

Bachelor of Social Work Program

SOWK 3302

Social Welfare in America

Semester: SUMMER 2023
Meeting Time/Place: Tuesdays 5:00-7:30 @ Warrior Hall 306
 Andreja Lukic
Instructor: Professor
Office: Warrior Hall 4th Floor.
Phone & E-Mail: alukic@tamuct.edu
 By Appointment Only (to be scheduled via WebEx or meeting in person)
Office Hours: I am most reliably reached via my email.

Canvas

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

Important Course Access Information:

Email

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

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

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

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

- Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
- Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
- Complete your profile and accept the terms of service

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
 - **Face Coverings**—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
- o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
 - **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
 - The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

Course Description Study human services in the United States and how they have developed over time. Special Emphasis on services and programs directed at the most vulnerable populations in our society. Race, ethnicity, gender, and socioeconomic status are considered in an effort to understand the need for and eligibility for various human services and social welfare programs.

Prerequisites: None

Nature of Course

This course will provide students an opportunity to explore a range of programs and services for vulnerable populations.. Professional social work roles in the field will be discussed, along with legal and ethical issues.

Teaching Method

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through class discussions on readings, videotapes, and in-class group exercises. Guest presenters and field trips will provide an in depth view of the current challenges and services.

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.

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:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations and communities
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. There are 31 total practice behaviors. The complete list of practice behaviors can be found at the end of this syllabus or by reviewing the student handbook.

Course Objectives & Related CSWE Practice Behaviors

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

- 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 1.3 Demonstrate professional demeanor in behavior, appearance; and oral and, written and electronic communication
- 1.5 Use supervision and consultation to guide professional judgment and behavior
- 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

1. Examine the historical development of social welfare.
2. Recognize and define populations at risk and how social welfare issues affect them.
3. Describe and apply the generalist social work practice model.

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:

1. Objectives B. CSWE Related C. Course Assignments

(By the completion of the course, it is expected that you will be able to...)

Practice Behaviors

(This is the practice behavior that objective supports)

(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)

1. Students will gain an understanding of the range of types of child maltreatment and the family dynamics that can be present in each type.	1.2	<ul style="list-style-type: none"> • Reflection Papers • Annotated Bibliography • Presentation
2. Students will gain a historical perspective of child welfare issues and family systems in the U.S., along with a historical understanding of how child protective systems have developed in this country.	1.3	<ul style="list-style-type: none"> • Service Learning <ul style="list-style-type: none"> • Reflection Papers • Annotated Bibliography • Presentation
3. Students will gain an understanding of the Child Protective Services system and the role it plays in dealing with child maltreatment. They will learn when and how to make referrals to CPS.	1.5,2.3	<ul style="list-style-type: none"> • Service Learning <ul style="list-style-type: none"> • Reflection Papers • Annotated Bibliography • Presentation

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Required Textbook**Assignment Point Break Down***Final Grades*

A total of 100 points may be earned from the course assignments, as follows:

Course Assignment	Total Points
Part 1: Social Problem Identification	20
Part 2: Social Policy Identification	30
Part 3: Policy Analysis	20
Part 4: Advocacy Letter	15
Response Paper	15

Total
100

Final Class Grades are based on the following: A: 90 to 100 B: 89 to 80
C: 79 to 70 D: 69 to 60 F: 59 or less

The following activities will be completed during the semester.

Course Assignments**POLICY ANALYSIS ASSIGNMENT (4 parts)**

There are four parts to this assignment which together asks you to identify a social problem; find a policy that exists or has been proposed that relates to this problem; describe that particular policy; analyze the policy; and write an advocacy letter related to the problem and policy. The parts, and their assignment descriptions, are as follows:

Part One: Identification and Description of the Social Problem (20 Points)**Assignment Description:**

Identify a social problem that you would like to focus on. Once you have identified the problem, complete the following steps and submit a short paper (3-5 pages) which addresses the following points.

1. Describe the problem you have chosen in a sentence or two. Why do you think this is a social problem? What features of a social problem as defined in the readings and lecture does it have? (Cite sources as appropriate).
2. What need do you think this problem represents?
 1. To whom is it a problem?
 - B. What impact does this problem have on those with the problem? What impact does this problem have on the larger society? b. Consider: Who is affected by the problem and how? How widespread is the problem?
 - C. Why is the problem thought to exist? (Give examples of different points of view and

include your sources). Consider:

- Who is instrumental in problem definition?
- Whose values and interests seem to be significant

1. Based on the above point, indicate whether or not you think there is consensus on the cause(s) of the problem
2. What is currently being done to address the problem? Identify at least one existing or proposed social policy and or program that relates to that problem.
3. Think about some of the competing functions of social welfare policy that were discussed in the class notes and readings. Identify at least two that you think are evident in that policy or program (i.e., redistribution, social control, residual, etc.).
4. Explain why you think these functions are evident. Again, cite the sources in the readings and/or class notes that relate to that function or objective. ‘
5. Look for at least one article from popular media (newspapers, magazines, etc.). How does this article portray the problem? What are the assumptions about the causes? How do these relate to the proposed solution?

Part Two: Identification and Description of the Policies Addressing the Social Problem (30 Points)

Assignment Description: This assignment requires you to describe the social policy you selected from assignment 1 in more depth (**NOTE : If you want to change policies, you can do so at this point but after this you will need to stay with the policy you select**).

Please describe the following. Not all of these points will apply for every policy. Your response should be 6-7 double spaced pages.

1. What is the title of the policy?
2. What is the legislative history of the policy?
 - When did the policy originate and how (law, court decision, executive order, etc.)? • How has the original policy changed over time (if at all)?
 - Who supported its passage and who opposed it?
3. Describe the policy including as relevant:
 - How is the policy intended to work?
 - How will it address the social problem it was intended to address?
 - What types of resources or opportunities are it expected to provide (cash, job training, in-kind

services and so on)?

- Who will be covered by the policy and what are the criteria for inclusion?
- What is/are the social programs if any that will be implemented as a result of the policy • What are the intended short and long-term goals and outcomes of the policy?

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- Who will administer the policy - i.e. what is the role of the private sector as well as local, state and federal governments in the development and implementation of the policy?
- Who has responsibility for overseeing, evaluating and coordinating the policy?
- Is there an evaluation process present?

4. Social Work's Role

- What role, if any, did/does social work play in the development of policy?
- What role, if any, did/does social work plain in the delivery of services?

Citation and Format:

As appropriate to the assignment, please use APA style and be sure to CITE YOUR SOURCES. If you are unsure about APA style, Google APA and you will find a number of sites. The Purdue OWL site, which is one of the first you will see, is particularly useful. If you are unsure about whether or not you need to cite something, CITE IT. Better to err on the side of over citation.

Part Three: Analysis of the Policy (20 Points)

Assignment Description: This assignment requires you to analyze the policy you selected for the Policy Description assignment. Please respond to the following questions. If you do not think a question applies, please explain why. Your response should be between 4 to 5 double spaced pages depending on how complex your policy is.

1. Considering your policy, please describe its goals and then address the following points related to these:
 - Are the goals just? Do they promote social justice?
 - Do the goals contribute to a better quality of life for the target group?

- Are the goals consistent with the values of social work?
- Is the policy likely to accomplishing its goals?
- How do at-risk groups relate to the target group in the policy?
- Are there side effects of the policy likely to cause other social problems?
- Does the policy represent a wise use of resources?
- What barriers, if any, exist to full implementation of the policy?
- From your point of view, as a social worker, could there be alternative policies that would be preferable? What would this/these be? (I.e., prevention vs. intervention; treatment vs. incarceration; etc.) Briefly describe your vision.

Citation and Format:

As appropriate to the assignment, please use APA style and be sure to CITE YOUR SOURCES. If you are unsure about APA style, Google APA and you will find a number of sites. The Purdue OWL site, which is one of the first you will see, is particularly useful.

If you are unsure about whether or not you need to cite something, CITE IT. Better to err on the side of over citation.

Part Four: Advocacy Letter Related to the Problem and Policy (10 Points)

Assignment Description: This assignment was adapted from the Instructor's Manual for Segal's book: Segal, E.A. (2010). *Social welfare policies and programs: A values perspective (2nd ed.)*. Belmont, CA: Wadsworth and from Jeanne Sokolec, Ed.D., MSW.

Writing letters to public officials and organizations is a common form of political action for both clients and social workers. Clients telling their personal stories put a "face" on a problem (President Obama as a candidate and President often uses this technique when he talks about "the lady he met in Iowa who has gone bankrupt due to medical bills." Social workers and other professionals attempt to influence policy by not only telling their client's stories but also by adding "facts and figures" about the problem or issue.

Choose a social welfare issue discussed in class. It can be a new one or the one you chose for your social problem. Prepare a letter to an elected official regarding your chosen social welfare issue. You are not required to actually send the letter; however it must demonstrate the appropriate format and content. In the letter, explain how you want the legislator to vote on the position and why. It can relate to the social policy you have analyzed if this is appropriate as well.

Opinions carry more weight when they are backed up by credible facts so you will have to do some research to make your point. This letter should be no more than one page, single spaced.

Attach a reference list of your resources in APA style. To be taken seriously, advocacy letters to the media and elected officials must be well-organized and written with excellent grammar and spelling.

Response Paper (20 Points)

Policy courses are designed to teach you to engage in policy practice and ensure that you integrate other aspects of knowledge into these concepts. This Response Paper is one of the essential assignments to demonstrate that you have engaged in policy practice in addition to engaging in diversity and difference in practice and advancing human rights and social, economic, and environmental justice. This paper also demonstrates your ethical and professional behaviors as well. Specific assignment details on Canvas.

The professor expects every student to be an active participant in class. You will learn more from this class if you talk, participate, and engage in online discussion boards. Ask questions, remembering that there is no such thing as a wrong question. Share your reactions to what is being discussed. Complete all discussion boards to receive full credit. Each discussion board will be worth 2.5 points for a total of 10 points. Being an active participant increases understanding of the material for your fellow students as well. (RAPB 4,5,6,7,8,10,12,13,15) Students are expected to login to Canvas regularly. (RAPB 1,2,3,10,14).

CODE OF CONDUCT FOR CLASSROOMS

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 expected to be present for every scheduled class session (with camera's on for virtual classes) to enrich the learning experience.

1. 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. 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.

1. 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.

1. Use of personal technology or gadgets during class period is prohibited. This includes laptop computers, cell phones, i-pads, kindles, e-readers (unless the student has purchased the class textbook for use in this way, in which case this needs to be discussed with the professor), or any other kind of equipment. Exceptions to this are use of audio recording devices during lecture (with permission) and aid of assisted technology as permitted via a disability accommodation. 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.

5. 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.

1. 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. More information can be found at www.ct.tamus.edu/studentconduct.

1. 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. 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.

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>].

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 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 & InclusionCanvas 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, 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) [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 [WOnline](https://tamuct.mywconline.com/) [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 [WOnline](https://tamuct.mywconline.com/) [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 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>].

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 **254-501-5805**.

OTHER POLICIES

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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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.

1. Course Schedule

Week Class Activities**Assignments****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 (CSWE EPAS 2.1.1)	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 (CSWE EPAS 2.1.1)	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 (CSWE EPAS 2.1.1; 2.1.3)	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.
4. Respect: Demonstrates respect and support in relationships (CSWE EPAS 2.1.1)	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions.	Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.
Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
5. Self-Awareness: Demonstrates self-awareness (CSWE EPAS 2.1.1)	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	Student's classroom or other student related interactions rarely reflect respect for and	Student occasionally reflects respect for and appreciation of diverse opinions, experiences,	Student's classroom or other student related interactions almost always reflect respect for and	Student's classroom or other student related interactions always reflect respect for and

responsiveness to diversity (CSWE EPAS 2.1.1; 2.1.4)	appreciation of diverse opinions, experiences, and/or people.	and/or people in the classroom or during other student related interactions.	appreciation of diverse opinions, experiences, and/or people.	appreciation of diverse opinions, experiences, and/or people.
7. Collegiality: Demonstrates collegiality and collaborative interactions (CSWE EPAS 2.1.1)	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.
8. Course Engagement: Demonstrates appropriate engagement in class activities/discussions (CSWE EPAS 2.1.1)	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.
Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
9. Written Expression: Strives for a high level of written expression (CSWE EPAS 2.1.1; 2.1.3)	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 low C.	Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a high 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 (CSWE EPAS 2.1.1)	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.
11. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself. (CSWE EPAS 2.1.1)	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	Student demonstrates significant problems	Student occasionally demonstrates non-compliance with the	Student almost always demonstrates	Student always demonstrates compliance with the

conduct policy in the BSW Program, Texas A&M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies. (CSWE EPAS 2.1.1; 2.1.2)	in complying with Program requirements, University requirements, and/or the Field manual.	Program requirements, University requirements, and/or the Field manual.	compliance with the Program requirements, University requirements, and/or the Field manual.	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 (CSWE EPAS 2.1.1; 2.1.2)	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.
Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
14. Quality and Quantity of Work: Strives for high quality work that meets assignment guidelines. (CSWE EPAS 2.1.1)	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.
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities. (CSWE EPAS 2.1.1)	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: _____