



A&M-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 2362: Social Welfare

COURSE SYLLABUS: Summer 1 2022

INSTRUCTOR INFORMATION

Instructor: Randi Wright, LCSW-S

Office Location: Henderson 321

Office Hours: By Appointment

Office Phone: 903-886-5879

University Email Address: randi.wright@tamuc.edu

Preferred Form of Communication: Email--Response within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Segal, E. (2016). Social Welfare Policy and Social Programs: A Values Perspective, 4th Ed. Boston,

MA: Cengage Publisher: Cengage

Course Description

This course offers a historical and contemporary examination of legislation and resulting programs, policies and services in the context of the social welfare system in the United States. Special attention is given to the political, economic, environmental and social conditions that prompted the development of legislation to meet the needs of the vulnerable populations. Societal responses to legislation are also considered.

Through examination of the programs, policies and services in the context of the welfare system in the United States, this course examines the theoretical basis for understanding groups, organizations, and communities. Emphasis is placed on providing students with theoretical knowledge which can then be applied to assessing and intervening with mezzo and macro client systems. Systems theory is utilized as a framework for understanding interactions between and among social units.

RELATIONSHIP TO OTHER COURSES:

This course prepares students to enter the BSW Program and take the upper level Social Policy course.

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:

2.1.4.4 Views herself or himself as a learner and engages those he or she works with as informants

2.1.9.1 Is skilled at continuously discovering, appraising and attending to changing locales, populations, scientific and technological developments and emerging societal trends in order to provide relevant services.

2.1.10[b].4 Select appropriate intervention strategies.

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Ability to read and comprehend academic sources; ability to produce independently written academically sound documents.

Instructional Methods

This is a F2F class that meets on Tuesdays and Thursdays 9:30am-10:45am. The expectation is that you will attend both weekly sessions to ensure you get the materials and participate in the lectures and the class activities.

You are expected to submit all assignments online via D2L (Brightspace) by the due date(s) (See Course Schedule).

Student Responsibilities or Tips for Success in the Course

Students must commit to the time required to comprehend course materials (both in the text and supplemental readings & activities). Students are responsible for attending synchronous Zoom classes as scheduled.

	GRADING
4 Online Discussions	100
Midterm Exam	100
Social Welfare Policy Letter	50
Documentary Reflection Paper	50
Final Exam	100
Total Points	400

Grading:

A = 90-100% of possible pts

B = 80-89% of possible points

C = 70-79% of possible points

D = 60- 69% of possible points

F = below 60% of possible points

Grading criteria for written work include thoroughness, logical development of statements, clarity of writing, and application of readings from the course.

Assessments

SWK 2362 Assignments

POLICY 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. I decide what qualifies as an exigent circumstance. Valid proof of medical emergencies, etc. will be requested. Wi-fi and computer troubles have nothing to do with this course. There are plenty of other options available to prevent those or overcome those. Please do not email me to tell me you are having computer troubles. Go to Starbucks, the library, get another computer, etc. If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time when it is x, otherwise it is considered late.

There will be **NO MAKE-UP EXAMS** offered without a valid reason for missing the exam.

READING AND LECTURE & DISCUSSION

You are expected to read each chapter in this book. There will be 4 Discussion Prompts throughout the semester worth 25 points each. **You will read the Chapter and answer the Discussion prompt each week by Wednesdays at 11:59pm (Initial Post) and respond to at least 1 classmate by Sundays at 11:59pm. You must post initial post by Wednesday or no points will be awarded.** The purpose of the Readings and Discussions is to prepare you to participate in the discussion and to serve as a study guide for your midterm and final. Social Welfare is something that ALL social workers need to be familiar with and know before they go out into the field. It must be taken seriously. You will use what you learn in this class throughout your whole career.

Tests/Exams: 200 points (Mid-Term and Final)

There will be two tests (100 points each). Everyone must take both exams. Exams will consist of multiple choice, matching or definitions, and short essay questions. Make-up examinations, as a rule, will not be permitted, unless the student's absence is excused in advance. A grade of incomplete ("X") will not be given unless the student contacts the instructor to make special arrangements for making up required work. Only emergency situations that prohibit the student from completing the course as planned will warrant consideration of the grade of "X"

SOCIAL WELFARE POLICY LETTER – (50 points)

Choose a social welfare issue discussed in class. 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.

Documentary Reflection Paper – (50 points)

Analyze the social welfare policy issues presented in a current documentary which presents the impact of social welfare policies and programs on people's day-to-day lives. A list of acceptable documentaries will be provided in D2L. Any documentaries not on the list will require instructor approval.

Documentary Reflection Instructions:

Develop a 2-3 pages paper which addresses:

What social problems are identified in the documentary?

What are the major social welfare policy issues related to the content of the documentary? What social values are critical?

What are the implications for future social welfare policy and social work practice?

Instructor will provide a Rubric

Do not use first person in this written assignment.

Written Assignments:

All written assignments must demonstrate acceptable writing style, American Psychological Association (APA, 7th ed.). Part of the grading process will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must follow the APA 7th ed. Guidelines. It is the student's responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor's responsibility. All assignments must be turned in on hard copy, no electronic papers; either e-mail or flash drives will be accepted. At the discretion of the instructor, it may be required to submit written assignments via "turn-it in", a program utilized to determine instances of plagiarism. Please follow-up to ensure I have received your paper by the date assigned. Below is a partial list of factors that are addressed in the grading process:

- Any error in APA reference or citation format from the 7th edition
- Lack of quotation marks at the beginning and end of all direct quotes

- Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
- Incomplete sentences (i.e., sentences without a verb)
- Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)
- Incorrect spelling
- Inappropriate and inconsistent verb tense
- Lack of noun-verb agreement
- Incorrect use of capitalization (e.g., social work is generally not capitalized)
- Incorrect use of possessives (examples of correct use are Shawn's book, the parents' child)
- Any contractions (e.g., I'm, can't, won't), except in direct quotes from another source)
- Lack of neatness (e.g., handwritten corrections, uneven indentions)
- Papers that are not typewritten will not be accepted
- Use of a size other than #12 fonts
- Lines not double spaced
- Margins that are less than or wider than 1 inch
- Failure to indent the first line of a paragraph
- Incoherent sentences

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](#) webpage and [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

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:

COURSE OUTLINE / CALENDAR

<p>Week 1- June 6th-12th Module 1 & 2</p>	<p style="text-align: center;">INTRODUCTION – Course Overview</p> <p style="text-align: center;">Module 1:</p> <p style="text-align: center;">What is social welfare? Why study social welfare policy? Values and beliefs as the cornerstone of social welfare policy in America</p> <p style="text-align: center;">Module 2:</p> <p style="text-align: center;">HISTORICAL FOUNDATIONS OF SOCIAL WELFARE AND THE SOCIAL WORK PROFESSION</p> <p>Colonial Period - Elizabethan Poor Laws Industrialization Progressive Era - Settlements & Charity Organization Societies New Deal Era - Social Security Act Post WW II Social Reform - Anti-poverty programs Retrenchment – Social welfare pull-back from the 1970s through the 1990s The new century –Impact of the recession Emergence of social needs and policy responses – health Insurance and the Affordable Care Act, and immigration reform through Executive Action Policies divided by political parties, contested through the courts</p>	<p>Syllabus Review Read Chapter 1-2 Lecture Video</p> <p>D2L Introduction</p>
<p>Week 2- June 13th-19th Module 3 & 4</p>	<p style="text-align: center;">Module 3: CONCEPTUAL FOUNDATIONS OF SOCIAL WELFARE POLICY</p> <p style="text-align: center;">Ideologies of the social welfare system Theories of social welfare evolution Paradigms of the social welfare system</p> <p style="text-align: center;">Module 4: ANALYZING AND RESEARCHING SOCIAL WELFARE POLICIES</p> <p style="text-align: center;">Dynamics of social welfare policy development. How is social welfare policy created? Models for social welfare policy analysis Critical theory model Applications of the critical theory model Researching public policies</p>	<p>Read Chapters 3 and 4 & watch lecture video</p>
<p>Week 3: June 20th-26th Module 5 & 6</p>	<p style="text-align: center;">Module 5:</p> <p style="text-align: center;">DELIVERY OF SOCIAL WELFARE SERVICES</p> <p style="text-align: center;">The professionalization of social welfare services Invisibility of government role in social welfare Public and private providers Forms of social welfare assistance. Relevant values and beliefs</p> <p style="text-align: center;">Module 6:</p>	<p>Read Chapters 5 and 6 Lecture & Class</p>

	SOCIAL JUSTICE AND CIVIL RIGHTS Barriers to social justice and civil rights Human rights The US Constitution History of voting rights Protection from discrimination and oppression Progress over history, but still gaps Conflicting values and beliefs	Discussion 1
Week 4: June 27 th - July 3 rd Module 7 & 8	Module 7: POVERTY AND ECONOMIC INEQUALITY Official definition of poverty - poverty line Absolute vs. relative poverty Contributing factors to poverty Antipoverty policies and programs. Programs to ensure economic stability Program providing in-kind support Relativity of poverty in light of economic downturn impact Conflicting values and beliefs Module 8: ECONOMICS, EMPLOYMENT, BUDGETS, AND TAXES Importance of economics to social work Key economic concepts Major economic social welfare programs Federal budget Corporate America and the workforce Economic downturn of 2007- 08 Conflicting values and beliefs	**DUE: Social Welfare Policy Letter** Read chapters 7 and 8, watch lecture video & complete discussion 2
Week 5: July 5th- 17th Module 9	Module 9: Midterm Review & Exam in D2L MIDTERM EXAM	Online
Week 6: July 18 th - 24 th Module 10 & 11	Module 10: SOCIAL INSURANCE The Social Security Act Social Insurance Public Assistance The future – Is Social Security solvent? Conflicting values and beliefs Module 11: AGING AND SOCIAL WELFARE POLICIES AND PROGRAMS History of social welfare policies related to aging. Financial security Health care Political Power	Read Chapters 9 and 10, watch lecture video & complete discussion 3
Week 7: July 25 th - 31 st Module 12 & 13	Module 12: SOCIAL WELFARE POLICIES AND PROGRAMS AFFECTING CHILDREN AND FAMILIES The child welfare system Historical development of child and family policy Major federal programs providing services to children and families. Emerging social concerns. Module 13: HEALTH CARE POLICY AND PROGRAMS	Read Chapters 11 and 12, watch lecture video & complete discussion 4

	<p>Overview of health care policy</p> <p>Overview of mental health care policy</p> <p>Major health programs</p> <p>The Affordable Care Act – how emerging health policy concerns</p>	
<p>Week 8: August 1st- 7th Module 14 & 15</p>	<p>Module 14: US SOCIAL WELFARE AND INTERNATIONAL SOCIAL WELFARE POLICY History of US in relation to international populations Immigrants and refugees Globalization Border policies US compared to other nations</p> <p>Module 15: POLICY PRACTICE AND THE IMPACT OF SOCIAL WELFARE POLICY Why is social welfare policy important to us? The power of social welfare policy to effect change. Changing social welfare policy. Policy practice Advocacy Promoting social justice through social welfare policies Social empathy</p>	<p>Read Chapters 13-14 & watch Lecture Video</p> <p>**DUE: Documentary Reflection Paper Due**</p>
<p>Week 9 & 10 Module 16</p>	<p>Module 16: Final Exam Review and Final Exam in D2L FINAL EXAM</p>	<p>Online</p>