



**TEXAS A&M**  
**UNIVERSITY**  
**CENTRAL TEXAS**

**FALL 2021**

**Texas A&M University-Central Texas Social Work Department**

**SOWK 3302, 110, Social Welfare in America-Fall 2021**

### **COURSE DATES, MODALITY, AND LOCATION**

Mondays and Wednesdays 9:30 am-10:45 am Face to Face Synchronous Format via Webex

#### ***Link for class:***

[https://tamuct-edu.meets.cirqlive.com/pages/guest.exe?meets\\_access\\_eventId=12780&meets\\_access\\_pageType=event&meets\\_access\\_sectionId=2627&meets\\_access\\_version=2&meets\\_url=XLE4N74bobQeHIulXIUTGFexEZiwKUcGKLhsD2Fpi6FJEA7BaM6SFhwJW8i2MEYY](https://tamuct-edu.meets.cirqlive.com/pages/guest.exe?meets_access_eventId=12780&meets_access_pageType=event&meets_access_sectionId=2627&meets_access_version=2&meets_url=XLE4N74bobQeHIulXIUTGFexEZiwKUcGKLhsD2Fpi6FJEA7BaM6SFhwJW8i2MEYY)

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor-**Miriam Nisenbaum, LMSW, ACSW

**Office-**N/A

**Phone-**N/A

**Email:** [mnisenbaum@tamuct.edu](mailto:mnisenbaum@tamuct.edu)

**Office Hours-**Virtual via WebEx by appointment

### **Student-instructor interaction**

I will be checking my emails daily during the week and at least once on weekends. I will reply to all emails within 24 hours unless the student has marked the email as urgent.

### **WARRIOR SHIELD**

#### **Emergency Warning System for Texas A&M University-Central Texas**

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

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

## **COVID-19 SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face to face synchronous classes held remotely.

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class. Students required to quarantine must participate in courses and course-related activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. If that is the case, a doctor’s note is required to reschedule graded work and excuse the student from class.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

### ***Department Mission***

The mission of the Texas A&M University-Central Texas Bachelor of Social Work Department (TAMUCT BSW Department) is to prepare high quality graduates for entry-level generalist social work practice and for 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.

**The TAMUCT Social Work Department has full accreditation through the Council on Social Work Education (CSWE), effective February 2017.**

## **COURSE INFORMATION**

### **Course Overview and description**

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

Prerequisites: There are no prerequisites for this class.

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

### **Nature of Course**

This course will provide students an opportunity to explore issues related to the history of the social welfare

system, including looking into the social, racial, political, and economic forces that have impacted and that continue to impact the development of services and service delivery in the United States. The course focus includes an investigation into and an analysis of values and ethics, and it guides students in the ability to identify the financial, socio-political, cultural, and human diversity factors in providing social welfare services in the U.S. Social work roles historically and currently are also explored.

This course supports students' learning the model of 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 strengths 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. (From the website of the Association of Baccalaureate Social Work Program Directors, Inc.)

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, analysis of case scenarios, and videotapes.

### **Course Objective or Goal**

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

- 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 Summer 2021 4
- Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

Each core competency has specific, measurable practice behaviors that help students and their professor determine whether the competency has been achieved. There are 41 total practice behaviors. The complete list of practice behaviors can be found in the TAMUCT Social Work Department Student Handbook.

### **Student Learning Outcomes**

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 United States, as evidenced by effectively 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 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 identifying and describing them in course assignments. The following table shows the relationship between A) the course objectives, B) the CSWE related practice behaviors, and C) the assignments used to assess students' ability to fulfill the objective related to the practice behavior:

<b>A. Objectives (By the completion of the course, it is expected that you will be able to...)</b>	<b>B. CSWE-Related Practice Behaviors (The practice behavior that the objective supports)</b>	<b>C. Assignments (The assignment is used to assess ability to fulfill the objective related to the practice behavior)</b>
Students will be able to recognize historical factors and influences impacting the development of the social welfare system in the United States, as evidenced by effectively identifying and describing them in course assignments	2.1, 3.1	Class discussions, Exams/Quizzes Evicted Scenarios
Students will be able to describe the importance of values and ethics in social welfare service development and delivery, as evidenced by effective articulation through course assignments.	1.2, 2.1, 3.1	Class discussions Exams/Quizzes Evicted Scenarios
Students will be able to 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.	3.1, 4.3, 5.1, 5.2	Class discussions Exams/Quizzes Evicted Scenarios Poverty paper

### Competency Goals Statements (certification or standards)

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

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

## COURSE REQUIREMENTS

### A. Required Reading and Textbook(s)

Required Texts:

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

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

The following resources may be useful for presentations in this class:

National Association of Social Workers. (2021). Code of Ethics. Retrieved from

<http://www.socialworkers.org/pubs/code/code.asp> Summer 2021 and are posted on Files in Canvas.

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

### B. Final Grades

A total of 10,000 points can be earned from the course assignments, as follows:

Course Assignment	Percentage of final grade	Total possible points
Concept Mastery Quizzes/Presentations	20%	2,000
Evicted assignment #1	10%	1,000
Evicted assignment #2	10%	1,000
Evicted assignment #3	10%	1,000
Poverty paper	20%	2,000
Mid-term Exam	10%	1,000
Final Exam	10%	1,000
Attendance	5%	500
Class Participation	5%	500
Totals	100%	10,000 (Total points ÷ 100 = final grade)

Final Class Grades are based on the following:

A: 90 to 100 (9,000 to 10,000 points)

B: 89 to 80 (8,900 to 8,000 points)

C: 79 to 70 (7,900 to 7,000 points)

D: 69 to 60 (6,900 to 6,000 points)

F: 59 or less (5,900 points or less)

**Example:** A test worth 15% of the grade, on which a student earned a B+, would give 1,320 points toward the final grade ( $88 \times 15 = 1,320$ ).

### Grading Criteria Rubric and Conversion

Note: On all four of the written paper assignments (the three Evicted assignments and the

poverty paper), 75% of the grade will be based on content, and 25% of the grade will be based on punctuation, spelling, grammar, APA format, organization, etc., as follows:

0-3 errors = A+ 4-6 errors = A

7-9 errors = A- 10-12 errors = B+

13-15 errors = B 16-18 errors = B- 19-21 errors = C+ 22-24 errors = C

25-27 errors = C- 28-30 errors = D+

31-33 errors = D 34-36 errors = D- 37 errors or more = F

### Posting of Grades

- As much as possible, this instructor tries to return graded assignments the class after they were due. For longer assignments it may be the second class after they were due. You are welcome at any time during the semester to contact the instructor to see where you stand with your course grade at that time. Students are always welcome to check Canvas-Gradebook at any time to review their grades in the course and monitor their status.

### Grading Policies

This instructor does not accept late assignments. If you are having trouble attaching assignments to Canvas, please email the instructor ASAP and you will receive instructions on emailing the assignment so that it is not late. Please double check assignments in Canvas to ensure that your uploaded assignment was registered by Canvas.

## COURSE OUTLINE AND CALENDAR

**Course Assignments** The following activities will be completed during the semester.

### 1. *Presentations and Concept Mastery Quizzes (20% of final grade)*

Each student in pairs or trios depending on class size will learn, process, and present a given week's material and present it to the class. The presentations can be creative using multi-media, PowerPoint, demonstrations or role-playing events or scenarios, or group exercises. Presentations will be no less than 30 minutes and no more than 45 minutes. Many of the class periods will include a quiz to help students solidify their understanding of the concepts presented in the course material and learn how to apply them. The quiz will be posted on Quizzes in Canvas and will be available 2 days prior to the due date, and it is due at the beginning of the next regularly scheduled class period. The quiz questions will be developed by the presentation group, vetted with the instructor beforehand, and posted on Canvas Quizzes to the students. The instructor may also provide additional quiz questions on a given week. The presentation group must provide the instructor with the quiz questions by the end of the day after their presentation to allow the instructor time to review and post the quiz. **A student who misses class will be allowed to submit a make-up quiz; however, it is the student's responsibility to request the quiz from the instructor and turn it in by the class period in which it is due (typically the next scheduled class period). If the student does not do this, then a make-up quiz will not be accepted. DO NOT ASK FOR A COPY OF THE QUIZ AFTER STUDENTS HAVE ALREADY TURNED IT IN!** At the end of the course, the student's average numerical grade on all quizzes (including any zeros) will represent 20% of their final grade. Each student will have one quiz grade (the lowest one) dropped by

the professor; if you only missed a single class during the semester, that zero will not impact your average quiz grade.

**Note: Quizzes must be completed by each student ALONE. There is to be NO sharing of quiz answers with other students; this constitutes cheating. If a student shares their quiz answers with another student, BOTH students will receive a grade of 0 (zero) on that quiz.**

2. *Evicted assignments (10% each, total of 30% of final grade)*

After each section of the book *Evicted* has been discussed in class, students will be given a question or questions that will require them to apply some of the material contained in the book to questions about social work practice with people like those whose stories are being presented. These assignments will be given as take-home exercises and are due at the beginning of the next regularly scheduled class period. The purpose of these assignments is to help students consider social work applications and implications of the material in the book. The grade will be based on how comprehensive the student's answer is, so responses should be as thorough and thoughtful as possible. Students are not allowed to use ANY outside sources or the internet while writing their answers. The ONLY sources that can be referred to are the course's assigned readings, and students are NOT to simply copy those readings in their answer. Your focus should be on APPLYING what you read while responding to the question(s). If it is apparent to the professor that outside sources were used, the student's grade on the assignment will be a zero. Even though only course materials are being used as references, you still need to use appropriate citations in the assignments. **THE ASSIGNMENTS Fall 2021 MUST BE TYPED AND DOUBLE-SPACED OR THEY WILL NOT BE GRADED. HAND-WRITTEN ASSIGNMENTS ARE NOT ALLOWED.** Each of the separate assignments will constitute 10% of the student's final grade in the course.

3. *Poverty Paper (20% of final grade)*

Each student will write a paper in which you must put yourself in the situation of a parent who is living on several kinds of social welfare assistance. You have a family of four (you are the single adult in the home, and you have three children). At least one of your children must be over the age of 6 (and in school), and none of the children can be over the age of 15. Your cash budget is \$343 per month in TANF benefits, and you also receive \$649 per month in food stamps (SNAP benefits). The following factors need to be included in your paper:

- Remember that SNAP can ONLY be used for food and beverages; none of it can be used to pay for other household items, such as toilet paper, toothpaste, laundry powder, etc.
- You may choose to own a car, but you are not allowed to have assets that are worth more than \$2,000, so it would have to be an old car, and you will have to include in your budget gasoline and maintenance/repairs on the car. If you do not own a car, you need to develop a plan for transportation and budget those costs into your plan.
- You will need to plan what food your family will need for the month, and then go to the grocery store and explain in detail what food you will buy for the month, showing that you did not go beyond the \$649 in SNAP benefits. If you plan to buy food on sale each week, you could attach some cut-outs from newspaper grocery store sale advertisements to show how much you are saving on those food items. Think seriously about using generic food items instead of name brand items and indicate that you did that on various items.
- If you decide to have a child who is younger than 5, you can contact the WIC office and find out what food you would be able to get from them each month, and then show that as part of your monthly food plan and budget.
- If you want to, you can also contact a local food pantry and see if your fictional

family would be eligible to get any food from them despite the fact that you receive SNAP. If so, you can add that food to your monthly food plan and show that you did this.

- Your \$343 per month in cash benefits will have to cover your living expenses besides food (unless you are unable to get enough food for the month with SNAP and need to use some of your cash income for food). This cash budget needs to show housing, utilities, household items (toothpaste, toilet paper, laundry soap and laundromat expenses, soap and shampoo, school expenses – including school lunches, or note whether your children could qualify for free lunches, any recreation you plan to try to include in the budget, personal hygiene items such as sanitary napkins or contraceptives such as condoms, etc.).
- You will need to explain in detail what your housing is and that you are able to pay for that housing with this cash assistance. You can decide to live in shared housing if you want to, but you need to explain who you are sharing with (such as your parents) and how much you are paying them for your share of the rent and utilities. If you want to be on Summer 2021 9 the waiting list for Section 8 housing, check to find out how long the waiting list would be and how much your rent will be when you qualify to move into that housing.
- The actual budgets (for both the cash expenses and the food expenses) need to be shown in tables, and they need to be realistic. Again, the tables need to show how much you will spend on EVERYTHING for the month, and you have to live within your monthly allotment from TANF and from SNAP. • Remember, too, that TANF benefits are time-limited, so you will also have expenses related to attending job training classes and meeting with your TANF caseworker to discuss your plan for getting off of public assistance. If you have pre-school children, you will have to discuss your plan for day care or babysitting for your children since they cannot go to the classes with you. • You will have Medicaid coverage for most of your medical expenses, so you would only have to include in your budget any over-the-counter medications you might need for yourself or for your children. That would need to come out of your cash budget.
- Also include in your paper a description of things you would NOT be able to include in your lifestyle that you currently have (such as cable TV, regular use of a gym, regular recreation, pets, etc.) if you are not able to fit these things into your cash budget.

The purpose of this exercise is to show students how people try to live from month to month on public assistance. You are encouraged to be creative and thorough in developing a plan for how you and your three children can live a meaningful lifestyle despite these significant financial limitations. Papers will be graded according to how well the student addresses all of these questions about their monthly expenditures and their lifestyle. You will be evaluated on content, clarity, organization, completeness of the budgets, and the degree of critical thinking you applied to describing how you and your children will live. Thoroughness and creativity are encouraged. Papers must be typed and double-spaced (if they are not, the paper will not be graded, and you will receive a zero for the assignment), and you must use APA format correctly

#### 4. *Mid-Term and Final Exams: 20% of final grade total (10% each)*

Fall 2021 There will be two take-home examinations given in this course, a mid-term and a final. See the Course Schedule in this syllabus for exam dates. Examinations will not be the type of exams students might be used to (such as multiple choice, true-false, matching, and short essay questions). That type of examination merely expects students to repeat back facts and definitions, and the concept mastery quizzes will be verifying your ability to answer those kinds of questions. Instead, the exams might ask one or two large questions that expect students to demonstrate their ability to integrate the



learning they have done in the class (from reading, class discussions, watching videos in class, etc.) and to show how they can APPLY that knowledge in performing social work functions. **SINCE THESE ARE TAKE-HOME EXAMS, THEY MUST BE TYPED AND DOUBLE-SPACED. HAND-WRITTEN EXAMS WILL NOT BE ACCEPTED..**

5. *Class Attendance (5% of final grade)*

Students are expected to be present for every scheduled class session. If you are unable to avoid missing a class, you must email the professor within one week of the class period to explain the absence if you want it to be considered an excused absence. Every unexcused (or unexplained) absence will affect this portion of your grade. For example, an illness, doctor appointment, or funeral of a family member is an excused absence; the professor also allows one day's absence if a deployed significant other returns home. You need to email about every absence from class; for example, if you were sick both days of the week, one email for the first day will not suffice as the professor will not assume that you were still sick on the second day. The professor will review other types of absences to determine how unavoidable they were; not being able to leave work is NOT an excused absence. If your work schedule or your health will not permit you to attend this class on a predictable basis, you should not try to take the class. NOTE: if you do not email the professor within one week of the absence to get it excused, this will NOT be changed later to an excused absence. Students must be present when class begins and are expected to remain until class is dismissed; students are not allowed to arrive late or leave early. In addition, to be counted as present, you must demonstrate attentiveness and engagement in all the class activities. Any student found sleeping or doing work for another class, or has their camera turned off will have their attendance for that day changed to "absent". The following shows the degree to which unexcused absences will impact your attendance grade.

Number of Unexcused Absences

Attendance Grade

2- B

4- C

6- D

7 or more F

Note: Being late to class twice counts as one absence

6. *Class Participation (5% of grade)*

Ms. Nisenbaum has an interactive teaching style and expects every student to be an active participant in class. An old Chinese proverb says, "Tell me and I will forget—Show me and I may remember—But involve me and I will understand." You will learn more from this class if you talk and participate. Ask questions, remembering that there is no such thing as a stupid question. Share your reactions to what is being discussed. Reflect on implications of what we are studying. If you are a student who has never before chosen to talk in classes, this will be a good opportunity for you to start developing a new life skill that will serve you well in the profession of social work. (Students are encouraged not to divulge any personal information they will not be comfortable having their fellow students know about them.) Being an active participant increases understanding of the material for your fellow students as well. Your class participation grade will be determined by whether you talked during class discussions and by whether your contributions added to the quality of the class sessions. Ms. Nisenbaum also reserves the right to call on students in class if they are not participating regularly in the discussions. **Each day a student will earn between 0 and 3 participation points; the points will be totaled at the end of the semester, and grades will be determined based on the student's total number of points compared to the points of all the other students in the class.**

**\*\* NOTE-All papers must conform to the APA Handbook 7<sup>th</sup> edition**

**APA CHECKLIST**

The following checklist is designed to serve as a guide for you when writing papers in the Social Work Department. Use of this guide will support your success when using APA and help to prevent plagiarism. All instructors in the Social Work Department will use this checklist as a guide when grading your papers for APA policy adherence, so it is advisable that you become familiar with and apply these rules to all papers.

**A. Entire document MUST HAVE**

- Times New Roman Font
- 12 font size
- 1 inch margins on all four sides
- Double spacing after periods at the end of a sentence (except in the “Reference” page)
- Double spacing between lines in paragraphs (remove double spacing between paragraphs)
- Numbers 1-10 spelled out (e.g. “one”, “five”, “seven”)
- Numbers above 10 not written out (except at the beginning of a sentence)
- Introduction of acronyms (e.g. “Supplemental Security Income (SSI)”, “SSI” may be used alone thereafter)
- Paragraphs versus bullets (unless approved by professor)  No use of “I” (unless approved by professor due to nature of the assignment)
- No contractions (won’t, can’t, don’t), lbs, %, \$ (percent signs may be used directly after numbers)
- Complete sentences
- Indented paragraphs (tab once from margin)
- Introduction, body and conclusion (unless otherwise noted by professor)
- Cover page, abstract page, reference page (unless otherwise advised by professor)

**B. Cover Page**

- Header flushed left and written as “Running head: SHORT TITLE” (note how “Running head:” is written)
  - Page # (always starts with “1” at the top right)
  - Title of work, your name, and the name of the university (in this order), centered and not in bold. This should also be double-spaced and the title of the work should begin 9 single spaces after the header.
  - Title should be no more than 12 words, first letters of words are capitalized except “and”, etc.
  - The “SHORT TITLE” is always in capital letters and is a shortened version of your title. This can be no more than 50 characters

**C. Abstract Page**

- This is page 2 (upper right corner)
- In the Header section flushed left will show on this page “SHORT TITLE” only. No “Running head:” used on this or subsequent pages
- The word “Abstract” is centered, not bold at the top of the paper
- The Abstract is only 4-5 sentences (max 150-250 words)
- There is no indentation at the beginning of this paragraph
- Must be double spaced

#### D. Start of your body

- Continue your “SHORT TITLE” and page number on every page
- Write the title at the very top. This should be the same one used on the cover page above your name
- The title is centered and not in bold
- All paragraphs must be indented
- Paragraphs have a minimum of 5 sentences
- Using Level Headings where appropriate (refer to your professor on when to use; see APA manual for all levels of headings: 1-5) E. Reference Page
- Header section flushed left should show the “SHORT TITLE” and the page # on the right side.
- The word “Reference” (or “References” if more than one) is centered and not bold
- The references must be alphabetized (by last name of author of work as listed on the work. DO NOT reorganize the authors in alphabetical order from the source).
- If there is more than one citation with the same author and year, put them in alphabetical order by title and make them 2015a, 2015b, 2015c, etc., as needed.
- Double space references
- Remove space between references
- Only single spacing after punctuation
- Remember that personal communication in-text citations are not listed on the reference page
- Remove hyperlinks from websites (a line should not appear under websites in your reference page)
  - If the reference is long and continues on the next line, then you must indent the second line (this is called a “hanging indent”)
- All references MUST have an in-text citation to match (except in personal communication; only in-text citations are used).
- If the reference has an edition, it goes in parentheses and is not italicized. For example, Turner, F. J. (2011). Social work treatment: Interlocking theoretical approaches (5th ed). New York: Oxford University Press.

Following are explicit examples that can serve as guides for you when writing your papers.

- Boston University School of Social Work: <http://www.bu.edu/ssw/files/2010/10/BUSSW-style-guide-6th-ed-April-13.pdf>
- Sample APA Paper Owl Purdue: [http://owl.english.purdue.edu/media/pdf/20090212013008\\_560.pdf](http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf)

#### Complete Course Calendar

Date	Activities	Readings/Assignments Due
Monday Aug. 23	Review the Syllabus Extended Introductions Assign Chapters	
Wednesday Aug. 25	Chapter 1 – Competing Perspectives on Social Welfare Political Perspectives – Conservatives, Liberals, and Radicals Attitudes toward change	Popple and Leighninger (P&L), pp. 3-26

Monday August 30	Views of human nature, individual behavior, the family, the social system, government, and the economic system Social work values Group Activity	Poppo and Leighninger (P&L), pp. 3-26
Wednesday Sept 1	Chapter 2 – Social Welfare: Basic Concepts Stigma, social exclusion Definitions of social welfare	P&L, pp. 27-60
Monday September 6	<b>Labor Day No class</b>	
Wednesday September 8	Social welfare services Political perspectives on social welfare Student presentation and quiz questions	P&L, pp. 27-60
Monday September 13	Chapter 3 – Social Work as a Profession Professionalism History – charitable institutions, Charity Organization Societies, Social Settlements, Growth of a profession, Diversity and unification The Depression Federal Social Welfare programs Social work values and ethics	P&L, pp. 61-104 <b>Quiz Questions Due</b>
Wednesday September 15	Social work methods and practice Practice settings Student presentation and quiz question	P&L, pp. 61-104
Monday September 20	Chapter 4 – Generalist Social Work Practice Historical evolution of social work practice Generalist social work practice – development, definition, skills, relationship to specialized practice	P&L, pp. 106-130 <b>Quiz Questions Due</b>
Wednesday September 22	Case management – definition, history, skills, framework, advocacy Ethical dilemmas Student presentation and quiz question	P&L, pp. 106-130
Monday September 27	Chapter 5 – Responses to Human Diversity Definitions, dynamics of intergroup relations History – immigrants, African Americans, women	P&L, pp. 131-176 <b>Quiz Questions Due</b>
Wednesday September 29	Current issues – multiculturalism, immigration, Affirmative Action, separatism vs. integration Group activity	P&L, pp. 131-176
Monday October 4	Chapter 6 – Religion and Social Work Religious roots of social welfare (early Egyptian, Jewish, Christian, Muslim) Religious roots of organized social work (Charity Organization Societies, Social Settlements, social work, secularization)	P&L, pp. 179-210
Wednesday October 6	Social work and religion as uneasy bedfellows Student presentations and quiz question	P&L, pp. 179-210
Monday October 11	Chapter 7 – Poverty: The Central Concept Poverty, Rich country/Poor country (economic inequality,	P&L, pp. 214-240 <b>Quiz Questions Due</b>

	distribution of income and wealth)	
Wednesday October 13	Poverty – The Dark Side of Inequality (poverty in the US, measuring and defining poverty) Student presentation and quiz question <b>RECEIVE THE MIDTERM EXAM</b>	P&L, pp. 214-240
Monday October 18	Chapter 8 – Nature and Causes of Poverty Who are the poor? Statistics – race, age, region, nativity, family type, feminization of poverty 3 levels and types of poverty	P&L, pp. 243-278 <b>Quiz Questions Due</b>
Wednesday October 20	Why are the poor poor? (Individual, cultural, structural explanations) Student presentations and quiz question	P&L, pp. 243-278 <b>MIDTERM EXAM DUE</b>
Monday October 25	Chapter 9 – Development of Antipoverty Programs English roots, colonial years, early years, reform The Reluctant Welfare State	P&L, pp. 281-315 <b>Quiz Questions Due</b>
Wednesday October 27	Prosperity, Reform, a New Era Student presentations and quiz question	P&L, pp. 281-315
Monday November 1	Chapter 10 – Child Welfare Definitions, statistics, dynamics, history Child welfare services Permanency planning Family preservation Class action lawsuits Investigation vs. services	P&L, pp. 318-362 <b>Quiz Questions Due</b>
Wednesday November 3	Appropriate discipline Causes of maltreatment Rights of children, parents, and the government Social work roles Student presentations and quiz question	P&L, pp. 318-362
Monday November 8	Chapter 11 – Crime and Criminal Justice Definitions, statistics, and patterns of crime Dynamics (Control Theories, Cultural Theories, Theories of Non-violence, Social Victim Theories) History of criminal justice (prisons, sentences, parole, probation, delinquency and juvenile court, reform)	P&L, pp. 368-408 <b>Quiz Questions Due</b>
Wednesday November 10	Current issues Social work roles (treatment, victim assistance, mediation, police work)	P&L, pp. 368-408
Monday November 15	Chapter 13 – Mental Health and Developmental Disability: Interplay of systems of care and clinical social work and behavioral theory. Definitions of mental illness Dynamics of mental illness Statistics Developmental disability, definitions	P&L, pp. 411-446

	Dynamics of developmental disability Statistics	
Wednesday November 17	History of mental illness and developmental disability Current issues and trends Social work roles	P&L, pp. 411-446 <b>POVERTY PAPER IS DUE</b>
Monday November 22	Evicted, Part One – Rent Receive Evicted Assignment #1	Desmond, pp. 1-110
Wednesday November 24	<b>Holiday-Thanksgiving No Class</b>	
Monday November 29	Evicted part one Continued	Desmond, pp. 1-110
Wednesday December 1	Evicted, Part Two – Out Receive Evicted Assignment #2	Desmond, pp. 111-206 <b>Evicted Assignment #1 DUE</b>
Monday December 6	Evicted, Part Three – After Receive Evicted Assignment #3	Desmond, pp. 207-336 <b>Evicted Assignment #2 DUE</b>
Wednesday December 8	Wrap up Last Day of Class	
<b>Friday December 10</b>		<b>Evicted Assignment #3 Due</b>
Monday December 13	<b>FINAL EXAM POSTED IN CANVAS</b>	Check Assignments/Quizzes in Canvas
Wednesday December 15	<b>FINAL EXAM DUE</b>	<b>FINAL EXAM DUE</b>

### Important University Dates

August 23 First day of class

September 6 Labor Day Holiday

November 24-26 Thanksgiving Holiday

December 8 Last day of class

Dec 13-15 Finals week

### TECHNOLOGY REQUIREMENTS AND SUPPORT

#### Technology Requirements

This course is Face to Face Synchronous Learning via WebEx.

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email 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.

### **Online Proctored Testing**

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

### **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.*

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

**Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

### **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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. 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 Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.



If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu)

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

### **University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **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.

### **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 85,000 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 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library](#)

[website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

If you need reference service to be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

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## OPTIONAL POLICY STATEMENTS

### 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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

### Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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## OTHER POLICIES

### CODE OF CONDUCT FOR CLASSROOMS

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

1. Students are requested not to enter class more than ten (10) minutes late due to the degree to which this disrupts class for the other students. If you do come to class late twice, it counts the same as an unexcused absence on your attendance grade for the class.
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, meet with students and other professors, use the restroom, etc.) before class begins.
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 other students unless in a group activity or general class topic discussions, use cell phones, or engage in other types of unprofessional behaviors after class has begun. Talking during class discussions 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 you want to share or you want to answer a question.

#### *Online etiquette*

Students will come to class and are expected to be on camera (unless excused) to receive credit. Students will be in an environment conducive to learning and not distracting to others (not at work, not in bed, not driving, cooking etc.). Students will come to class dressed appropriately. No vaping, drinking alcohol, or other behaviors that do not occur normally in the classroom will be tolerated. Violations of this policy will result in counseling on professional behavior and loss of credit for the day's class.

4. To support the 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 directly related to the topic can distract class learning and limit knowledge-sharing by the professor and other students. The professor reserves the right to redirect/limit such conversations in class as needed.

5. Students are NOT permitted to work collaboratively (together) on any assignment in this class unless Ms. Nisenbaum specifies that you can. All work turned in must be the student's own product. This includes 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.

6. All assignments must be turned in at the beginning of class on the day they are due. Late work will not be accepted or graded unless this has been discussed with and approved by the professor BEFORE the due date 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 professor, and sends a message that such behavior is professionally "okay," which it is not. Failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.

7. All papers submitted for grading MUST adhere to APA 7th 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 textbook, etc.).

8. 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, 2020). This includes avoidance of the use of language that degrades women; people of color; people who are gay, lesbian, bisexual, or transgender; 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 social work. These policies are applicable throughout the department and, as such, students who consistently fail to comply with these policies will be considered inappropriate candidates for future field placement and/or for the degree of Bachelor of Social Work at TAMUCT, 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 Department and the university, is provided via the "Rubric for Assessing Professional Behaviors" that is*

*given to students at the New Social Work Student Orientation. All social work majors receive a RAPB when they apply to the social work major and again when they apply for a field placement. 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 admitted to the social work major or assigned to a field placement and/or can result in removal from a field placement.*

*These behaviors, which align with the National Association of Social Workers (NASW) core values and ethics, the TAMUCT Code of Conduct, and the Social Work Department 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.*

### **Instructor Teaching this Course**

Ms. Nisenbaum is a graduate of UT Austin and received her B.A. in Government with a minor in Social Work. She received an M.S.S.W. from UT Arlington. She holds a Texas license as a Master level social worker and is nationally accredited by the Academy of Certified Social Workers.

She has worked in Child Protective Services as a child placement worker, in Dallas, Texas, in the first ever sexual abuse unit in the state. She has held positions at the YWCA, A Private Non-Profit Child Abuse Prevention Agency, Dallas County Health and Human Services, St. Paul Medical Center, National Medical Enterprises, Interventions/Cornell Corrections, Goodwill Industries, Easter Seals, NAMI, NASW/TX, and an organization promoting diversity, Honoring of Peoples Everywhere, all in Dallas, Texas. These positions were supervisory or executive management.

Currently she is on faculty at Texas State University, School of Social Work in the field department and Central Texas A and M University in the Social Work Department. Through her company, Nisenbaum and Associates, which she has operated since 1995, she provides training and consultation to a variety of non-profits throughout the United States.

She has served on numerous committees, coalitions and professional groups as a member and officer. She co-founded the Texas Association of Community Rehabilitation Providers. She has through her positions and consulting activities, developed and taught the curriculum to provide the necessary coursework for those individuals seeking designation as an LCDC. Other areas of expertise are training, grant writing, strategic planning, board relations, needs assessments, program design/execution, billing and reimbursements, public policy, advocacy, human resources, and licensing and accreditations have been areas of expertise highlighted in her career with other organizations as well as in her consulting business.

In 2020, she received the Lifetime Achievement Award from NASW/TX-Austin Branch as well as the Teaching Award of Honor from The Texas State Alumni Association for Exemplary Service during the COVID 19 Crisis in the Spring Semester.

### **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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