Bachelor of Social Work Program

SWKK 4300- Section 110 11295

Social Welfare Policy

Semester: Semester Spring 2022

Meeting Time/Place: Mondays & Wednesdays, 3:30-4:45 PM, Warrior Hall, Room 311

Instructor: Tammy Molina-Moore, MSSW, LMSW
Associate Lecturer/Field Director

Office: **Warrior Hall 4th Floor/Room 420 F**

Phone & E-Mail: 254-519-5422/tmmoore@tamuct.edu

Office Hours: Mondays 10:00 -12:00 AM, Tuesdays 9:00 -10:00 AM and Wednesdays 9:00-10:00 AM online via Webex. The instructor will also be checking emails during this time to address questions. Other times can be scheduled as needed by emailing the instructor to make an appointment.

Student-instructor interaction-The instructor will be checking emails during office hours and send replies during this time. In addition to these scheduled times, the professor will also be checking messages during other times but may not answer until the following weekday. Questions can also be posted in the discussion board for the instructor to answer and all of class to see.

This is a blended course, which meets no more than 45% online. There will be four scheduled dates that will be online and can be found in the course calendar. Due to Covid, the professor may suddenly move a class online. Every effort will be made to notify students as soon as possible of these last minute changes. Please check your university email often for any communications from the instructor.

COVID Exposures are required to be reported to the instructor and the university. The link to report is found here
https://redcap.tamhsc.edu/surveys/?s=N38DRD4EMK

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.

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].

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.critical arc.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

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

This is a Writing Instructive (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills. The final goal will be a 25-45 policy paper that enhances the knowledge of the student's abilities to research, advocacy, and critical thinking skills. In addition, the student will present information in both oral and written modalities. This paper will be completed in four sections with feedback from the professor on each section.

**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.

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 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
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

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. 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].

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].

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]

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/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.

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 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. For the Spring 2022 semester, 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 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 WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at 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 by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at 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.

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 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].

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If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

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hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

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

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A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues

confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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

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 online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

Course Description

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

Prerequisite: Social Work 307: Social Welfare in America.

Nature of Course

Social Welfare Policy is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy and social work practice. The course focuses on historical, political, economic, and other social conditions, which influence policy development in the United States. Specific policy areas discussed are those in which social workers play major roles: income maintenance, health, mental health, child welfare, immigration, and aging. Policy issues and programs are addressed as they affect majority groups as well as populations at risk, with a particular emphasis on social and economic justice. Students will learn to use policy analysis tools in order to understand how policy influences practice and planning decisions and how social workers can influence social welfare policy.

Teaching Method

The primary teaching approaches in this course will be collaborative and active learning. Material in the course will be presented through interactive class discussions on readings, videos, presentations, and lectures. Students are expected to ask questions, share experiences, and actively participate in class discussion. As a web-assisted course, students will also be expected to access select assignments and lectures through Blackboard.

About Your Professor

I love advocating for clients and therefore love policy. As a social worker, I know how important policy is to our profession. I also know how challenging a writing intensive course can be and therefore I want you to know that I am available to you for assistance if needed. Please feel free to contact me via email or in person to discuss concerns or clarify information or assignments. I look forward to taking this journey with you and hope that you will use this opportunity to build and refine your advocacy skills for your social work toolbox.

This class will provide an opportunity for you to understand and learn how to use policy analysis rationales, policy advocacy skills, and utilization techniques in political arenas. I have worked with individuals, families, communities, and government entities for 15 years prior to starting my teaching career. I want to combine that professional exposure with text knowledge to show you the many different perspectives and varied content areas of social work as possible through active learning, role play, text discussions, and interaction- get ready for a memorable learning experience.

Program Mission

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

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

Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. The complete list of practice behaviors can be found at the by reviewing the student handbook.

Course Objectives & Related CSWE Practice Behaviors

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

- 1.C-- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- 3. A—apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- 3. B—engage in practices to advance social, economic and environmental justice
- 4. C—use and translate research evidence to inform practice, policy, and service delivery

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

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

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

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

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

4. Students will be able to discuss issues and apply theoretical frameworks related to the policy areas of income maintenance, health, mental health, child welfare, immigration, and aging.

5. Students will be able to analyze the impact of social welfare policy in terms of social and economic justice.

The following table shows the relationship between: A) the course objectives, B) the CSWE related practice behaviors, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

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

	5 A, B and C	• Exams
5. Analyze the impact of social welfare policy in terms of social and economic justice.		• Political analysis paper all sections

Course Requirements

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

Final Grades

A total of <u>700</u> points can be earned from the General course assignments (100% of total general grade). A total of <u>800</u> points can be earned from the Writing Intensive course assignments (100% of the total writing grade). Combined, students can receive 1500 points (100% overall average) in this course. General and Writing Intensive course assignments are calculated separately, except where noted. **Students must receive a passing grade in BOTH the General and Writing Intensive portions of the course in order to pass the class.** Point distinctions are as follows:

GENERAL GRADE ITEMS*			WRITING GRADE ITEMS*		
Assignment	Total possible points	Percentage (%)	Assignment	Total possible points	Percentage (%)
Exams	200 (2 exams, 100 points ea.)	13%	Policy Paper Part I	200 (content + writing rubrics)	13%
Full Policy Analysis Paper	200 (Part V submission content rubric)	13%	Policy Paper Part II	200 (content + writing rubrics)	13%
Discussion Topics	100 (2@ 50 points ea.)	7%	Policy Paper Part III	200 (content + writing rubrics)	13%
Peer Review Papers	100 (4 @ 25 pts each)	7%			
Analysis Presentation	100	8%	Policy Paper Part IV	200 (content + writing rubrics)	13%
Total	**700 points**	**48%**	**Total**	**800**	**52%**

*Note: Although overall points and final grade are combined, students receiving less than a C in Writing **OR** General sections will receive a failing grade for the class – regardless of the combined overall percentage/points for the course. For example, if you receive a B (84%) in the General section of the course and a D (68%) in the Writing section of course, your overall final grade will be reported as a D in the course. Failure to make a grade of C or above in any required social work course requires the student to repeat that course.*

Grades will be posted in Canvas.

The instructor will make every effort to complete the grading of one section prior to another section being due.

<u>**Final Points & Percentages and Corresponding Grades are based on the following:**</u>

Final grades are distributed in the following manner:

1350-1500- points (90% - 100%)	A	Outstanding/Superior	Student displays exceptional performance; consistently exceeds expectations.
1200-1499-points (80% - 89%)	B	Good	Student consistently meets normal expectations for the course or may perform at a slightly above average rate on papers, tests, and discussions.
1050-1199 points (70% - 79%)	C	Average	Student meets minimal expectations. Demonstrates sufficient understanding and application of course content.
900-1049 points (60% - 69%)	D	Poor	Student demonstrates gaps in understanding and application of course content. Student fails to meet course expectations.
899 & below (59% and below)	F	Very Poor	Student demonstrates a significant lack of understanding and application of course content and/or student failed to complete assignments in a timely manner. Student fails to meet course expectations and requirements.

TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

COURSE SCHEDULE*

Date	Topic		Topic
1/17	**Martin Luther King Day NO Class**	1/19	Welcome to Policy! • Professor & Student Introductions • Syllabus Review • Topics Discussion
1/24	Plagiarism Presentation by Student Affairs **Writing Integrity Statement Due**	1/26	**Library Presentation** **Margaret Dawson** • How to research • Navigating the library
1/31	**Topics Discussion and assignments** Student Guest Speaker on "How to be Successful in Policy" **Discussion I Due Bring APA texts to class for Instructor review**	2/2	**Writing Lab Presentation** **Writing Instructive Day** **Review of Timeline and sample paper** • Historical Section Review • How to make a timeline
2/7	**Chapter I** Social Welfare Policy Definition's, values, ideology	2/9 **Online class day**	**Writing Instructive Day** **Discussion 2 Due Via Canvas by 2:pm Individual Professor Feedback Library Meeting Signature Sheets Due** **Instructor will be meeting one on one with each student to review timeline. Student must have a hard copy completed with reference page**
2/21	**Writing Instructive Day** • **MUST bring a copy of your Historical Section of Paper to class for peer review**	2/23	**Chapter 2** Brief History of the Social Welfare State • Religious antecedents, rise of social work as a profession **Chapter 3** Social Welfare Policy Research
2/28	**Section I Due** **Review of Section II**	3/2 **Online Class**	**Instructor at Conference Work on Section II**

3/7	**Chapter 4** Discrimination in America • Discrimination, racism **Chapter 5** Poverty in America • Definition of poor, families, strategies to combat poor	3/9	**Chapter 6** • The Voluntary Sector Today **Chapter 7** Privatization and Human Service Corporations Test Review
3/14	**Spring Break ENJOY**	3/16	**Spring Break ENJOY**
3/21	**Exam 1**	3/23	**Chapter 8** The making of Governmental Policy Social stratification, formulation, legislation, implementation, and evaluation
3/28	**Writing Instructive Day** **Peer Review of Section II**	3/30 **Online class day**	Movie "Damaged Care"
4/4	**Section II Due** **Review of Section III**	4/6 **Online class day**	"Damaged Care" movie
4/11	**Chapter 9** • Tax Policy **Chapter 10** Social Insurance Policy	4/13	**Peer Review Section III** **Must have hard copy for peer review**
4/18	**Section III Due** **Review of Section IV**	4/20	**Chapter 11** **Public Assistance** **Chapter 12** **The American Health Care System** Major programs, tobacco settlement, myths, expenses
4/25	**Peer Review of Section IV**	4/27	**Chapter 13** **Mental Health and Substance Abuse** **Chapter 14 Criminal Justice System** • VOCA, CVC, VOCA, Crime Stats for Texas and Local Stats **Chapter 15 Protective Services**

5/2	Chapter 16 , Chapter 17 and Chapter 18 Exam Review	5/4	Final Exam Presentations
5/9	Presentations	5/11	Presentations

Important University Dates
https://www.tamuct.edu/registrar/academic-calendar.html]

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

The following activities will be completed during the semester.

1. **Exams: (Points: 200@100 points each; Component: G=13% total):** As an assessment of the cognitive learning domain for this course, there will be two exams given in the semester that will cover content discussed in class and assigned through the readings. The first exam will be given at the mid-semester point of the course and the second exam will be given toward the end of the semester. Exams can be any combination of multiple choice, fill-in-blank, short essay, and long essay. Exams are comprehensive in nature and it is the expectation that each student completes their own exam. This means, students are not allowed to share information, notes, or receive help from one another. In addition, the student's own notes and supporting information may not be used unless otherwise indicated. Failure to adhere to this requirement will result in a zero for the exam and additional academic penalties as outlined in this syllabus.

   Grading: This assignment is graded for general requirements. Points will be obtained by receiving correct answers for items specified and completing as instructed.

2. **Discussion Topic (Points: 2 @ 50 points each; Component: G=9%):**
   Discussion I Assignment Requirements:

   Grading: General points will be obtained for having the required material in the APA Manual book marked as required.

   .
Discussion # 1: **APA assignment**
   ❖ Discussion 1 Part A
   ❖ Tab your APA book with all of the following:
   ❖ Plagiarism

- ❖ Headings
- ❖ Quotes
- ❖ Punctuation
- ❖ Grammar
- ❖ Sample paper
- ❖ Tone
- ❖ Reducing language in bias
- ❖ Percent
- ❖ Court cases
- ❖ Personal communication
- ❖ In text citing
- ❖ Reference pages
- ❖ Gov sites
- ❖ Technical reports
- ❖ Use of numbers at the beginning of a sentence
- ❖ Numbers expressed at words
- ❖ Classic works

Discussion 2: The student will complete a timeline of section 1 answering all of the historical components listed in the section 1 grading rubric.

*****IMPORTANT NOTE****** To help students get started with an effective review of their policy, all students are required to make an appointment to visit with a TAMU-CT librarian to review their intended policy and locate resources that will be helpful in identifying the policy. Once this is complete, students are then to submit documentation (included in this syllabus) that the meeting took place, identify the policy the student has elected to analyze for the course, identify the reason the policy was selected, and confirmation that the policy has the information needed to effectively complete the assignment (students are to complete and submit the **"Policy Support and Documentation Form"** included in this syllabus by the due date).*

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

TOPIC SELECTION

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

The paper is to be **25-45 pages total** in length (including cover page, table of contents, abstract, body of paper, references, and appendix. **You may not use more than two (2) direct quotes in the entire paper.** One (1) point will be deducted for every excessive quote. You must integrate at least **10 professional references** into your paper, these include government websites, peer reviewed sources and books; however, at least 4 of the 10 professional references must be scholarly sources.

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

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

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

- **Policy Presentation (Points: 100; Component: G=9% total):** To further examine the application of knowledge from the class and engage in the application of professional social work skills, students will present their policy in a formal presentation. This must include a creative outlet. The grading rubric for this assignment will be given one month prior to the assignment date.

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Please note: If your schedule is such that you find it consistently difficult to arrive to class on time, remain for the full class, or arrive to class at all, it is advised that you find a course that would best meet your scheduling needs.

Additional & Important Note on Writing Assignments

All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (" ") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. *A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.*

Class Policies

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

1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with *prior discussion and approval by the professor only*.

2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Access and Inclusion Coordinator and/or discuss this with the professor to see if an exception can be granted.

3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers **and not call on the student in an effort to do so**. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and WILL potentially impact the RAPB scores.

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

4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.

5. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, ipads, e-readers, recording devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again _in this or any subsequent course_ will receive an F for the course in which the behavior was identified and referred to Student Affairs.

6. Students are NOT permitted to work collaboratively (together) on _any_ assignment unless given EXPRESSED permission by the instructor to do so. This includes homework, take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.

7. **All assignments must be turned in at the beginning of class on the day they are due** unless indicated otherwise by the professor**.** The professor will explain to you when the beginning of class is for the course (_for example_: 10 minutes after the start of class, following the class greeting by the instructor, etc.). Late work **_will not_** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the due time) of the assignment. _Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date_; the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is professionally "okay," which it is not. This, as well as all other policies, will be held to strict code, and failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.

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

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

8. Hard copies of papers **must be submitted**. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor. An electronic copy of the paper will be submitted to a plagiarism review site after all sections are completed via Canvas. Any paper with more than 20% of noted issues may be referred to Student Affairs.

9. All papers submitted for grading MUST adhere to APA 6th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced, 3) use Times New Roman font or other approved font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text-book, etc.). Further, all typed papers submitted in class MUST be stapled or clipped together (if too large for staple). It is not acceptable, nor professional, to hand in a paper that is not professionally bound (in academia, professionally bound means stapled or securely clipped together). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.

10. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism **(intentional or unintentional),** copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines.** More information on university policies can be found at www.ct.tamus.edu/studentconduct. A copy of the University's policy is also located at the end of this syllabus.

11. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (" ") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – *including failing the assignment and up to failing the course.* Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. *A copy of this statement is located at the end of this syllabus. You are required to*

acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.

12. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

Final Note Regarding Class Policies

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who <u>consistently</u> fail to comply with these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMU-CT, as their behavior is considered inappropriate for a social work practitioner.

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

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

Field Orientation will occur this semester and all of those students wishing to attend field in the next major semester are required to attend. It is your responsibility to learn the date and

time of the orientation. Failure to attend will result in a delay of attending field until the next full semester.

BIBLIOGRAPHY

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

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th edition).*
        Washington DC: American Psychiatric Association.

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

McCraw, S.C. (2016). Annual report of 2021 UCR data collection: Crime in Texas Overview. Department of Public Safety
        https://**www.dps.texas.gov**/.../**crime**_records/pages/**crimestatistics**.htm

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

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

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

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

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

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

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

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

http://www.lib.umich.edu/govdocs

http://www.lib.umich.edu/govdocs/godort/legis.htm

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

Examples of Social Welfare Policies

Interest	Policy
1. Human Trafficking	Human Trafficking Act 2000
2. Crime Victims	Victims of Crime Act
3. Domestic Violence	Violence Against Women Act
4. CPS/Diversity	Indian Child Welfare Act
5. Mental Health	Community Mental Health Centers Act
6. Abuse/Services/Elderly	Older American Act
7. Child Abuse	Child Abuse Prevention Act 1974
8. Homeland security	Patriot Act
9. HIV/AIDS Services	Ryan White Act
10. Sexual Assault in Prisons	Prison Rape Elimination Act
11. Homelessness	McKinney-Vento Homeless Act 1987/Hearth
12. Hate Crimes	James Bird/Matthew Sheppard Hate Crimes Act
13. National Sex Offender Registry	Adam Walsh Child Protection Act of 2006
14. Endangered Species	Endangered Species Act of 1973
15. Disabled/Technology	Technology Related Assistance for Individuals with Disabilities Act 1988
16. Adoption	Adoption Assistance and Child Welfare Act of 1980
17. Juvenile Justice	**Juvenile Justice and Delinquency Prevention Act**
18. Family leave	Family Medical Leave Act
19. Special Education	IDEA
20. Mental Health	Mental Health Parity Act 1996
21. Disabilities	Americans with Disabilities Act 1990
22. Foster Care	Foster Care Independence Act 1999
23. Health Care	Patient Protection Affordable Care Act 2010
24. Welfare Reform	Personal Responsibility and Work Opportunity Act of 1996
25. Equality and discrimination	Equal Employment Opportunity Act of 1972
26. Prescription drugs	Prescription Drug, Improvement and Modernization Act of 1996

The bolded topics CANNOT be used this semester, as these are your sample paper topics.

POLICY SUPPORT DOCUMENTATION FORM

Note: Except for the "Signature of Library Services Staff Person", all information on this form is to be completed by the student. It is also expected that the student make an appointment to meet with a Library Services Staff Person to adequately complete this assignment. Students are NOT to "show up" for help without first making an appointment to do so. Further, it is the student's responsibility to maintain and submit this completed form to the professor.

Student Name (Printed): _____

Library Meeting:

Date of meeting: _____

Person student met with: _____

Policy Selection:

Title of Policy: _____

Reason policy selected: _____

_____

_____

Confirmation & Acknowledgement of Policy Resource Information:

_____ Yes, I have worked researched on my own and with library support to ensure that the policy I have selected has the information needed to effectively complete the assignment (i.e. reasonably answer all questions as outlined in the rubrics within the syllabus). *Place an "X" on the line before the "Yes" to confirm and acknowledge this statement.*

Signature of Library Services Staff Person: _____

Date: _____

Student Signature: _____

Date: _____

Texas A&M University-Central Texas   *Section I*

Analysis Question	Content Required	Points awarded
1. What problems led to the creation of the policy?	How did we as a nation form the ideology that we have currently have as a society regarding this problem?	25 pts Pts earned:
2. How important have those questions been historically?	This will require a few statistics to show how many people have been impacted by this issue and a brief explanation of that impact.	10 pts
3. How was the problem previously handled?	Background information required on what was done in the past to eradicate this issue. This may include previous attempts by society to help the situation, state laws, previous policies or other interventions that either failed or only addressed part of the issue. This usually requires several pages to carry the issue through historically to today.	25 pts Pts earned:
4. When did the policy originate?	What is the date that the president signed this into law?	5 pts Pts earned:
5. How did the original policy change over time?	This should include any MAJOR amendments and the number of times that it has been reauthorized since its inception.	20 pts
6. What is the legislative history of the policy?	Who were the primary sponsor/sponsors for the bill and what was their part affiliation in the House and Senate? Was it bipartisan? Was it cosponsored by several people? If so, list the top five of each. Was it voted on more than once and if so, how many times and why?	20 pts

Please keep in mind that to receive full credit, the information must be given in its entirety and be presented clear and concisely.

Description of the Problem Section II

	Analysis Question	Content Required	Points awarded
1.	What is the nature of the problem?	What is the actual problem that has been identified? Why is it a problem?	25 pts
2.	How widespread is it?	This will be statistics that show how large of a problem this is for society. Make sure to present this information with content that explains the statistics and pulls the issue together. Use the latest statistics available.	15 pts
3.	How many are affected by it?	This will be statistics related to the numbers of people who are impacted by the issue. This may include statistics that are related to a ripple effect of the problem.	15 pts
4.	Who is affected and how?	Statistics related to what populations are impacted. Example: child abuse would impact the abusers, the victims, the community and the country. Think of all 3 levels of social work when answering this question. Also consider the fact that this will have along term impact. This will include populations' related gender, adult, children, elderly, etc. For each policy, this will be a different group. It will also include those impacted by the ripple effect.	25 pts
5.	What are the causes of the problem?	This could be several reasons and all of the major areas will need to be discussed and explained.	20 pts

Please keep in mind that to receive full credit, the information must be given in its entirety and be presented clear and concisely.

Description of the Policy Section III

Analysis Question	Content Required	Points awarded
1 How is the policy expected to work?	What is the policy intended to achieve? Ex: eradicate child abuse—give a full paragraph on this but you can tie with in with questions 2, 3, 4 as you did in the second section with 2,3, and 4	5 pts Pts earned:
2 What are the resources or opportunities that the policy is expected to provide?	This will require a listing of the main 5-7 ***major*** programs that the policy is providing. For flow, it is suggested that you combine 2,3 and 4 to answer these questions together. Example: CAPTA which began CPS, community education and interventions. One paragraph would discuss CPS, its roles, who can get services and what services they can qualify for through that agency.	18 pts Pts earned:
3. Who will be covered with the policy and how?	Again using the above example, who is referred to services, how they are referred and who is illegible for services at CPS. Then, you would apply this same principle to all of the 5-7 MAJOR programs implemented by the policy.	18 pts Pts earned:
4. How will the policy be implemented?	Through what services? Are clients referred to the agency or program? If so, how and when? Again, combine with 2, 3 and 4.	18 pts Pts earned:
5. What are the short and long term goals of the policy?	Probably to eradicate the issue long term but to do what short term.	6 pts Pts earned:
6 And 8 What are the administrative auspices which the policy will be lodged? What agencies or organizations will be charged with overseeing, evaluating, and coordinating the policy?	Who is the main group in charge of instituting this policy? How does this trickle down to the community we live in to receive these services? Example: Federal level, down to state, and city or county level.	12 pts Pts earned:

7. What is the funding mechanism for the policy?	What are the major funding sources? Amounts? Again, just give the 5 most major. This can be combined with 2, 3 and 4 for clarity and flow.	10 pts Pts earned:
9. What are the formal that will be used to determine the effectiveness of the policy?	How do you know that it is working? Formal will be statistics.	10 pts Pts earned:
10. How long is the policy expected to be in existence?	This is an **actual date**, not until the problem is eliminated. This date is often the same as the funding expiration.	3 pts Pts earned:

Please keep in mind that to receive full credit, the information must be given in its entirety and be presented clear and concisely.

Comments:

Analysis Question	Content Required	Points awarded
1. Are the goals of the policy legal?	Not every policy is legal; some still are challenged due to serious problems with the policy, i.e. discrimination and the previous laws on marriage, in DOMA or "Don't Ask Don't Tell". Both of these were found illegal. This section discusses the court cases that have challenged all of parts of your policy. Every policy should have at least ONE. You need to have at least 3 court cases and **all** Supreme Court issues must be discussed.	40 pts Pts earned:
2. Do the goals contribute to a greater social equality?	Looking at the overall data on this policy from various sources, does it further alienate the targeted population or does it really help and if so, how. Discuss and provide examples.	10 pts
3. Will the goals adversely affect the quality of life for the targeted population?	Although it was intended, does it actually cause more issues or does it help with the overall relations with the general population within the US. You must provide specific examples.	20 pts
4. Are the goals consistent with the values of professional social work?	This can be a yes and no answer but must be backed with at least **two specific numbers** from the COE, example 1.03 and give specific examples.	30 pts

Please keep in mind that to receive full credit, the information must be given in its entirety and be presented clear and concisely.

Comments:

Writing Intensive Grading Rubric

Student(s) Name(s): _____

Assignment: _____

Date: _____

Spelling Score (0-25): _____

Organization Score (0-25): _____

Grammar Score (0-25): _____

Content Score (0-25): _____

Total Score:	_____
Max Possible Score:	_____
Percentage:	_____
Assignment Grade:	_____

Total Score: _____   (Writing Intensive Total Score for sections I-IV = G+WI _____)

Each paper must have the question number in the margin that the paragraph is addressing. There will be an automatic 5 point deduction for failing to have these numbers in the margins.

Spelling: The writing is to be free of spelling errors. It is to be evident that the writer has used words appropriately (they're, their, and there) and has used spell check.

Spelling scores: 25 – exceptional spelling – (0-1 errors); 20 – very good spelling (2-4 spelling errors); 15 – average spelling (5-7 spelling errors); 10 – below average spelling (8 -10 spelling errors); 5 or less – poor spelling (11+ spelling errors); 0 – did not turn in assignment/did not submit on time.

Organization: The writing is to be well-organized. The topic of each paragraph and the overall paper should be clear. There should be transitional sentences that link one paragraph to the next, with one main idea per paragraph. Ideas should clearly flow. Sentences should be an appropriate length – neither very short and choppy, nor very long and convoluted. There should be appropriate headings when the topic is changing to the next area of focus and references and citations should follow APA 6th edition format. It should also be evident that the writer has formatted the paper with appropriate spacing between lines and sentences and spacing between paragraphs.

APA & Organization Scores: 25 – Very well organized (no errors in organization, APA 6th edition format, references or citations, and flows extremely well); 20 – well organized (flows well but either sentences have some difficulty being understood or there is some difficulty with transitions between paragraphs and sentence structure and format. Minor errors with APA); 15 – organized OK (difficulty with transitioning between paragraphs, some difficulty with sentence length and spacing. Some problem areas with APA use); 10 – not well organized (great difficulty with transitioning

between paragraphs, difficulty with sentence length and spacing. Numerous problem areas with APA format); 5 or less – poor organization (great difficulty with transitioning between paragraphs, great difficulty with sentence length and spacing. Poor sentence spacing, paragraph spacing and headings significantly compromise the overall structure and readability of the paper .There are also missing or confusing headings and very poor or lack of appropriate APA format); 0 – did not turn in assignment/did not submit on time.

Grammar & Punctuation: The writing is to be free of grammatical errors. It is to be evident that the writer has used grammar check, has not made typical grammatical errors, such as ending sentences with prepositions, mixing subject and object agreement, mixing noun and verb agreement, and allowed modifiers to go without specifiers. Further, because this writing is technical (unless it is a journal), there can be no contractions used (e.g., don't, isn't). Also, it is to be evident that the writer used appropriate punctuation throughout the paper (e.g., commas, periods, semicolons, etc.).

Grammar & Punctuation Scores: 25 – exceptional grammar and punctuation (0-1 errors); 20 – very good grammar and punctuation (2-4 grammatical errors); 15 – average grammar and punctuation (5-7 grammatical errors); 10 – below average grammar and punctuation (8 and 10 grammatical errors); 5 or less - poor grammar and punctuation (11+ grammatical errors); 0 - did not turn in assignment/did not submit on time.

Content: The writing is to have coherent content that addresses the points that are required in the assignment. It is to be understandable to the reader and to have adequate breadth to make its point. It consequently cannot be too long or too short, while appropriately adhering to any specified page requirement *(papers will be deducted -1 point in final assignment grade for every page over/under specified requirement)*.

Content Scores: 25 – perfect content (very clearly understandable the first time read, concise, covers all required points); 20 – good content (clearly understandable, covers nearly all required content, may be a bit too wordy or a bit too terse at times); 15 – average content (mostly understandable after first reading, missing some content, may be too wordy or too terse); 10 – below average content (difficulty with understandability – required more than 1 reading, missing required content, very wordy or too short); 5 or less – poor content (very difficult to understand – required more than 2 readings, missing a lot of required content, very wordy or too short); 0-did not turn in assignment/did not submit on time.

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POLICY PRESENTATION GRADING RUBRIC

Student : _____ Date: _____ Score: _____/

Nonverbal Skills	5=Exceptional	3-4=Acceptable	2-3=Needs Improvement	1–0=Poor
Eye Contact Score:	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes or slides.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from notes.	No eye contact with audience, as entire report is read from note.
Body Language Score:	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very little movement or descriptive gestures or Movements/gestures were out of place/distracting.	No movement or descriptive gestures or Movements/gestures were out of place and very distracting.
Poise Score:	Displays relaxed, self-confident nature about self.	Displays little or no tension. Quickly recovers from mistakes professionally and without repeated apology.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has significant trouble recovering from mistakes.
Attire Score:	Professional appearance and hygiene. It is evident that care, attention, and consideration was made for attire that was appropriate to	Appearance and hygiene are acceptable. There is slight variance in member presentation (some more professional	Appearance and hygiene are noticeably unkempt. There is obvious variance in member presentation (some more professional in appearance than others). One or more	Appearance and hygiene are significantly unkempt and disheveled.. Members vary markedly in presentation. Several members a have inappropriate attire.

	the audience and information.	in appearance than others), but all are appropriate.	are have inappropriate attire.	

Section Total: _____/20

5=Exceptional	3-4=Acceptable	2-3=Needs Improvement	1–0=Poor	5=Exceptional
Enthusiasm Score:	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
Speaking/Articulation Score:	Uses a clear voice and speaks at a good pace so audience members can hear presentation. Less than 5% of speaking is from slides.	Presenter's voice is clear. The pace is a little slow or fast at times. Most audience members can hear presentation. 10% -15% of speaking is from slides.	Presenter's voice is low. The pace is much too rapid/slow. Audience members have difficulty hearing presentation. 20% - 40% of speaking is from slides.	Presenter mumbles, talks very fast, and speaks too quietly for a majority of students to hear & understand. 50% or more of speaking is from slides.

Section Total: _____/10

Content	5=Exceptional	3-4=Acceptable	2-3=Needs Improvement	1–0=Poor
Inclusion of Required Information Score:	All information required included and expanded upon	Most required information is included and elaborated upon	Only half of the required information is included.	Less than half of the required information is included.

	in a way that is appropriate and significantly adds to the value of the information presented.	in a way that adds general support to the information presented.		
Knowledge Score:	An abundance of material clearly related to the topic is presented and discussed. Points are clearly made and evidence is used to support claims.	Sufficient information with many good points made.	There is a great deal of information that is not clearly integrated or connected to the topic. Information presented is uneven and there is little consistency.	Purpose of provided information unclear. There is information included that does not support the topic in any way.
Organization Score:	Information is presented in a logical and interesting sequence which audience can follow. Flows well.	Information is presented in logical sequence which audience can follow.	Audience has difficulty following presentation because the presentation jumps around and lacks clear transitions.	Audience cannot understand presentation because there is no sequence of information.
Mechanics Score:	Presentation has no misspellings or grammatical errors.	Presentation has no more than 1 misspellings and/or grammatical errors.	Presentation has 2-3 misspellings and/or grammatical errors..	Presentation has 4+ spelling and/or grammatical errors.

Section Total: _____/20

Creativity Content			
40-50 Exceptional Excites the group and is in tune with	39-30 Acceptable Fun project but doesn't fit with the overall policy	29-20 Needs Improvement Has an item but it is not exciting and has	19-below Poor creativity or No creativity item used or only a PowerPoint

the presentation material.		nothing to do with the presentation.	used and was boring.

Creativity & Engagement Score:	Excellent visuals and other items/props/activities that are tied into the overall topic/presentation. The audience remains attentive and engaged.	Appropriate visuals and other items/props/activities that are tied into the overall topic/presentation. The audience rarely disengages.	Visuals and other items/props/activities are used but are inappropriate and/or do not tie in to the presentation. The audience is minimally engaged.	There are no visuals other items/props/activities used. The audience expresses little to no interest.

Section Total: _____/50

Total Presentation Score: _____/   **Grade: _____**
Comments:
_____
_____
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_____

Bachelor of Social Work Program

Rubric for Assessing Professional Behaviors (RAPB)

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

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

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

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Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
8. **Course Engagement**: Demonstrates appropriate engagement in class activities/discussions	Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.	Student always engages in class activities/discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.
9. **Written Expression**: Strives for a high level of written expression	Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.	Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.	Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.	Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.
10. **Initiative & Reliability**: Demonstrates initiative, reliability and dependability	Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates.	Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.	Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.

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

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

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

Comments (regarding ratings):

_____

_____

_____

_____

Professor's signature: _____Date: _____

TAMUCT Bachelor of Social Work Program

ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY IN
Social Welfare Policy

All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks ("") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assigned project and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you. *You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.*

My printed name and signature below confirms that I acknowledge the above mentioned Academic Integrity guidelines for this course. I willingly agree to participate in the class and abide by ALL academic integrity parameters for this course (including ALL university and class policies). I further understand that failure to do so can result in academic penalties including and leading up to failure of the course and referral to Student Affairs.

Student Printed Name: _____

Student Signature: _____

Date: _____   Witness: _____