



## Bachelor of Social Work Program

### SOWK 4334-130-80575 Advocacy for Homelessness

<b>Semester:</b>	Fall 2022
<b>Meeting Time/Place:</b>	Mondays & Wednesdays 12:30-1:45 PM Class will be on Mondays via WEBEX
<b>Instructor:</b>	Tammy Sung, MSSW, LMSW Associate Lecturer/Adjunct Professor
<b>Office:</b>	Warrior Hall 420F (4th floor)
<b>Phone &amp; E-Mail:</b>	<a href="mailto:tmmoore@tamuct.edu">tmmoore@tamuct.edu</a>
<b>Office Hours:</b>	

This course will employ an interdisciplinary approach to the study of the historical, social, cultural, economic, and organizational realms influencing policies and laws relating to the homeless population. Additionally, students will provide service to a non-profit organization whose focus centers on providing support to the homeless community. A poverty simulation will be utilized to stimulate student's interest in fostering a lifelong commitment for advocacy and social justice.

Prerequisites: None

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

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

*This is a online course which meet synchronously online one day a week. Students will be expected to attend with a camera in order for the instructor to see their faces. This is important for field since most communication is unspoken.*

Emergency Warning System for Texas A&M University-Central Texas SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text



messages. All students automatically receive email and text messages via their myCT accounts.

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Downloading SafeZone allows access to push notifications and enables you to connect directly

for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you

would like more information, you can visit the SafeZone website

[[www.safezoneapp.com](http://www.safezoneapp.com)].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:

○ iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]

○ Android Phone / Tablet

[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]

2. Launch the app and enter your myCT email address (e.g.

{name}@tamuct.edu)

3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University website

[<https://www.tamuct.edu/covid19/>]

#### **WARRIOR SHIELD**

#### **TECHNOLOGY REQUIREMENTS AND SUPPORT**

You need to include information about Technology Requirements and Support. In

addition, include a statement on the technology requirements for the successful

completion of the course and when applicable, information on how to access these

resources (for example, how to obtain a certain software through University site license).

#### **Technology Requirements**

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

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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>]

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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

Warrior Center for Student Success, Equity 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 Canvas page (log-in required)

[<https://tamuct.instructure.com/courses/717>]

#### 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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>].

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

#### Drop Policy

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

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpld=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing

pregnancy-related conditions, 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/pregnant-and-parenting-students.html>]. Students

may also contact the institution's Title IX Coordinator. If you would like to read more about

these requirements and guidelines online, please visit the website

[<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex

and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is



able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the 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, both virtually and in-person. Student

success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching

contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the

Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

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To schedule tutoring sessions and view tutor availability, please visit Tutor Matching

Services [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111

Warrior Hall.

Chat live with a remote 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 Library & Archives

The University Library & Archives provides many services in support of research across campus

and at a distance. We offer over 200 electronic databases containing approximately 400,000

eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft

Teams or in-person at the library. Schedule an appointment here

[<https://tamuct.libcal.com/appointments/?g=6956>]. 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

[<http://tamuct.libguides.com/index>]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at

Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–

Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru

Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite

hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00

p.m.



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

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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 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 WCOonline [<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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor

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

### **Competency Goals Statements (certification or standards)**

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





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

**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)

### **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:



Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 31 total practice behaviors.

### **Course Objectives & Related CSWE Practice Behaviors**

This course provides content that helps to prepare you, the generalist social work student, to engage in all practice behaviors that define the 9 CSWE Core Competencies as outlined below:

#### **Council on Social Work Education (CSWE) 9 Core Competencies and 31 Practice Behaviors**

##### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

##### **Competency 2: Engage Diversity and Difference in Practice**



Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives



from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and



communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

#### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.



### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;



- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### Teaching Method

The primary teaching approach in this course will be collaborative learning. Students will participate in a variety of modalities. Material in the course will be presented through class discussions, readings, videotapes, and in-class group exercises. Guest presenters and field trips will provide an in depth view of the relevant and opportunities within our community.

### About Your Professor

It is my firm belief that activism and advocacy are skills that remain crucial for every stage of life. In order to be the change what we want to see in the world, we must make an effort to be part of the process. To speak for others, even when your voice is shaking, is my goal as a person and a professional social worker. I hope to impart this passion, skills, and knowledge to you.

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

- Students will gain a historical perspective of homelessness in the United States.
- Students will learn to identify the various governmental levels for which to work with to impact change.
- Students will learn to formulate a plan to make changes and advocate for justice to demonstrate the skills, knowledge, and practice behaviors learned in this course.

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> <i>(By the completion of the course, it is expected that you will be able to...)</i>	<b>B. CSWE Related Practice Behaviors</b> <i>(This is the practice behavior that objective supports)</i>	<b>C. Course Assignments</b> <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>



1. Students will gain a historical perspective of homelessness in the United States	4 c	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Guest speakers</li> <li>• Homeless simulation</li> <li>• video</li> </ul>
2. Students will learn to identify the various governmental levels for which to work with to impact change	9b	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Video</li> </ul>

### Course Requirements

#### Required Textbook

- ““Evicted”” Desomond, M. (2016).Broadway Books: New York ISBN 978-0-553-44745-3

#### A. *Final Grades*

A total of 1000 points may be earned from the course assignments, as follows:

Course Assignment	Total Points
Class Engagement	100
Discussion Assignments 2 at 50 pts each	100
Book Quizzes 3 at 100 pts each	300
Video	500
Total	1000

Final Class Grades are based on the following:

- A: 90 to 100 (900-1000 points)
- B: 89 to 80 (800-899 points)
- C: 79 to 70 (700-799 points)
- D: 69 to 60 (600-699 points)
- F: 59 or less (599 points or less)

The following activities will be completed during the semester.

#### Course Assignments:

1. **Class Participation (100 pts):** Ms Sung has an interactive teaching style and expects every student to be an active participant in class. **Any limitations that could keep you from attending or participating in these events will need to be discussed with Ms Sung early in the semester**





**so that an alternate –plan for success can be developed.** You will learn from this class if you participate. Remember to ask questions as there is no such thing as a stupid question. Your class participation grade will be determined by both the quality and quantity of your participation in each class. Ms Sung reserves the right to call on students in class if they are not regularly participating in discussions. Being absent from class will result in “0” participation points for that class period. Attending class but not participating will result in “0” points for that class. Minimal participation or participation that is limited in its insight will result in 2 points. Late attendance or leaving early will also impact the number of points given for that day. Participation that is both appropriate and insightful will result in 5 points for that class period.

- 2. Homeless Simulation Video (500 pts).** Students will participate in an overnight homeless simulation. This will be completed in the student’s choice of places. Requirements and concerns will be discussed in class. Student safety is paramount in making the decision related to this assignment. Anyone needing an alternate assignment will be required to discuss this with the professor by the middle of October.
- 3. On-Line Discussions (4 x 25 pts for 100 pts):** There will be four discussions that will be completed throughout the semester. This will be on days that the class is not meeting in person. These will be graded on content, critical analysis, and grammar. Each should be at least one page and include a reference page. This must be turned in at the following class in a hard copy form and not completed online.
- 4. Book Quizzes (3 at 100 pts each)** Students will be given 3 quizzes over each section of the book during class time. The quizzes will only be available during the class time on the designated day in the class calendar and must be finished during the class time. No late entries will be allowed.

### CODE OF CONDUCT FOR CLASSROOMS and INTERNSHIP

Social work practitioners respect others. Unfortunately, we have had extreme problems with disruptive and disrespectful behavior by students in classes, leading to the development of this code of conduct, which all students are required to follow. Please see the Rubric for Assessing Profession Behaviors.

1. Students are not permitted to enter class if they are more than ten (10) minutes late in arriving. Once the class (lecture, discussion, videotape, etc..) has begun, it is too late to come in; if you arrive at that point, you are asked not to enter as



this can disrupt the class. 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 need to discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class and will receive a 0 for class participation and/or attendance that day. **Please note:** *During the summer when classes are 2 hours and 30 minutes in length, the instructor will have a minimal 10 minute break built into each scheduled learning period to support student needs.*
3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students once class has begun without recognition by the professor to do so. 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 respectful and appropriate manners; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers and not call on the student in an effort to do so. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade. **Please note:** *this professor will NOT assign seats to students. If behavior accelerates to such a need, a meeting will be requested with the student, the instructor and potentially the department to address appropriateness to be able to continue with the course. If it is determined that the behavior significantly impacts/impairs learning for other students, the student may be asked to leave the class permanently, resulting in an F for the course.*
4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor



reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.

5. Use of personal technology or gadgets during class period is allowed but should be related to class content only. Failure to adhere to this rule can result in being asked to leave the class and receiving a 0 for class participation/attendance for the day.
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 class on 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 got 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 0 for the assignment. This is inclusive of all assignments.
7. TAMU-CT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty, for which disciplinary sanctions exist. 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 or reference. **Any student who violates the university's policies regarding Academic Honesty will receive a failing grade in this course and will be reported to the Director of Student Affairs for additional university sanctions.**
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, 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.

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 this code of conduct will be considered inappropriate candidates for the degree of Bachelor of Social Work at TAMU-CT as their behavior is considered inappropriate for a social work practitioner.

Students need to understand that the way you behave in class and the degree of responsibility you demonstrate in approaching your school work are used by the professors as a measure of your readiness to be formally admitted to the social work major, accepted for a field agency placement, and allowed to graduate with a BSW degree. Students who consistently fail to comply with this code of conduct will be considered inappropriate candidates for any of these measures of success in social work education because their behavior is considered inappropriate for a social work practitioner.

### **Technology Requirements**

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. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. 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 Fall 2020 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 online 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.

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

**For Fall 2020, all reference service will 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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### 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.

Copyright. (2020 by (Molina-Moore, T.) at Texas A&M University-Central Texas, ([Arts and Sciences](#)); 1001 Leadership Place, Killeen, TX 76549; 254-519-5406, [tmmoore@tamuct.edu](mailto:tmmoore@tamuct.edu)

1. In any classroom situation that includes discussion and critical thinking, there are bound to be many different viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.
2. Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussions that are held outside of class regarding clients, supervisors, or agencies are a breach of confidentiality. Breach of confidentiality is grounds for removal from the Social Work Program.



3. Reading assignments: Students are expected to read the assigned materials (both in the textbook and in the class notes from the professor) prior to the class for which they are assigned. Students are responsible for the information in the assigned readings (whether or not the material has been discussed in class) and for the materials and videotapes presented in class. While in class, students are expected to raise any questions they have about material in the reading assignments they did not understand.
4. The professor will occasionally give out handouts in class. Due to the expense involved in printing and copying, only one copy will be given to each student. If you lose your copy, you will need to copy it from another student at your own expense. Copies will NOT be emailed to you for the same reason. Do NOT ask the professor for a second copy of any handouts or the syllabus.
5. Students should not bring their children with them to class. If an emergency arises that would require bringing a child to class, permission must be given by the Professor prior to the start of class.

### **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).

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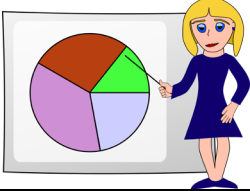



### **Textbook Purchasing**

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.



The professor reserves the right to amend this syllabus at any time, as needed.


Course Schedule

Date	Class Activities	Assignments
8/22	Review course syllabus and calendar Word Association Exercise	Enjoy--None 
8/24	"Evicted"	Prologue, Chapters 1 & 2
8/29	Who are the homeless? Statistics, reasons for homelessness and issues.	
8/31	"Evicted"	Chapter's 3 & 4
9/5	HOLIDAY	
9/7	"Evicted"	Chapter's 5/6
9/12	Guest Speaker	
9/14	"Evicted"	Chapter's 7 & 8
9/19	McKinney Vento Policy, HEARTH, and Major Programs	
9/21	"Evicted"	Quiz 1



9/26	Guest Speaker	
9/28	“Evicted”	Chapter’s 9/10
10/3	Alternative to “Homeless First”	
10/5	“Evicted”	Chapter’s 11/12
10/10	Movie “The Soloist”	
10/12	“Evicted”	 Chapter’s 13/14
10/17	Discussing 1 and 2 to be completed by the next class	
10/19	““Evicted””	Chapter’s 13/14
10/24	Possible Training for event TBD	
10/26	““Evicted””	Chapter’s 15/16
10/31	Take your children Trick or Treating but reflect on what this would look like for a homeless child	
11/2	“Evicted” Quiz	Quiz #2



11/7 <b>Online Class</b>	<b>Discussion 3 Due at next class</b>	
11/9 <b>NO CLASS</b>	Professor at conference	
11/14	<b>Topic to be determined based on feedback from previous discussion</b>	
11/16	<b>“Evicted”</b>	Chapter’s 17/18/19
11/21	<b>“Evicted”</b>	Chapter’s 20/21/22/ Chapter’s 23/24 and epilogue
11/23	Holiday for Thanksgiving	
11/28	<b>“Evicted” Quiz 3</b>	
11/30	<b>Presentations of Videos</b>	
12/5	<b>Presentations of Videos</b>	
12/7	<b>Presentations of Videos</b>	

**There will be a field trip during the semester to a homeless shelter. Students are NOT required to attend but are highly encouraged if able.**



