• Industrial Revolution	Reading: Popple, Ch. 3
9/25	<ul style="list-style-type: none">• English Poor Law of 1834• Development of private charity in the US• Civil War & Aftermath	Reading: Popple, Ch. 9
9/27	<ul style="list-style-type: none">• Veterans pensions & Freedman's bureau• Charity Organization Societies• Child Welfare• Settlement Houses	Reading: Triangle book
10/2	<ul style="list-style-type: none">• Early 20th Century reform movement• Widows Pensions & Red Cross• Great Depression and Social Security Act	No new readings or assignments
10/4	<ul style="list-style-type: none">• NASW/Texas Conference	
10/9	<ul style="list-style-type: none">• War on Poverty• Conservative retrenchment• Current issues and view towards the future	No new readings or assignments
10/11	TEST 1	



10/16	Public Assistance and Poverty <ul style="list-style-type: none">• Definition of poverty• Social costs of poverty on families and society• Discrimination• Forms and mechanisms of oppression• Social costs of oppression	Reading: Popple: Ch. 5; Desmond, <i>Evicted</i>
10/18	<ul style="list-style-type: none">• Poverty, minimum wage, and the free market• Services to address poverty (cash, in-kind, vouchers)• Social Security	Reading: Popple: Ch. 6
10/19-10/22	CSWE Annual Program Meeting (Out of Town)	
10/23	<ul style="list-style-type: none">• Social Security (continued• Medicare• Unemployment Insurance• TANF)	Reading: Popple: Ch. 7
10/25 & 10/30	<ul style="list-style-type: none">• Food Stamps (EBT)• SSI• Medicaid• Affordable Care Act	Reading: Popple, Ch. 8
11/1	CSWE Site Visit (Out of Class)	
11/6	Economic Assistance Programs continued	No new readings
11/8	Family and Child Welfare <ul style="list-style-type: none">• Family violence, elder abuse, child maltreatment• Legal and policy issues• Social work services in child & family welfare	Reading: Popple, Ch. 10



11/13	TEST 2 (Module 2)	
11/15	<ul style="list-style-type: none">• Definitions & types of child maltreatment• Theoretical approaches to understanding child abuse• Economic, diversity, and social factors	<i>No New Readings</i>
11/20	Discussion of Poverty Papers	Assignment: Povert Paper due
11/20	<ul style="list-style-type: none">• Overview of protective services• Children, elders, domestic violence	
11/22	Mental Health/Illness <ul style="list-style-type: none">• Definitions of mental illness• Array of services (inpatient, day treatment, screening, outpatient, medication)• Community based services	Reading: Popple, Ch. 13
11/27	<ul style="list-style-type: none">• At risk populations• Policy and treatments issues• Interdisciplinary service provision	No new readings
11/29	Social Work in Health Care <ul style="list-style-type: none">• Definitions of health and illness• Dynamics of health and illness• Diversity & health and illness	Reading: Popple, Ch. 12
12/4	<ul style="list-style-type: none">• Health policy issues• Social Work in health care	
12/6	Flex day to catch up if needed	Reading: None Assignment: None
12/8	Test 3	



	Overall discussion of the importance of Social Welfare Services to the practice of Social Work	
	Discussion and wrap up Note: The term does not end until 12/15/17 & dates may be pushed back due to professional travel.	

BIBLIOGRAPHY

The following resources may be useful for this class: :

National Association of Social Workers. (2008). Code of ethics. Retrieved from

<http://www.socialworkers.org/pubs/code/code.asp>

Youtube – there are several short videos on the Triangle fire, settlement houses, and charity organization societies. Some may be posted on-line through Blackboard.

Council on Social Work Education (CSWE) 10 Core Competencies and 41 Practice Behaviors

Identify as a professional social worker and conduct oneself accordingly.

- a. Advocate for client access to the services of social work;
- b. Practice personal reflection and self-correction to assure continual professional development;
- c. Attend to professional roles and boundaries;
- d. Demonstrate professional demeanor in behavior, appearance, and communication;
- e. Engage in career-long learning; and
- f. Use supervision and consultation.

2. Apply social work ethical principles to guide professional practice.

- a. Recognize and manage personal values in ways that allow professional values to guide practice;
- b. Make ethical decisions by applying standards of the NASW Code of Ethics;
- c. Tolerate ambiguity in resolving ethical conflicts; and
- d. Apply strategies of ethical reasoning to arrive at principled decisions.

3. Apply critical thinking to inform and communicate professional judgments.

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;



- b. Analyze models of assessment, prevention, intervention, and evaluation; and
 - c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.
- 4. Engage diversity and difference in practice:**
- a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create privilege and power;
 - b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
 - c. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
 - d. View themselves as learners and engage those with whom they work as informants.
- 5. Advance human rights and social and economic justice:**
- a. Understand the forms and mechanisms of oppression and discrimination;
 - b. Advocate for human rights and social and economic justice; and
 - c. Engage in practices that advance social and economic justice.
- 6. Engage in research-informed practice and practice-informed research:**
- a. Use practice experience to inform scientific inquiry; and
 - b. Use research evidence to inform practice.
- 7. Apply knowledge of Human Behavior in the Social Environment:**
- a. Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation; and
 - b. Critique and apply knowledge to understand person and environment.
- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services:**
- a. Analyze, formulate, and advocate for policies that advance social well-being; and
 - b. Collaborate with colleagues and clients for effective policy action.
- 9. Respond to contexts that shape practice:**
- a. Continuously discover, appraise, and attend to changing populations, locales, scientific and technological developments, and emerging societal trends to provide relevant services; and
 - b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.



10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities:

(a): Engagement behaviors:

- a. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
- b. Use empathy and other skills; and
- c. Develop a mutually agreed upon focus of work and desired outcomes.

(b): Assessment behaviors:

- a. Collect, organize, and interpret client data;
- b. Assess client strengths and limitations;
- c. Develop mutually agreed upon intervention goals and objectives; and
- d. Select appropriate intervention strategies.

(c): Intervention Behaviors:

- a. Initiate actions to achieve organizational goals;
- b. Implement prevention interventions that enhance clients' capacities;
- c. Help clients resolve problems;
- d. Negotiate, mediate, and advocate for clients; and
- e. Facilitate transitions and endings.

(d): Evaluation:

- a. Social workers critically analyze, monitor, and evaluate interventions.



TAMUCT Bachelor of Social Work Program

ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY IN
Social Welfare in America

All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (""") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assigned project and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. *You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.*

My printed name and signature below confirms that I acknowledge the above mentioned Academic Integrity guidelines for this course. I willingly agree to participate in the class and abide by ALL academic integrity parameters for this course (including ALL university and class policies). I further understand that failure to do so can result in academic penalties including and leading up to failure of the course and referral to Student Affairs.

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