



SWK 328.01B, 02B,: Social Welfare Policy and Services

COURSE SYLLABUS

Campus Commerce

Building Education South, Class Day Tuesdays in Person

Thursday's online assignments

INSTRUCTOR INFORMATION

Instructor: Tammy Sung, MSSW, LMSW

Office Location: Henderson 310

Office Hours: Mondays 10-11 and Tuesdays 1-3:00

Office Phone: 903-468-3097

Office Fax: (903) 468-3221

University Email Address: Tammy.sung@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: Within 2 business days

Due to meetings or other job-related obligations, calling before driving in to meet during office hours is advisable. As requested, other office times can be scheduled in person or via Zoom. Please email to schedule those times.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Karger, H.J. & Stoesz, D. (2023). *American social welfare policy: A pluralist approach* (9th Ed.). Pearson.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

Optional Texts and/or Materials:

The instructor will provide supplemental reading/review materials.

Course Description

This course provides an overview of social welfare policies and programs as the foundation of practice as social workers. The course emphasizes the role that social welfare policies play concerning social work, ethical values, and commitments in advancing human rights, as well as social, political, cultural, economic, environmental equity and justice. The students will be acquainted with the social policies in the U.S., the policy development processes, and the political philosophies and context that determine the policies adopted. The primary objective of the course is for students to examine and critically analyze social policies such as health, mental health, education, housing, income support, child welfare, criminal justice, and immigration, among others, and their impact at the micro, mezzo, and macro levels, particularly on oppressed populations. Through interactive assignments, students will also develop advocacy skills to advocate for culturally responsive, affordable, available, and accessible policies and programs. **Required:** 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 2361, 2362, and 2389.

STUDENT LEARNING OUTCOMES

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. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		
Students will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Mid-Term and Final Exams covering content from the course. Policy Review assignment	Knowledge, skills
Students will engage in practices that advance social, economic, and environmental justice	Policy Review assignment	Knowledge, skills
Competency 5: Engage in Policy Practice		
Students will identify social policy at the local, state, and federal level that affects well-being, service delivery, and access to social services	Policy Review assignment	Knowledge, skills
Students will assess how social welfare and economic policies impact the delivery of and access to social services	Policy Review assignment	Knowledge, skills
Students will apply critical thinking to analyze,	weekly activities such as worksheets, discussions,	Knowledge, skills

The syllabus/schedule is subject to change.

	Activity/Assessment	Dimension
formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	or activities for evaluation. Policy Review assignment.	

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

Face-to-Face Classes

Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll call will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as, be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet once a week, students can be absent up to 2 times through the semester with no penalty. If **3 absences** occur, the overall grade will be **dropped 1 letter grade**. If **4 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter grades** or may result in failing the class.

Student Responsibilities and Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Evaluation for the course grade is according to the following formula:

Criteria for Grading	Value
Policy Review	100 pts.
Weekly Worksheets/Assignments/Activities/Discussions	120 pts.
Chalk Assignment 2 parts 25 pts each	50 pts.
Mid-Term Exam	50 pts.
Final Exam	50 pts.

The syllabus/schedule is subject to change.

	Total 320 pts.
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Assessments

Policy Review (100 pts.)

Students will conduct a review of a federal or state social policy or program being or previously implemented. Each student will deliver a 5-page policy assessment paper with at least **five relevant and reliable sources** at the end of the semester. This assignment focuses on identifying the *effectiveness* of the policy or program. Students will assess how well a policy or program ameliorated or eradicated the social problem of focus and recognize the extent to which the policy enhances the well-being or continue to oppress the target population. With this assignment, students will refer to the NASW Code of Ethics and use research and critical thinking skills to evaluate the selected policy or program. The paper must follow **APA style and format** according to the 7th edition of the *Publication Manual of the American Psychological Association*. The content, structure, and other specifications will be provided in the assignment rubric.

Worksheets/Assignments/Activities/Discussions (10 pts. each)

Students will complete **6** worksheets/assignments/activities/discussions corresponding to each chapter of the course textbook. These worksheets will facilitate learning and prompt engagement with the content and class discussion. Students will submit/upload the assignment to the appropriate submission folder in D2L on the date/time indicated by the instructor/course schedule. The worksheets with instructions will be available in the corresponding weekly folder.

Chalk Project (50 pts) Two assignments

This is a two-part assignment worth 50 points total. The first part of the assignment will be for the student to find a statistic that brings to light the problem and needs for the policy that they have chosen. For example, Did you know that Bell County has one of the highest incidents of child deaths at the hands of parents in the nation? This would be followed by a website that provides more information on the prevention of child abuse in Bell County. The students will bring this design and statistics to class and then later put them on the sidewalk with the class to draw attention to this topic. Points will be broken down into two areas. The paper is worth 25 points, and the drawing is worth 25 points. Points are awarded for spelling, creativity, grammar, and overall presentation.

Mid-term and Final Exams (50 pts. each)

Two exams will cover the chapters in the textbook. These exams will be M/C, T/F, and some short answers. The specifics of the exams will be located within D2L.

Due Date Policy

No late papers will be accepted past the due date unless you communicated with me before the due date and had your excuse approved.

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The Instructor will respond to email queries within two 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 require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Ethical Behavior

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

University Code of Conduct

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

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](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage (or copy/paste the following URL in your web browser:
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>)

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in [“Student Appeal of Instructor Evaluation” - Procedure 13.99.99.R0.05](#).

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:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)
[Graduate Student Academic Dishonesty Form](#)

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

University Rules on Research

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

AI Use Policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)
[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)

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](#)

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.

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 connections 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

School of Social Work & Council on Social Work Education-Specific Policies Course Engagement

Final Evaluation and Grade Depend 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. Ex

pectations 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 mastery of BOTH content and active engagement.

Mastery of content areas is evidenced by the 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 in each course is the meaningful involvement in interactions with the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment or interviewing for an internship). Within the classroom setting, whether virtual or Face-to-Face (F2F), students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include, but are not limited to, participation in live, synchronous virtual classes, attending a F2F 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 of the time set during a semester by the Instructor.

Instructors are experts in each course content area and set the standards for students to meet to successfully complete each course.

Class Attendance and Participation

Face-to-Face Classes

Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll call will be taken regularly. Students are expected to be on time and prepared to participate when class

begins, as well as, be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet once a week, students can be absent up to 2 times through the semester with no penalty. If **3 absences** occur, the overall grade will be **dropped 1 letter grade**. If **4 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter grades** or may result in failing the class.

Online, Web-Enhanced or Blended Classes

Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week established by each Instructor. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, as in traditional F2F classrooms, students are expected to invest time in reading and studying class materials.

Student Conduct

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

APPENDIX A

Policy Paper Review Guideline and Rubric (100 points)

GENERAL DESCRIPTION:

Students will conduct a review of a federal or state social policy or program being or previously implemented. Each student will deliver a 5-page policy assessment paper with at least **10 relevant and reliable sources** at the end of the semester. This assignment focuses on identifying the *effectiveness* of the policy or program. Students will assess how well a policy or program ameliorated or eradicated the social problem of focus and recognize the extent to which the policy enhances the well-being or continue to oppress the target population.

With this assignment, students will refer to the NASW Code of Ethics and use research and critical thinking skills to evaluate the selected policy or program. The paper must follow **APA style and format** according to the 7th edition of the *Publication Manual of the American Psychological Association*.

Guideline:

1. Each student will select an existing federal or state welfare policy or program that responds to a social problem.
2. Research
3. Write a minimum of **5 pages** (excluding the title and reference pages) with at least **sources** of information published in the last 10 years. The paper will be submitted in phases throughout the semester. The instructor will offer feedback on all the phases. Thus, the final paper submitted should result in a higher grade. **Important:** Organize the final paper according to the Rubric, from introduction to conclusion.
4. The instructor will publish the due dates in the Course Schedule in the Syllabus and in the course shell.

Phase 1:

- Submit a brief (2 paragraphs) describing the social problem and the policy selected.

Phase 2:

- Submit the description of the social problem and the population it impacts.
- Submit the description of the policy, goals, and provisions.
- Evidence of how the policy has alleviated or not the social problem.

COURSE OUTLINE /CALENDAR

Week 1 8/21	Introduction- Course Overview Via Zoom Recording	Syllabus Review
Week 2 8/25	Discuss Chalk Project and Policy Paper	
Week 2 Day 2	Turn in Topic for Policy Paper This is the population that you care about and not the actual policy (10 points)	Turn in Topic via D2L
Week 3 9/1	Chapter 11 Public Assistance Programs	
Week 3 Day 2	Make an appointment with the Librarian to research your policy You have two weeks to complete this meeting Complete the Drawing of Chalk Project and turn in via D2L (25 pts)	Chalk Project Due via D2L
Week 4 9/8	Library Presentation on Research	
Week 4 Day 2	Review Policy with Questions for an upcoming assignment	
Week 5 9/15	Chalk Project Day (25Pts)	
Week 5 DAY 2		
Week 6 9/22	Chapter 12 American Health Care System	
Week 6 Day 2		
Week 7 9/29	Chapter 13 Mental Health and Substance Abuse Policy	
Week 7 Day 2	Mental Health and Substance Policy Assignment (10 pts)	D2L Assignment Due

The syllabus/schedule is subject to change.

		10/13
Week 8 10/6	Chapter 14 “Criminal Justice System” Review for Exam	
Week 8 Day 2	Exam 1 No in-person meeting	Turn in Proof of Library Meeting
Week 9 10/13	Movie “Damaged Care”	
Week 9 Day 2		Exam Due
Week 10 10/20	Finish Movie	
Week 10 Day 2		
Week11 10/27	Chapter 15 “Child Welfare Policy”	
Week 11 Day 2	Timeline of Child Welfare Policy (10pts)	D2L assignment due
Week 12 11/3	Review Policy Questions	
Week 12 Day 2	Complete Policy Questions	D2L Assignment Due
Week 13 11/10	Chapter 16 “Housing Policies”	
Week 13	Work on Policy Paper	

Day 2		
Week 14 11/17	Chapter 17 “The Politics of Food Policy and Rural Life” Chapter 18 “Social Policy and Education”	
Week 14 Day 2	Work on Policy Paper	
Week 15 11/17	Chapter 19 “The American Welfare State in International Perspective”	
Week 15 Day 2		
Week 16 11/24	Environmental Social Work	Policy Paper Due
Day 2 Week 16	Holiday	
Week 17 12/1 12/6	Policy Final Due Dec 6	