



Bachelor of Social Work Program

SWKK 3302, Section 110 Social Welfare in America

Semester: Spring 2019
Meeting Time/Place: Monday and Wednesdays 9:30-10:45a.m. Warrior Hall, Room 304
Instructor: Ky Hoelscher, LMSW

Phone & E-Mail: Ky.hoelscher@tamuct.edu

NOTE: ONLY USE THIS ADDRESS TO EMAIL ME; DO NOT TRY TO EMAIL ME THROUGH THE CANVAS SYSTEM! Emails are responded to as soon as possible, usually the same day (or the next day if sent very late at night).

Office Hours: By appointment only.

Meeting with your Professor: *Please make arrangements via email with Mr. Hoelscher regarding appointment times.*

Important Course Access Information: **Canvas**
Portions of this course are delivered via Canvas Online

Email

The social work program, as well at TAMU-CT, corresponds frequently with students via email. In this regard, all students are required to have routine access to email. Personal email addresses should be connected to your A&M email address. For assistance, please contact Information Technology Services at 254-519-5426, its@ct.tamus.edu, visit them in Founder's Hall room 113 or online at <http://www.ct.tamus.edu/departments/informationtechnology/contact.php>.

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**The TAMUCT Social Work Program is currently seeking accreditation with the Council on Social Work Education (CSWE). For the current status and questions, please contact Michael Daley, Program Director, mdaley@tamuct.edu*

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

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.

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. Some content in class may be presented via Internet based information projected in class. Material in the course will be presented through interactive field trips, guest presenters, class discussions on readings and discussions on assignments. This course uses web assisted technology and additional supportive 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. Generally missing class is a good way to earn a lower grade.

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 10 core competencies upon graduation:

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1a-f).
2. Apply social work ethical principles to guide professional practice (2.1.2a-d).
3. Apply critical thinking to inform and communicate professional judgments (2.1.3a-c).
4. Engage diversity and difference in practice (2.1.4a-d).
5. Advance human rights and social and economic justice (2.1.5a-c).
6. Engage in research-informed practice and practice-informed research (2.1.6a-b).
7. Apply knowledge of human behavior and the social environment (2.1.7a-b).
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8a-b).
9. Respond to contexts that shape practice (2.1.9a-b).
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities (2.1.10a-d).

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 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:

- 2.1.1b: Practice personal reflection and self-correction to assure continual professional development
- 2.1.1c: Attend to professional roles and boundaries
- 2.1.1d: Demonstrate professional demeanor in behavior, appearance, and communication
- 2.1.2a: Recognize and manage personal values in ways that allow professional values to guide practice
- 2.1.3a: Analyze models of assessment, prevention, intervention and evaluation
- 2.1.3b: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities
- 2.1.4a: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create privilege and power
- 2.1.4d: View themselves as learners and engage those with whom the work as informants
- 2.1.7a: Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation
- 2.1.7b: Critique and apply knowledge to understand person and environment
- 2.1.9a: Continuously discover, appraise, and attend to changing populations, locales, scientific and technological developments and emerging societal trends to provide relevant services
- 2.1.10a-b: Engage and assess with individuals and families

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.
4. Students will be able to apply knowledge of key social service programs to develop client-appropriate social service plans as evidenced by successful completion of resource-plan project (rate of 70%).

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.	2.1.7b	<ul style="list-style-type: none"> • Chapter Quizzes • Course Engagement
2. Describe the importance of values and ethics in social welfare service development and delivery as evidenced by effective articulation through course assignments.	2.1.2a 2.1.4a 2.1.7b	<ul style="list-style-type: none"> • Reflections • Course Engagement
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.	2.1.7a	<ul style="list-style-type: none"> • Reflections • Resource Manual • Group Presentation • Course Engagement
4. Apply knowledge of key social service programs to develop client-appropriate social service plans as evidenced by successful completion of resource-plan project	2.1.1b 2.1.1c 2.1.1d 2.1.2a 2.1.3a	<ul style="list-style-type: none"> • Quizzes • Group Presentation • Resource Manual • Course Engagement



	2.1.3b 2.1.4d 2.1.7a 2.1.9a 2.1.10 a-b	
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COURSE REQUIREMENTS

- Mini personal stapler
- 3 inch binder for the resource manual
- Transportation for field trips

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.

5 inch binder

FINAL GRADES

A total of 775 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
8-chapter quizzes	160 (20 points ea.)
Attendance	100
Participation	100
Resource Manual	115
Reflection Papers	200 (20pts each)
Group Resource Presentation	100
Totals	775

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

A = 90% to 100% (688-775 points)



- B = 89% to 80% (612-687 points)
- C = 79% to 70% (535-611 points)
- D = 69% to 60% (459-532 points)
- F = 59% or less (382 points or less)

COURSE ASSIGNMENTS

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

Chapter Quizzes: 160

There will be 8 chapter quizzes. Test questions will be related to the reading.

Resource Manual

Each student will develop a professional resource manual that will show all community resources available in the Central Texas area. This manual will include: (2 inch binder with plastic cover in front & tabs). Binders that are not turned in on their due date will have an automatic 30 point deduction and an additional 10 point deduction for each day after they are late. If students have completed Intro to Social Work, they will take their existing resource binder and develop the Resource section further. Information will be shared in class and blackboard that the students will be responsible for organizing in their resource binder. The binder tabs should be in this order:

1. Binder, professional and creative cover page, 21 tabs (15pts)
2. Aging 5pts
3. Child Welfare 5pts
4. Clothing 5pts
5. Counseling 5pts
6. Disability 5pts
7. Disaster Services 5pts
8. Domestic Violence 5pts
9. Education 5pts
10. Employment 5pts
11. Food 5pts
12. Health Care 5pts
13. Housing 5pts
14. Immigration 5pts
15. Legal 5pts
16. LGBT Services 5pts
17. Mental Health 5pts



18. Social Services 5pts
19. Substance Abuse 5pts
20. Transportation 5pts
21. Utility Services 5pts
22. Veteran Services (outside of Fort Hood)

Reflection Papers:

Students will complete reflection papers throughout the course that will cover topics covered in class and assigned readings. Papers are expected to follow APA 6th Edition guidelines with a cover page. Short title for the papers will be: Social Welfare in America. Title will be provided in class. Papers are to include a critical reflection on key topics covered in the course. Students need to provide specific information in the reflection papers that demonstrate new information learned. Your papers will be graded based on clarity & content 5pts, grammar & APA (5pts) for a total of 10 points each. Ms. Molina will advise of the topics in class.

Resource Group Presentation: 100pts

Students will be placed into a group that is responsible for researching certain resources in the community. The group will prepare a professional resource list on their resource topic and provide a copy for each student for their resource manual. The resource document should be sectioned and organized. The group is responsible for researching the topic, preparing it in a document and providing an overall presentation on the resource document. Groups will be formed the first class day and Mr. Hoelscher will advise you on the topic.

Attendance: 100pts

Participation: 100pts

Unexcused absences are not acceptable for turning in later work. Potentially acceptable reasons for missing class may be documented illness, death in the immediate family, or school sponsored activities. Tardiness or early departure from class without prior discussion and approval by the instructor is disruptive to class, as is excessive discussion that is outside of the context of the class discussion. Disruptive students may be asked to leave the classroom. 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.

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.). Such discussion should be on topic. The instructor assumes that attendance will yield positive and active engagement as outlined above. Hence, it is important to be aware that unexcused 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.*

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 and will receive a 0 for class participation and/or attendance that day. **Please note:** *During the summer when classes are 2 hours and 30 minutes in length, the instructor will have a minimal 10 minute break built into each scheduled learning period to support student needs.*
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 can potentially impact the grade.

4. **Please note:** *This professor will NOT assign seats to students. If behavior problem escalates 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.*
5. 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.
6. **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, 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.
7. Students are **NOT** permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes tests, 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 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. Any variation from this policy must be negotiated with the professor and may result in a point penalty.

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. **Two (2) points will be deducted from any paper/assignment (even if turned in before class) that is prepared and submitted in such a manner**; hence, it is advisable to appropriately assemble papers for submission BEFORE entering class.

9. Unless otherwise noted, hard copies of papers must be submitted. 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). It is not acceptable, nor professional, to hand in a paper that is not professionally bound (in academia, professionally bound means stapled or securely clipped together). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.



11. TAMU-CT 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.
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. 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.***



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.

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.

An assessment of student behavior as it relates to class policies, and overall decorum required throughout the TAMU-CT social work program and the University, is provided via the “Rubric for Assessing Professional Behaviors” (attached to this syllabus). Any student in this course found to perform below the standard requirements will be provided with a rubric outlining areas for concern. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student’s ability to be assigned a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASWs) core values and ethics, TAMU-CTs Code of Conduct, and the Social Work Program class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.

University Policies

1. Drop Policy

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 Warrior Web and confirm that you are no longer enrolled. If you are still enrolled in the class -



- 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.
2. **Academic Integrity**
Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. More information can be found at www.tamuct.org/studentconduct.
 3. **Disability Services**
It is the policy of Texas A & M University – Central Texas to comply with the American with Disabilities Act. If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Disability Support Coordinator, Gail Johnson. Students are encouraged to seek information about accommodations to help ensure success in this class. Please contact Gail Johnson at 254-501-5831. Additional information can be found at <http://www.tamuct.org/StudentAffairs>.
 4. **The University Writing Center**
The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The center is open 11am-6pm Monday-Thursday during the spring semester. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.
 5. **Library Services**
INFORMATION LITERACY focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not



limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at. <http://www.tarleton.edu/centraltexas/departments/library/>.

6. **Tutoring Services**

TAMUCT offers its students tutoring, both on-campus and online. Subjects tutored include: Accounting, Finance, Statistics, Mathematics, and Writing (MLA and APA). For hours, or if you're interested in becoming a tutor, contact Academic Support Programs or the Writing Center. In addition, students desiring assistance with academic writing can receive online support by visiting Tutor.com. Support can be located at <http://www.ct.tamus.edu/departments/academicsupport/tutoring-services.php>.

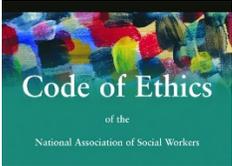
7. **Textbook Purchasing**

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.



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
1/14/19	Welcome to Social Welfare in America <ul style="list-style-type: none"> • Student & Professor Introductions • Syllabus Review/Course Plans • Chapter 1&2 • 6 Assign groups/Social Work Buddy 	Reading: Syllabus 
1/16/19	Chapter 1 Competing Perspectives on Social Welfare	
1/21/19	MLK Holiday	University Closed
1/23/19	Chapter 2 Social Welfare: Basic Concepts	Chapter 1 quiz
1/28/19	Chapter 2 Continued	Chapter 2 Quiz
1/30/19	Chapter 3 Social Work as a Profession   	Reflection Paper1 due
2/04/19	Chapter 3 Continued	Chapter 3 Quiz
2/06/19	Chapter 4 Generalist Social Work Practice	Reflection Paper 2 Due



2/13/19	Chapter 4 Continued	Chapter 4 Quiz
2/18/19	Chapter 5 Responses to Human Diversity	Reflection Paper 3 Due
2/20/19	Chapter 5 Continued	Chapter 5 Quiz
2/25/19	Chapter 6 Religion and Social Work	Reflection Paper 4 Due
2/27/19	Chapter 6 Continued	Chapter 6 Quiz
3/04/19	Class Speaker	Speaker Class Discussion
3/06/19	No Class (Please Use This Time to Work on Group Work, Resource Manuals)	
3/11/19 3/15/19	SPRING BREAK (Please Enjoy Yourself and Engage in Self-care)	
3/18/19	Chapter 7 Poverty: The Central Concept 	Chapter 7 Quiz Reflection Paper # 5 Due
3/20/19	Chapter 7 Continued	Apply for SNAP Assignment
3/25/19	Chapter 8 The Nature and Causes of Poverty	Reflection Paper #6 Due: SNAP

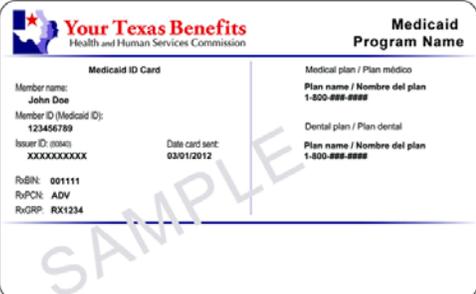


3/27/19	<p>Chapter 8 Continued</p> <ul style="list-style-type: none">• 2016 Federal Poverty Guidelines• Disasters<ul style="list-style-type: none">○ Red Cross○ Salvation Army○ Federal Emergency Management Agency (FEMA)○ Texas Health and Human Services Commission- Disaster Assistance Grants• Substance Abuse<ul style="list-style-type: none">○ Texas Department of State Health Services○ Outreach, Screening, Assessment, and Referral Centers (OSARS)○ In-patient/Out-patient• Domestic Violence<ul style="list-style-type: none">○ Aware Central Texas○ Families in Crisis• Immigration Services<ul style="list-style-type: none">○ Texas Secretary of State- Foreign Consulates in Texas○ Catholic Charities of Central Texas Office of Immigration Concerns○ HHSC-Refugee Resettlement Program○ U.S. Citizenship and Immigration Services	<p>Chapter 8 quiz</p> <p>#1 Substance Abuse Resources Group Presentation</p>
4/1/19	<p>Chapter 9 The Development of Antipoverty Programs/Links</p>	



4/03/19	<p>Chapter 9 Continued Social Services</p> <ul style="list-style-type: none"> • 211 • Transportation Services with HOP • Thrift Shops • Utility/Financial Assistance <ul style="list-style-type: none"> ○ Bell County Human Services • Texas Health and Human Services Commission(HHSC) <ul style="list-style-type: none"> ○ Temporary Aid to Need Families (TANF) ○ Supplemental Nutrition Assistance Program (SNAP) • Food Services <ul style="list-style-type: none"> ○ Summer Feeding Program for Children ○ Soup Kitchens ○ Food Banks • Texas Workforce Commission <ul style="list-style-type: none"> ○ Unemployment ○ Workforce Solutions of Central Texas • Educational Services <ul style="list-style-type: none"> ○ General Equivalency Diploma (GED) ○ Homeless Awareness Response Program (HARP) ○ Communities in Schools (CIS) ○ English as a Second Language (ESL) ○ Migrant Education Programs ○ Head Start ○ Section 504 Special Education Services ○ Technical and Trade Schools ○ Local Colleges/Universities 	<p>Chapter 9 Quiz</p> <p>#2 Faith Based Resources Group Presentation</p> <p>#3 Food Banks/Soup Kitchens Group Presentation</p> 
4/08/19	<p>Chapter 10 Child Welfare/Web Related Links</p> <ul style="list-style-type: none"> • Texas Department of Family & Protective Services (DFPS) <ul style="list-style-type: none"> ○ Child Protective Services (CPS) ○ Child Care Licensing (CCL) • Foster/Adoption Agencies • Central Texas Youth Services (CTYS) • Court Appointed Special Advocates (CASA) • Child Advocacy Center (CAC) • Texas Attorney General Child Support Division • Boys & Girls Club/Young Men’s Christian Association (YMCA) • <u>Application to the Major Due 04/15/2019</u> 	<p>#4 Foster/Adoptive Agencies Group Presentation</p> <p><u>Application to the Major Due 04/15/2019</u></p>
4/10/19	Chapter 10 Continued	Chapter 10 quiz



<p>4/15/19</p>	<p>Chapter 11 Crime and Criminal Justice/Web Related Links</p> <ul style="list-style-type: none"> • Lone Star Legal Aid • Legal Representation/Attorney • Juvenile/Adult Probation • Mental Health Court • City/County/State Jail-Prison • Court ordered mandated • Police Department Crime Victim Services • Application to the Major Due 	<p>Chapter 11 Quiz</p> <p>Reflection Paper #7 Due: Medicaid</p> <p>Application to the Major Due</p> <p>Application to the Major Due</p>
<p>4/17/19</p>	<p>Chapter 12 Health Care/Web Related links</p> 	
<p>5/01/19</p>	<p>Chapter 12 Continued Presenter TBA</p> <ul style="list-style-type: none"> • Bell County Indigent Health Services • Texas Health & Human Services Commission <ul style="list-style-type: none"> ○ Medicaid <ul style="list-style-type: none"> ▪ Low income/Children/pregnant women/Undocumented pregnant women ○ Medicare <ul style="list-style-type: none"> ▪ 65/disabled ○ Children’s Health Insurance Program (CHIP) ○ Children with Special Health Care Needs (CSHCN) • Women, Infants and Children (WIC) • Texas Health Department • Free Clinics • Central Texas Support Services • Hope Pregnancy Center <p>Planned Parenthood</p>	<p>Chapter 12 Quiz</p> <p>Resource Manual Due</p> <p>#5 Counseling Services Group Presentation</p>
<p>5/06/19</p>	<ul style="list-style-type: none"> • Chapter 13 Mental Health and Developmental Disability/Related Web Links 	<p>Reflection Paper #8 Due: Medicare</p>



5/08/19	Class Evaluation Chapter 15 Quiz	Chapter 13 Quiz #5 Counseling Services Group Presentation
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BIBLIOGRAPHY

The following resources may be useful for this class:

Social Security Administration/Medicare: <https://www.ssa.gov/>

Social Security Administration/Disability: <https://www.ssa.gov/>

Social Security Administration/Retirement: <https://www.ssa.gov/>

Social Security Administration/Survivors: <https://www.ssa.gov/>

Social Security Administration/Supplemental Security Income: <https://www.ssa.gov/>

Social Security Administration/Incarcerated: <https://www.ssa.gov/>

Texas Health and Human Services Commission/Texas Medicaid:
<http://www.hhsc.state.tx.us/medicaid/managed-care/dual-eligible/>

Texas Department of State Health Services/Texas Mental Health:
<http://dshs.texas.gov/mentalhealth.shtm>

Texas Department of State Health Services/Substance Abuse:
<http://www.dshs.texas.gov/substance-abuse/>

Texas Department of Family & Protective Services/Child Protective Services (CPS):
https://www.dfps.state.tx.us/Child_Protection/

Texas Department of Family and Protective Services/Adult Protective Services (APS):
https://www.dfps.state.tx.us/Adult_Protection/default.asp

United States Department of Agriculture Food and Nutrition Service/Women, Infants, and Children
(WIC): <http://www.fns.usda.gov/wic/women-infants-and-children-wic>



Texas Health and Human Services Commission/Supplemental Nutrition Assistance Program (SNAP):

<https://www.yourtexasbenefits.com/ssp/SSPHome/ssphome.jsp>

Texas Health and Human Services Commission/Temporary Aid to Needy Families(TANF):

<https://www.yourtexasbenefits.com/ssp/SSPHome/ssphome.jsp>

Texas Department of Assistive and Rehabilitative Services: <http://www.dars.state.tx.us/>

Texas Department of Aging and Disabilities: <http://www.dads.state.tx.us/>

Texas Health and Human Services Commission/Refugee Services:

<http://www.hhsc.state.tx.us/programs/refugee/>

Texas Health and Human Services Commission/Disaster Services:

https://hhsportal.hhs.state.tx.us/ws_dappWeb/public/jsp/countyWebReport.jsp

Screening for benefits and support services:

https://www.yourtexasbenefits.com/wps/portal/hhsc/Member/GeneralInfoWizard/lut/p/a1/04_Sj9CPykyssy0xPLMnMz0vMAfGjzOL9Ag3cPRxNDL39HZ2cDRw9nXz9XJxcjA1MTIAKIVeOmdAjTr-xp7eZp4e_gbeFaZgbUIGhr79hkK-RgSdB_eH6UXiVgFwAVoDPCrACAxzA0UC_IDc0wiDTUxEAGkvyFw!!/dl5/d5/L2dBISEvZ0FBIS9nQSEh/#

U.S. Department of Housing and Urban Development:

<http://portal.hud.gov/hudportal/HUD?src=/states/texas/renting>

Bell County Public Health District: <http://www.bellcountyhealth.org/>

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.



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.



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.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
1. Attendance: Attends classes and related meetings	Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.	Student has missed several (4-5) classes and/or a moderate number meetings such that it impacts performance.	Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.	Student attends all classes and/or meetings.
2. Punctuality: Is punctual and present	Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester.	Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.	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.	Student is always on time and stays until the end of class/meetings.
3. Initiation of Communication: Initiates communication with the professor/supervisor	Student rarely contacts the instructor/supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.	Student may contact the professor/supervisor to inform of tardiness/absence, but generally does so after the occurrence.	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.	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.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
4. Respect: Demonstrates respect and support in relationships	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions.	Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.
5. Self-Awareness: Demonstrates self-awareness	Student rarely shows self-awareness about the impact of verbal and non-verbal communications.	Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.
6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions.	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
7. Collegiality: Demonstrates collegiality and collaborative interactions	Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning.	Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.	Student almost always works collaboratively with team members, and/or student almost always engages positively with others.	Student always works collaboratively with all team members, and/or student always engages positively with others.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<p>8. Course Engagement: Demonstrates appropriate engagement in class activities/discussions</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>9. Written Expression: Strives for a high level of written expression</p>	<p>Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.</p>	<p>Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.</p>	<p>Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.</p>	<p>Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.</p>
<p>10. Initiative & Reliability: Demonstrates initiative, reliability and dependability</p>	<p>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.</p>	<p>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.</p>	<p>Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.</p>	<p>Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.</p>



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
11. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself.	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.	Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.	Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.
12. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies	Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.	Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.	Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.	Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.
13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety	Student is consistently non-compliant with one or more components of the Code of Ethics.	Student is only moderately compliant with components of the Code of Ethics.	Student is almost always compliant with the Code of Ethics.	Student consistently demonstrates compliance with the Code of Ethics.
14. Quality and Quantity of Work: Strives for high quality work that meets assignment guidelines.	Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.	Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.	Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.	Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities.	Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.	Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.	Student's appearance is routinely appropriate for classroom and professional settings.	Student's appearance is consistently appropriate for classroom and professional settings.

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

Comments (regarding ratings):

Professor's signature: _____ Date: _____



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.

Student Printed Name: _____

Student Signature: _____

Date: _____

Witness: _____