



Texas A&M University-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Please, click on the following link to access A&M-Commerce Covid 19 Information,
<https://new.tamuc.edu/coronavirus/>

SWK 328: Social Welfare Policy and Services

COURSE SYLLABUS: Fall 2021

INSTRUCTOR INFORMATION

Instructor: **Dessalegn Guyo, Ph.D., MSW, Assistant professor**

Office Location: **Henderson Rm 306 (Commerce)**

Office Hours: **by appointment or immediately after class**

Office Phone: **(prefer email)**

University Email Address: **Dessalegn.Guyo@tamuc.edu**

Preferred Form of Communication: email.

Communication Response Time: 48 hours or sooner.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

DiNitto, D.M. (2015). *Social Welfare: Politics & Public Policy* (8th edition). Boston: Allyn & Bacon.

***Publication manual of the American Psychological Association* (2019) 7th ed. Washington, DC: American Psychological Association**

Course Description

This practice is the foundation social welfare policy and services course for social work students. In the course, the student is expected to become acquainted with the social welfare institution and learn to analyze how its policies & services interact with other social forces in responding to social problems at all levels of client systems – from micro to mezzo and macro-level. The primary focus of the course is to emphasize examination of social policies and how they affect all levels of client systems, especially oppressed populations. Attention is given to the role of social welfare policy and policy practice in achieving social justice. Prerequisites: SWK 225, 250 and 275, PSCI 220, and HIST 122. Concurrent enrollment in SWK 322, 329, and 370 is required. Restricted to social work majors and social welfare minors.

RELATIONSHIP TO OTHER COURSES:

This course is an integral part of the foundation sequence in the program. It is the first exposure to the social welfare institution, its policies and services, which is essential to an understanding of the generalist and advanced generalist courses, as well as field practicum courses. This course provides a further in-depth review of social issues and policy first introduced in SWK 225, 250, and 275.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning

3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP). *Students achieve programmatic goals listed above through demonstration of the following **bolded** competencies for Advanced Generalist Practice (AGP).*

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Student Learning Outcomes (Practice Behaviors)

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly

addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one or more competencies. Content and Assessment in this course reflect the following practice behaviors:

2.1.2.3 Tolerates ambiguity in resolving ethical conflicts.

2.1.8.1 Is skilled at analyzing, formulating and advocating for policies that advance social wellbeing

2.1.8.2 Is skilled at collaborating with colleagues and clients for effective policy practice

2.1.9.2 Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students are expected to be skilled at using and traversing D2L Brightspace, logging on to online chats software (e.g., Zoom), and have knowledge of MS Office programs (Word, PowerPoint, Excel, etc.) and other word processing software.

Instructional Methods

This class will be taught through a combination of face-to-face and virtual technology. This, however, may change depending on CoVID-19 situation and University policy.

Student Responsibilities or Tips for Success in the Course

Student responsibilities are as follow:

- To understand the commitment that you have made to yourself and to this program upon admission to learn the skills required to be an effective social worker
- To attend class regularly, of course, but also be engaged, alert and committed to its purpose throughout the course and not let distractions interfere with the learning process. This includes on camera and participating when class is held virtually.
- To read the textbook as required per the schedule
- To complete assignments on a timely manner and within the standard and instructions set out in the syllabus and by the professor
- To reach out for help when in need of additional guidance

- To not wait until the end of the semester or the day of the deadline to reach out for such help
- To prioritize your education for the time that you are in the program.

Student Responsibilities or Tips for Success in the Course

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness.
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<u>Weekly (class meets 1X week)</u>	<u>Up to 2 absences: No Penalty</u>	<u>3 absences: 1 letter grade drop</u>	<u>4 absences: Class grade of "F"</u>	
<i>Bi-Weekly (class meets 2X week)</i>	<i>Up to 3 absences: No Penalty</i>	<i>4 absences: 1 Letter grade drop</i>	<i>5 absences: 1 Letter grade drop</i>	<i>6 absences: Class grade of "F"</i>
<i>Summer 10-week</i>	<i>Up to 1 absence: No Penalty</i>	<i>2 Absences: 1 Letter grade drop</i>	<i>3 absences: Class grade of "F"</i>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via D2L, students must log in and complete assignments as required in the course. Not logging onto D2L (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation
 Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

GRADING

Grades will be awarded on the following basis:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 59 or below of possible points

Final Points Grading Scale

460-500 points	A		
419-459 points	B	3 Exams @ 100 points each:	300 points
378-418 points	C	<u>Policy Paper:</u>	<u>100 points</u>
337-377 points	D	Total possible points:	400 points
000-336 points	F		

Assessments

SWK 328 Assignments

ON DUE DATES:

All assignments are due uploaded to the appropriate submission folder on D2L Brightspace. No late work will be accepted, unless exigent circumstances exist. You will need to submit electronically, before or at the beginning of the class time in which they are due, otherwise it is considered late.

There will be **NO MAKE-UP EXAMS** offered. You will need to be in class on the day of examinations.

READING AND WORKSHEETS

Each chapter of this book will have an assigned worksheet. Each worksheet is due uploaded to its appropriate submission folder on Brightspace at the beginning of class when that chapter will first be discussed. Failure to complete all 12 worksheets will result in a deduction of 10 points from the final grade. **You are expected to read each chapter in this book.** Welfare policy is something that ALL social workers need to be familiar with and know before they go out into the field and you should take it seriously. You will use it throughout your whole career.

POLICY ANALYSIS PAPER (100 pts.)

Students are to analyze a federal or state social welfare policy and write a scholarly 10-12 page analysis that addresses the following areas: introduction, description of the problem that necessitated the policy, historical background of the policy, policy description, and policy analysis. Papers will be graded on both content and quality of writing. Written work for this class must be in APA style using 12-point font Times Roman or other acceptable font. Proper in-text citation under APA guidelines is expected and required. Work that is not cited properly will be deemed conjecture and will not receive any credit. There should be a minimum of 10 references used which **MUST** be scholarly works or government documents. **DO NOT USE WEB ARTICLES OR NEWS STORIES.** **You may only use your text as a source for identifying relevant sources, but NOT as a direct source or citation.** Grading criteria for written work includes: thoroughness, logical development of points, clarity of written expression, application of scholarly research and appropriateness of information presented as it relates to topic chosen. It is important to demonstrate your ability to do research at the library, to critically analyze various positions, comparing and contrasting strengths and weaknesses, and presenting facts in a manner

persuading the reader to his/her own conclusions. In conducting scholarly research, sources included should cover legislation and/or public documents, books and journal articles. The policy analysis paper offers students the opportunity to demonstrate critical thinking skills in the policy practice arena, to demonstrate their ability to analyze a policy problem, discuss a range of policy solutions, recognize the extent to which policies may oppress, marginalize or enhance the privilege, power and wellbeing of its target population.

 **FOLLOW THE RUBRIC, FOLLOW THE RUBRIC, FOLLOW THE RUBRIC** 

Policy Paper Is Due On November 21st Uploaded To Appropriate Submission Folder On D2L Brightspace.

EXAMS (100 pts. each)

There will be 3 exams across the semester.

Exam #1 – Chapters 1 through 4

Exam #2 – Chapters 5 through 8

Exam #3 – Chapters 9 through 12

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

Engagement Policy

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you **MUST** reach out to your instructor and let him or her know.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Tentative Class Schedule

Week	Date (might change)	Course Events	Chapter	Notes
1	August 31	Introduction Overview of social welfare policy; Influence of politics and rationalism on social welfare policy	Preface	
	September 2			
2	September 7	Politics and Policymaking Process	1	Chap.wkst due
	September 9	BSW ASSEMBLY		
3	September 14	Politics and Policymaking Process	1	
	September 16	Analyzing, Implementing, and Evaluating Social Welfare Policy	2	Chap.wkst due
4	September 21	Politics and the History of Social Welfare Policy	3	Chap.wkst due
	September 23			
5	September 28	Ending Poverty: Is It an Issue Anymore?	4	Chap.wkst due
	September 30			
6	October 5	Exam Review		
	October 7	Exam #1 Ch.1-4		
7	October 12	Preventing Poverty: Social Insurance and Personal Responsibility	5	Chap.wkst due
	October 14			
8	October 19	Disability Policy: Embracing a Civil Rights Perspective	6	Chap.wkst due
	October 21			
9	October 26	Helping Needy Families: An End to Welfare as We Knew it	7	Chap.wkst due
	October 28			
10	November 2	Providing Healthcare: Can All Americans be Insured?	8	Chap.wkst due
	November 4			

11	November 9	Exam Review		
	November 11	Exam #2 Chs. 5 – 8		
12	November 16	Preventing Poverty: Education and Employment Policy	9	Chap.wkst due
	November 18			Policy Paper Due
13	November 23	Providing Social Services: Help for Children, Older Americans, and Individuals with Mental and Substance Use Disorders	10	Chap.wkst due
	November 25	Thanksgiving Break		
14	November 30	The Challenges of a Diverse Society: Gender and Sexual Orientation	11	Chap.wkst due
	December 2			
15	December 7	The Challenges of a Diverse Society: Race, Ethnicity and Immigration	12	Chap. wkst due
	December 9	Exam Review		
16	December 14	FINALS WEEK - Exam #3 Chaps. 9-12		