

# Bachelor of Social Work Program

## SOWK 4300

### Social Welfare Policy

**Semester:** Fall 2020  
**Meeting Time/Place:** Online/In Person  
Andreja Lukic, PhD Candidate, MSW  
Professor

**Instructor:**



**Office:** Warrior Hall 4th Floor.  
**Phone & E-Mail:** alukic@tamuct.edu  
By Appointment Only (to be scheduled via ZOOM meeting or phone call)  
**Office Hours:** I am most reliably reached via my email.

#### Canvas

Portions of this course are delivered via Canvas. Please ensure you have access to Canvas. For concerns, please contact the Online Learning department at <http://www.ct.tamus.edu/departments/online/learners.php>

**Important Course  
Access Information:**

#### Email

The social work program, as well as TAMU-CT, corresponds frequently with students via your student email. Personal email addresses should be connected to your TAMUCT email address.

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

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.

Prerequisite: Social Work 307: Social Welfare in America.

## 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: income maintenance, health, mental health, child welfare, immigration, and aging. 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.

***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:

[http://www.bpdonline.org/bpd\\_prod/BPDWCMWEB/Resources/Definitions/BPDWCMWEB/Resources/Definitions.aspx?hkey=3e3a936d-fe8a-4bd9-8d41-45fdf190bc68](http://www.bpdonline.org/bpd_prod/BPDWCMWEB/Resources/Definitions/BPDWCMWEB/Resources/Definitions.aspx?hkey=3e3a936d-fe8a-4bd9-8d41-45fdf190bc68)

## 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](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<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](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](https://www.tamuct.edu/student-affairs/access-inclusion.html) 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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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.

**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 [WCOOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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](mailto: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 work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [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) [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.

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### **Teaching Method**

The primary teaching approaches in this course will be collaborative and 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.

### **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.
4. Fostering commitment to Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity and Competence.

## **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 at the 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:

- C-- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- A—apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- B—engage in practices to advance social, economic and environmental justice
- C—use and translate research evidence to inform practice, policy, and service delivery
- A—social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- B--assess how social welfare and economic policies impact the delivery of and access to social services;
- 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:

<b>A. Objectives</b>	<b>B. CSWE Related Practice Behaviors</b>	<b>C. Course Assignments</b>
<i>(By the completion of the course, it is expected that you will be able to...)</i>	<i>(This is the practice behavior that objective supports)</i>	<i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
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.	1.C 5.A 3.A	· Policy Analysis section 1
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 maintenance, health, mental health, child welfare, immigration, and aging. | 5 A, B and C | <ul style="list-style-type: none"> <li>· Exams</li> <li>· Class discussions</li> </ul>                     |
| 5. Analyze the impact of social welfare policy in terms of social and economic justice.   | 5 A, B and C | <ul style="list-style-type: none"> <li>· Exams</li> <li>· Political analysis paper all sections</li> </ul> |

## Course Requirements

### Required Text

- Karger, H.J. & Stoesz, D. (2018). *American Social Welfare Policy-A Pluralist Approach*. (8ed.). Boston, MA: Allyn and Bacon.
- *Publication Manual of the American Psychological Association* (6<sup>th</sup>). (2009). Washington, DC: American Psychological Association.

### Course Assignments

The following activities will be completed during the semester.

#### **1. Exams: (2 Exams at 15 Points Each= 30 Points)**

As an assessment of the cognitive learning domain for this course, there will be two exams given in the semester that will cover content discussed in class and assigned through the readings. The first exam will be given at the mid-semester point of the course and the second exam will be given toward the end of the semester via canvas. Exams can be any combination of multiple choice, fill-in-blank, short essay, and long essay. Exams are comprehensive in nature and it is the expectation that each student completes their own exam. This means, students are not allowed to share information, notes, or receive help from one another. In addition, the student's own notes and supporting information may not be used unless otherwise indicated. Failure to adhere to this requirement will result in a zero for the exam and additional academic penalties as outlined in this syllabus.

#### **2. Policy Analysis Paper: (20 points)**

The policy analysis paper should be a balanced, unbiased, critical evaluation of the policy - presented accurately and fairly with the positions of the proponents and opponents. No matter how strongly you feel about the issue, you are presenting an objective policy analysis.-

#### TOPIC SELECTION

Each TOPIC can only be used once per class. This means no one in the class can use the same topic as another person. No exceptions can be made. In the event that a student is repeating this class, they may not use a previously used topic for them. Each time they retake the course, a new topic must be utilized.

The paper is to be **8-10 pages total** in length (including cover page, table of contents, abstract, body of paper, references, and appendix. **You may not use more than two (2) direct quotes in the entire paper.** One (1) point will be deducted for every excessive quote. You must integrate at least 5 **professional references** into your paper, these include government websites, peer reviewed sources and books; however, at least 2 of the 4 professional references must be scholarly sources.

The policy analysis paper will be submitted in five (5) parts over the course of the semester –

- Part I: Historical Background
- Part II: Description of the Problem
- Part III: Policy Description
- Part IV: Policy Analysis with conclusion
- Part V: Full paper

With each submission, a cover page, and relevant reference list must be included. Sections I-IV of the paper will be graded with the section rubric (100 points) and the writing intensive rubric (100 points) resulting in 200 points total toward the writing intensive grade for each section. The final submission (submission V) will be graded using the Full Analysis Paper Grading Rubric for a general grade (200 points). All rubrics are attached to this syllabus and the expectations for each section will be reviewed in class.

### 3. Discussion Boards: (2 @ 5 points each)

#### Discussion 1: (5 Points)

To be announced TBA

#### Discussion 2: (5 Points)

To be announced TBA

### 4. Peer Reviewed Papers: (4 papers @ 5 points each)

#### Peer Reviewed Paper 1: Review of Literature (5 points.)

- How do the authors define/operationalize the issue being researched?
- What is the theoretical foundation for the study?
- What evidence do the authors provide to support the importance of studying the issue?
- What gaps or inconsistencies in the research literature are identified?
- How will the current study advance our knowledge and understanding of the issue?
- Does the review of literature address core social work values such as multiculturalism/diversity, marginalized/oppressed populations, and social justice and equality?
- What are the research question(s) and hypotheses?

#### Peer Reviewed Paper 2: Evaluate the methods used in the [article](#) that you have selected (5 points)

- Who participated in the study and what type of sampling procedure was used?
- What instruments were used to collect data? What evidence is given to support the reliability and validity of the measure(s)?
- What type of research design was used in the study? Are there potential threats to the internal and external validity of the study?
- How do the methods impact the quality of the study?

#### Peer Reviewed Paper 3: Analysis and Results (5 points.)

- What strategies were used to analyze the data?
- How are these strategies related to the research question(s)?
- For quantitative results, how was statistical significance addressed?
- For qualitative results, how were credibility and trustworthiness addressed?

#### Peer Reviewed Paper 4: Evaluate the results and discussion section in the [article you were assigned](#) (5 points)

- What conclusions do the authors make? Do the results support these conclusions?
- What strengths and limitations of the study are identified by the authors? Are there other factors impacting the quality of the study that were not mentioned?
- What implications for practice are identified?

- How are core social work values such as multiculturalism/diversity, marginalized/oppressed populations, and social justice and equality addressed in the discussion?

**5. Policy Presentation: (Points: 20):** To further examine the application of knowledge from the class and engage in the application of professional social work skills, students will present their policy in a formal PowerPoint presentation. This must include a creative outlet. The grading rubric for this assignment will be given one month prior to the assignment date.

### Final Grades

A total of 100 points can be earned throughout the course. Students must receive a grade of “C” or the program requires that the course be re-taken. Point distributions are as follows:

Assignment	Total possible points
Exams	30 (2 exams, 15 points ea.)
Full Policy Analysis Paper	20
Discussion Topics	10 (2@ 5 points ea.)
Peer Review Papers	20 (4 @ 5 pts each)
Policy Presentation (PowerPoint)	20
<b>Total Points</b>	<b>100</b>

**The professor reserves the right to amend the syllabus at any time.**

### **COURSE SCHEDULE\***

Date	Topic	Assignment	Readings
	Welcome to Policy!		
Week 1 8/24/20	<ul style="list-style-type: none"> <li>· Professor &amp; Student Introductions</li> <li>· Syllabus Review</li> </ul>		Topics Discussion and assignments
Week 2			<b>Chapter I</b> Social Welfare Policy Definition's, values, ideology
Week 3			<b>Chapter 2</b>

Brief History of the Social Welfare State

Historical Section Review

- Religious antecedents, rise of social work as a profession

**Chapter 3**

Social Welfare Policy Research

Week 4

**Discussion 1  
DUE**

Week 5

**Peer Review  
Paper 1**

**Chapter 4**

**Chapter 5**

Discrimination in America

Week 6

- Discrimination, racism

Poverty in America

- Definition of poor, families, strategies to combat poor

Week 7

**EXAM 1  
(Chapters 1-6)**

**Chapter 6**

- The Voluntary Sector Today

**Chapter 7**

Week 8

**Peer Review  
Paper 2**

- Privatization and Human Service Corporations

**Chapter 8**

Week 9

The making of Governmental Policy

Social stratification, formulation, legislation, implementation, and evaluation

Week 10

**Discussion 2  
DUE**

**Chapter 9**

- Tax Policy

Week 11

**Peer Review  
Paper 3**

**Chapter 10**

Social Insurance Policy

The making of Governmental Policy

Social stratification, formulation, legislation, implementation, and evaluation

**Chapter 11**

Week 12

**Chapter 12****The American Health Care System**

Week 13

**Peer Review  
Paper 4**

Major programs, tobacco settlement, myths, expenses

settlement, myths, expense

**Chapter 13 and 14**

Week 14

VOCA, CVC, VOCA,

Crime Stats for Texas and Local Stats

Week 15

**Exam 2  
(Chapters 8-  
15)****Chapter 15 Protective Services****Policy  
Presentations**

Week 16

**Policy  
Analysis  
Paper DUE**

**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 a course that would best meet your scheduling needs.*

**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 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 (2<sup>nd</sup>) 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.*

### 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.

***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.

6. Students are NOT permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework, take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.
7. **All assignments must be turned in at the beginning of class on the day they are due** or on CANVAS as discussed 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.

**ALL ASSIGNMENTS will be Due WITHIN THE FIRST 10 MINUTES OF CLASS. Papers past this time will be given a “0”.**

***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.***

8. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor. An electronic copy of the paper will be submitted to a plagiarism review site after all sections are completed via Canvas. Any paper with more than 20% of noted issues may be referred to Student Affairs and receive an “0” grade for the course.
9. All papers submitted for grading **MUST** adhere to APA 7<sup>th</sup> 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.
10. 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](http://www.ct.tamus.edu/studentconduct). A copy of the University’s policy is also located at the end of this syllabus.

11. **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 (2<sup>nd</sup>) 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.***
12. 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 TAMUCT 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 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, TAMUCTs 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.*

**Graduation Application Deadline for the following semesters (e.g. if this is Fall semester, include the graduation application deadline for Spring and Summer semesters)**

**Field Orientation will occur this semester and all of those students wishing to attend field in the next major semester are required to attend. It is your responsibility to learn the date and time of the orientation. Failure to attend on will result in a delay of attending field until the next full semester.**

### **BIBLIOGRAPHY**

*The following resources were used in developing handouts for this class and/or can be used by students to provide further information on the topics covered by the course:*

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders (5<sup>th</sup> edition)*.

Washington DC: American Psychiatric Association.

Ferguson, M., Pritzker, S., & Rome, S. H. (2016). *Creative, hands on approaches to teaching policy content*. Influencing Social Policy. Faculty Development Institute Council on Social Work Education Program Meeting: Atlanta, GA

McCraw, S.C. (2016). Annual report of 2015 UCR data collection: Crime in Texas Overview. Department of Public Safety

[https://www.dps.texas.gov/.../crime\\_records/pages/crimestatistics.htm](https://www.dps.texas.gov/.../crime_records/pages/crimestatistics.htm)

National Association of Social Workers (1998). *Current Controversies in Social Work Ethics: Case Examples*. Annapolis, MD: NASW Press.

**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/> is one of the best sources for web-based information. It contains over 4,000 hyperlinks to relevant sites, including government agencies.

<http://www.fedstats.gov/> The gateway to statistics for over 100 United States Federal Agencies.

<http://www.firstgov.gov/> The entrance for many government web sites.

<http://www.whitehouse.gov/fsbr/ssbr.html> The White House briefing room on Social Statistics.

<http://www.childstats.gov/> The official website of the Federal Interagency Forum on Child and Family Statistics.

<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/godort/legis.htm>

<http://www.nimh.nih.gov/> NIMH Web page.