Bachelor of Social Work Program

89633 – SOWK 4300 – 120

Social Welfare Policy

Semester: Semester Fall 2019
Meeting Time/Place: Mondays & Wednesdays, 5:30-6:45 PM, Warrior Hall, Room 304
Instructor: Miguel Ferguson
Office: The Florence Diner (or some campus location)
Phone & E-Mail: 512-688-6572/mferguson@tamuct.edu
Office Hours: Before or after class on Monday & Weds and by appt

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR1356.60 Title IV-E Training Program.

**Generalist Social Work Practice:** 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.

BPD Web Page retrieved from:
UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

   Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, 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]

Please let the support technician know you are an A&M-Central Texas student.

Drop Policy.
If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic 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.

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.

Academic Accommodations.
At Texas A&M University-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/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas 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 online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.
Tutoring.
Tutoring is available to all A&M-Central Texas 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 Dr. DeEadra Albert-Green at deeadra.albertgreen@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 A&M-Central Texas 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.

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-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. 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) or by making an appointment via WCOnline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. 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.

University Library.
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
A&M-Central Texas 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 A&M-Central Texas main campus includes student lounges, private study rooms, group workspaces, 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 Library website [https://tamuct.libguides.com/].

**A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].

**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.
Course Description

A study of social welfare as society’s response to the needs of individuals, groups, and communities; a historical review of policy development reflecting society’s changing values; a policy analysis to determine impact on various systems including populations at risk; the role of social policy in promoting social justice and social change.


Nature of Course

Social Welfare Policy is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. The course focuses on historical, political, economic, and other social conditions which influence policy development in the United States. Specific policy areas discussed are those in which social workers play major roles (and that tend not to be covered in other social work courses): poverty and inequality, income maintenance, health, hunger and nutrition assistance, immigration, aging, policies to ameliorate past discrimination, and voting and electoral trends. Policy issues and programs are addressed as they affect majority groups as well as populations at risk, with a particular emphasis on social and economic justice. Students will learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy.

Teaching Method

This course emphasizes lectures, discussions, and other types of active learning. Material in the course will be presented through interactive class discussions on readings, videos, presentations, and lectures. Students are expected to ask questions, share experiences, and actively participate in class discussion. As a web-assisted course, students will also be expected to access select assignments and lectures through Canvas and the social work startup OfCourse! (www.ofcourseworks.com).

Program Mission

The mission of the BSW Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education. This education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human
diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

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.

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. The complete list of practice behaviors can be found by reviewing the student handbook.
Course Objectives & 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.C**—demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- **3. A**—apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- **3. B**—engage in practices to advance social, economic and environmental justice
- **4. C**—use and translate research evidence to inform practice, policy, and service delivery
- **5. A**—social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- **5. B**—assess how social welfare and economic policies impact the delivery of and access to social services;
- **5. C**—apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

1. **Students will be able to discuss and examine the political and historical process of the United States for writing, lobbying, adopting, and implementing policy in order to be effective change agents.**

2. **Students will be able to apply frameworks for analyzing the development of social welfare policy to identify those who are unintentionally underserved due to policy limitations.**

3. **Students will be able to identify and explain contemporary issues in the development of social welfare policy, including values and ethical dilemmas.**

4. **Students will be able to discuss issues and apply theoretical frameworks related to the policy areas of income maintenance, health, mental health, child welfare, immigration, and aging.**
5. Students will be able to analyze the impact of social welfare policy in terms of social and economic justice.

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:

<table>
<thead>
<tr>
<th>A. Objectives</th>
<th>B. CSWE Related Practice Behaviors</th>
<th>C. Course Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(By the completion of the course, it is expected that you will be able to...)</td>
<td>(This is the practice behavior that objective supports)</td>
<td></td>
</tr>
<tr>
<td>1. Discuss and examine the political and historical process of the United States for writing, lobbying, adopting, and implementing policy in order to be effective change agents.</td>
<td>1.C 5.A 3.A</td>
<td>• Policy Analysis section 1</td>
</tr>
</tbody>
</table>
| 2. Apply frameworks for analyzing the development of social welfare policy to identify those who are unintentionally underserved due to policy limitations. | 4.C                                                                                                 | • Policy analysis section 3  
• Exam                                                                                     |
| 3. Identify and explain contemporary issues in the development of social welfare policy, including values and ethical dilemmas. | 3.B                                                                                                 | • Exams                                                                               |
| 4. Discuss issues and apply theoretical frameworks related to the policy areas of income | 5 A, B and C                                                                                        | • Exams  
• Class discussions                                                                     |
maintenance, health, mental health, child welfare, immigration, and aging.

5. Analyze the impact of social welfare policy in terms of social and economic justice.

Course Requirements

**Required Material**

This course does not use a textbook. Instead, students are required to purchase a subscription to social work policy material developed by OfCourse! at [www.ofcourseworks.com](http://www.ofcourseworks.com) ($50). Readings will be available as a hyperlink in the syllabus or posted in Canvas.

### COURSE SCHEDULE*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Material to be covered</th>
</tr>
</thead>
</table>
| 8/26-28    | Welcome to Policy!  
- Professor & Student Introductions  
- Syllabus Review  
- Principles of conscious living  
- Theories of the welfare state | No material assigned                        |
| 9/2 No class 9/4 | **Holiday (no class on Monday)**  
- The “exceptional” US social welfare system | OfCourse!  
- Explaining the Exceptional US Social Welfare System  
- The Bad Old Days: Life in the 19th and Early 20th Centuries  
Reading: Advocate Responsibly  
Reading: What America Was (C) pgs 42-62 |
| 9/9-11     | Highlights of Social Work History Hull House & The Settlement Home Movement | OfCourse!  
The Indefatigable Dorothea Dix Riding on the Orphan Trains |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Notes</th>
</tr>
</thead>
</table>
| 9/16-18    | The Great Depression  
The New Deal  
The Social Security Act       | Reactions: Reactions to Hoover  (C)  
Down and Out  (C)  
Share Our Wealth  (C)  
The [EPIC campaign](#) |
| 9/23-25    | Hardship Across the Life Course                                       | Readings:  
[Maternal Mortality](#)  
[Black Homeownershipship](#)  
[Older Americans](#) |
| 9/30  
10/2     | Poverty in America  
Impacts on important subgroups: African-Americans  
Latinos  
Women/children | OfCourse!  
- Intro to Poverty  
- Poverty Measures & Basic Needs  
- Poverty Myths: Exposed  
- More Than a Statistic: The Pain of Poverty  
- Face-to-Face: Interview with Anti-Poverty Expert  
- Fighting Poverty: Programs that Work  
Reading: Functions of Poverty  (C) |
| 10/7-9     | Hunger, SNAP & WIC                                                   | OfCourse!  
- All videos in Hunger, SNAP & WIC module |
| 10/14-16   | Minimum Wage & The EITC                                              | OfCourse!  
Entire Minimum Wage & EITC module |
| 10/21-23   | Health Care Policy  
* no class on Weds*                                                   | OfCourse!  
- Health Care in America: Timeline  
- Medicaid by the Numbers  
  - [https://quizlet.com/_6gh0hq](https://quizlet.com/_6gh0hq)  
  - [https://quizlet.com/_6gh82e](https://quizlet.com/_6gh82e)  
Reading: [Race & Universal Access](#) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Schedule</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28-30</td>
<td>*Candidate Policy Infographics due 10/30 *No class on Monday</td>
<td>No readings assigned</td>
</tr>
<tr>
<td>11/4-6</td>
<td>● Mass Incarceration Video interview w/ Clarence Faulkner</td>
<td>Mass Incarceration podcast Rethinking mass incarceration Disenfranchisement An Insurrection</td>
</tr>
<tr>
<td>11/18-20</td>
<td>● Living in an Aging Society * Policy Practice certificate must be submitted</td>
<td>OfCourse! Entire content of “Living in an Aging Society” module Reading: <a href="https://www.cswe.org/Login/myaccount.asp">Women &amp; Retirement</a></td>
</tr>
<tr>
<td>12/2-4</td>
<td>● Comparative Policy ● What constitutes good policy?</td>
<td>OfCourse! - Poverty in Comparative Perspective</td>
</tr>
<tr>
<td>12/9-11</td>
<td>● Final drafts of Op-eds due ● Course evaluations</td>
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</table>
The professor reserves the right to amend the syllabus at any time.

The following activities will be completed during the semester.

1. **Quizzes: (5 at ten points each = 50% of total grade):** As an assessment of weekly learning, five quizzes will be given in the semester that will cover content discussed in the previous class and assigned through the readings for that week. Quizzes will be given on random Mondays at the start of class (or on Weds if there is no class on Monday). Quizzes will be a combination of multiple choice, fill-in-the-blank, and short answer. [PB25, PB26]

2. **Candidate Policy Infographic (Points: 20 = 20% of total grade)**
   **Assignment Requirements:** It is important for generalist social workers to be able to use digital technology to convey information as part of policy practice. This assignment requires students to create an infographic regarding policy proposals put forth by individuals currently running as candidates for president as part of major U.S. parties. Students should select 2-3 primary policy proposals and convey the following:
   - The name or title of the policy
   - The problem the policy seeks to address
   - The population(s) that will putatively benefit from the policy
   - How the policy will be implemented (through the IRS? Extension of the SS Act?)
   - Financial implications of the policy and how it will be funded
   - Key populations/interest groups that will be for and against policy’s enactment

   Free Infographic packages can be found at Visme (https://www.visme.co/pricing/) and Canva (canva.com), though you should feel free to use whatever Infographic program meets your needs (Visme even produces a free downloadable e-book titled **How to Make an Infographic: A Visual Guide for Beginners**). Finally, for a quick take on how to put together a good Infographic, look here. [PB25, PB26]
3. **Policy Op-ed (Points: 20 = 20% of total grade):** Opinion editorials, or “op-eds” as they are often referred, are short, informative, and persuasive essays that appear in the back pages of every major newspaper in Texas. A good op-ed can generate reactions from readers and influence the decisions of citizens and elected leaders. Students should write an op-ed on a policy topic that fits with the theme of the course. To facilitate teamwork and strengthen the ability of students to give and receive constructive criticism, the op-ed will be a two-person assignment. A rough draft will need to be submitted on 11/25 and a final draft will be due on the last class day. *Any student who has their op-ed published in a mainstream newspaper will receive an automatic 100% for the assignment.* More information about this assignment will be posted in Canvas.

4. **Class Participation (10 points = 10% of total grade).** Students will be graded on the quality of their contribution to the collective learning pursuits of the class, including participation in class and group e-mail discussions and/or office visits with the instructor. Since attendance is a key condition of participation, more than two absences will result in a letter grade at least one grade below an “A”. Each subsequent absence will reduce the overall participation grade by one letter grade. At the end of the semester students will provide a self-assessment of their participation to the instructor that will be used to inform the final participation grade. [PB26]

**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 Access and Inclusion Coordinator and/or discuss this with the professor to see if an exception can be granted.**
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 and not call on the student in an effort to do so. 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 WILL potentially impact the RAPB scores.

4. Please note: This professor will NOT assign seats to students. If behavior accelerates to such a need, a meeting will be requested with the student, the instructor and potentially the department to address appropriateness to be able to continue with the course. If it is determined that the behavior significantly impacts/impairs learning for other students, the student may be asked to leave the class permanently, resulting in an F for the course.

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 off cell phones, 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, written 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.

6. **All assignments must be turned in at the beginning of class on the day they are due** unless indicated otherwise by the professor. The professor will explain to you when the beginning of class is for the course (for example: 10 minutes after the start of class, following the class greeting by the instructor, etc.). 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:** 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, disrupts the grading process for the professors, and sends a message that such behavior is professionally “okay,” which it is not. This, as well as all other policies, will be held to strict code, and failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.

*Please note:* This professor considers it unprofessional and unacceptable to run into class with a newly printed paper and attempt to assemble the paper at the professor’s desk/podium (getting pages together, stapling, etc.) prior to turning the paper/assignment in. This shows failure to effectively plan and take initiative to get assignments turned in on time.

7. Hard copies of Infographic and Op-ed papers must be submitted. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.

8. 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, 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. 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.

9. 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. 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 is located at the end of this syllabus. 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.**

10. 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.
**Final Note Regarding Class 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 TAMU-CT, as their behavior is considered inappropriate for a social work practitioner.

You will also find the following useful for completion of class assignments:

The World Wide Web Resources for Social Workers to be found at [http://www.nyu.edu/socialwork/wwwrsw/](http://www.nyu.edu/socialwork/wwwrsw/) is one of the best sources for web-based information. It contains over 4,000 hyperlinks to relevant sites, including government agencies.


[http://thomas.loc.gov/home/legbranch/legbranch.html](http://thomas.loc.gov/home/legbranch/legbranch.html) United States Congress, Legislative Branch Web resources.

[http://www.lib.umich.edu/govdocs](http://www.lib.umich.edu/govdocs)

[http://www.lib.umich.edu/govdocs/godort/legis.htm](http://www.lib.umich.edu/govdocs/godort/legis.htm)

Examples of Social Welfare Policies

<table>
<thead>
<tr>
<th>Interest</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Human Trafficking</td>
<td>Human Trafficking Act 2000</td>
</tr>
<tr>
<td>2. Crime Victims</td>
<td>Victims of Crime Act</td>
</tr>
<tr>
<td>3. Domestic Violence</td>
<td>Violence Against Women Act</td>
</tr>
<tr>
<td>4. CPS/Diversity</td>
<td>Indian Child Welfare Act</td>
</tr>
<tr>
<td>5. Mental Health</td>
<td>Community Mental Health Centers Act</td>
</tr>
<tr>
<td>6. Abuse/Services/Elderly</td>
<td>Older American Act</td>
</tr>
<tr>
<td>8. Homeland security</td>
<td>Patriot Act</td>
</tr>
<tr>
<td>9. HIV/AIDS Services</td>
<td>Ryan White Act</td>
</tr>
<tr>
<td>10. Sexual Assault in Prisons</td>
<td>Prison Rape Elimination Act</td>
</tr>
<tr>
<td>11. Homelessness</td>
<td>McKinney-Vento Homeless Act 1987/Hearth</td>
</tr>
<tr>
<td>12. Hate Crimes</td>
<td>James Bird/Matthew Sheppard Hate Crimes Act</td>
</tr>
<tr>
<td>Registry</td>
<td></td>
</tr>
<tr>
<td>16. Disabled/Technology</td>
<td>Technology Related Assistance for Individuals with Disabilities Act 1988</td>
</tr>
<tr>
<td>18. Juvenile Justice</td>
<td>Juvenile Justice and Delinquency Prevention Act</td>
</tr>
<tr>
<td>19. Family leave</td>
<td>Family Medical Leave Act</td>
</tr>
<tr>
<td>20. Special Education</td>
<td>IDEA</td>
</tr>
<tr>
<td>21. Mental Health</td>
<td>Mental Health Parity Act 1996</td>
</tr>
<tr>
<td>22. Disabilities</td>
<td>Americans with Disabilities Act 1990</td>
</tr>
<tr>
<td>23. Foster Care</td>
<td>Foster Care Independence Act 1999</td>
</tr>
<tr>
<td>24. Health Care</td>
<td>Patient Protection Affordable Care Act 2010</td>
</tr>
<tr>
<td>27. Prescription drugs</td>
<td>Prescription Drug, Improvement and Modernization Act of 1996</td>
</tr>
</tbody>
</table>
Bachelor of Social Work Program

Rubric for Assessing Professional Behaviors (RAPB)

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the following 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance: Attends classes and related meetings</td>
<td>Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.</td>
<td>Student has missed several (4-5) classes and/or a moderate number of meetings such that absence does not impact/impair performance.</td>
<td>Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.</td>
<td>Student attends all classes and/or meetings.</td>
</tr>
<tr>
<td>2. Punctuality: Is punctual and present</td>
<td>Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester.</td>
<td>Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.</td>
<td>Student is on time to class/meetings and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor.</td>
<td>Student is always on time and stays until the end of class/meetings.</td>
</tr>
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<tr>
<td><strong>3. Initiation of Communication:</strong> Initiates communication with the professor/supervisor</td>
<td>Student rarely contacts the instructor/supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.</td>
<td>Student may contact the professor/supervisor to inform of tardiness/absence, but generally does so after the occurrence.</td>
<td>Student almost always contacts the professor/supervisor prior to the occurrence to inform of tardiness/absence. In rare instances when this is not done prior, the student contacts the professor/supervisor immediately after.</td>
<td>Student always contacts the professor/supervisor prior to the beginning of class to inform of anticipated tardiness/absence except in an emergency, and then contacts the professor immediately thereafter.</td>
</tr>
<tr>
<td><strong>4. Respect:</strong> Demonstrates respect and support in relationships</td>
<td>Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.</td>
<td>Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.</td>
<td>Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions.</td>
<td>Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.</td>
</tr>
<tr>
<td><strong>5. Self-Awareness:</strong> Demonstrates self-awareness</td>
<td>Student rarely shows self-awareness about the impact of verbal and non-verbal communications.</td>
<td>Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.</td>
<td>Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.</td>
<td>Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.</td>
</tr>
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<tr>
<td>6. <strong>Diversity Awareness:</strong> Demonstrates awareness and responsiveness to diversity</td>
<td>Student’s classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.</td>
<td>Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions.</td>
<td>Student’s classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.</td>
<td>Student’s classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.</td>
</tr>
<tr>
<td>7. <strong>Collegiality:</strong> Demonstrates collegiality and collaborative interactions</td>
<td>Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning.</td>
<td>Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.</td>
<td>Student almost always works collaboratively with team members, and/or student almost always engages positively with others.</td>
<td>Student always works collaboratively with all team members, and/or student always engages positively with others.</td>
</tr>
<tr>
<td>8. <strong>Course Engagement:</strong> Demonstrates appropriate engagement in class activities/discussions</td>
<td>Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.</td>
<td>Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.</td>
<td>Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.</td>
<td>Student always engages in class activities/discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.</td>
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<tr>
<td>9. Written Expression: Strives for a high level of written expression</td>
<td>Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.</td>
<td>Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a low C.</td>
<td>Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a high C.</td>
<td>Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.</td>
</tr>
<tr>
<td>10. Initiative &amp; Reliability: Demonstrates initiative, reliability and dependability</td>
<td>Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.</td>
<td>Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates.</td>
<td>Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.</td>
<td>Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.</td>
</tr>
<tr>
<td>11. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself.</td>
<td>Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.</td>
<td>Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.</td>
<td>Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.</td>
<td>Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.</td>
</tr>
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<tr>
<td>12. Compliance with Professional Requirements:</td>
<td>Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.</td>
<td>Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.</td>
<td>Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.</td>
<td>Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.</td>
</tr>
<tr>
<td>Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&amp;M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies</td>
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<tr>
<td>13. Compliance with the NASW Code of Ethics:</td>
<td>Student is consistently non-compliant with one or more components of the Code of Ethics.</td>
<td>Student is only moderately compliant with components of the Code of Ethics.</td>
<td>Student is almost always compliant with the Code of Ethics.</td>
<td>Student consistently demonstrates compliance with the Code of Ethics.</td>
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<tr>
<td>Demonstrates compliance with the Code of Ethics in its entirety</td>
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<tr>
<td>14. Quality and Quantity of Work:</td>
<td>Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.</td>
<td>Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.</td>
<td>Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.</td>
<td>Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.</td>
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<tr>
<td>Strives for high quality work that meets assignment guidelines.</td>
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<tr>
<td>15. Professional Appearance:</td>
<td>Student’s professional attire and presentation is consistently inappropriate for professional and classroom settings.</td>
<td>Student’s professional attire and presentation is frequently inappropriate for professional and classroom settings.</td>
<td>Student’s appearance is routinely appropriate for classroom and professional settings.</td>
<td>Student’s appearance is consistently appropriate for classroom and professional settings.</td>
</tr>
<tr>
<td>Displays professional appearance that does not interfere with professional relationships/responsibilities.</td>
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</table>

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)
ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY IN
Social Welfare Policy

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.

Student Printed Name: __________________________________________

Student Signature: __________________________________________

Date: ___________________________ Witness: ________________________