



School of Social Work

SWK 521: FOUNDATIONS OF SOCIAL WELFARE POLICY

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Office Hours: By appointment

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Overview of Course

COURSE DESCRIPTION:

This foundation course in social welfare policy introduces students to social policy development, social welfare institutions and the historical and existing policies underpinning the development of social policy. Course content is designed to emphasize the effect of social policies on client systems at the micro, mezzo and macro levels. Specific attention will be given to the interaction between social welfare policies and at risk populations. No prerequisites.

COURSE OBJECTIVE(S):

1. Learn to analyze and integrate an understanding of important historical events which have had an impact on contemporary social work practice.
2. Learn methods of formulating, analyzing and evaluating social policy within the context of general systems theory, and multiple perspectives (gender, culture, class, religion, sexual orientation, age, physical or mental ability, and national origin) using a strengths perspective.
3. Learn to critically analyze and project future trends in social welfare policy based on historical experience.
4. Become familiar with applications of research (historical, qualitative, quantitative) within the context of social welfare policy in the United States.

RELATONSHIP TO OTHER COURSES:

SWK 503, 505, 506, 553

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

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 to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

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

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one or more competencies. Course content and assessment reflect bolded competencies and the following practice behaviors:

2.1.1.2 Advocates for client access to services of social work

2.1.3.3 Demonstrates effective communication in working with individuals, families, groups, organizations, communities and colleagues.

2.1.8.1 Is skilled at analyzing, formulation, and advocating for policies that advance social well-being

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

2.1.10[b].1 collect, organize and interpret client data

2.1.10[c].2 Implement prevention interventions to enhance client capacities

Course Structure

Texts and Associated Materials

Required Texts:

Karger, H. J. & Stoesz, D. (2010). *American social welfare policy: A pluralist approach*, (6th ed.). Boston: Allyn & Bacon. ISBN: 0-205-40182-1.

Additional Readings Suggested:

House Ways and Means Committee Green Book: can be accessed at: <http://www.gpoaccess.gov/wmprints/green/index.html>

Overview of Course Assignments

POSITION STATEMENT PAPER AND ORAL TESTIMONY (50 PTS)

How to write a position paper:

The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rationale for that position. The position paper is based on facts that provide a solid foundation for your argument. In the position paper you should:

- Use evidence to support your position, such as statistical evidence or dates and events.
- Validate your position with authoritative references or primary source quotations
- Examine the strengths and weaknesses of your position.
- Evaluate possible solutions and suggest courses of action.

Choose an issue where there is a clear division of opinion and which is arguable with facts. You may choose an issue on which you have already formed an opinion. However, in writing about this issue you must examine your opinion of the issue critically. Prior to writing your position paper, define and limit your issue carefully. Social issues are complex with multiple solutions. Narrow the topic of your position paper to something that is manageable. Research your issue thoroughly, consulting experts and obtaining primary documents. Consider feasibility, cost-effectiveness and the political/social climate when evaluating possible solutions and courses of action.

The following structure is typical of a position paper:

An introduction—clearly identify the issue and state the author's position (should catch the reader's attention). The introduction should contain the following:

- Identification of the issue
- Statement of the position

The body- several paragraphs and should clarify the position of the author which is supported by evidence and facts (evidence can be primary source quotations, statistical data, interviews with experts, and indisputable dates or events). The body should contain the following:

- Background information
- Supporting evidence or facts
- A discussion of both sides of the issue

A conclusion should contain the following:

- Suggested courses of action
- Possible solutions

Part I: Position Statement

In social work practice, a position statement is a form of policy declaration. Position papers are position statements that generally provide detail and specificity arising out of an analysis and are aimed at enlightening and educating as well as influencing. You may choose from state, federal, or international policies.

You are required to hand in a 1 to 2 page position statement in letter form. You are required to use the following format:

1. Identification of the bill and its sponsor.
2. Brief summary statement of your position.
3. Summary of the issues and rationale for your position.
4. Statement of recommendation for changes.
5. Identification of person or organization.

A minimum of 5 journal articles must be used to write this paper. The paper should be written in APA format, 12 point font, double-space and Times New Roman font. Students will present their ideas in the form of a presentation to the class.

Part II: Oral Testimony

You are required to give oral testimony in class. You are required to use the following format:

1. Identification of the person giving testimony.
2. Statement of appreciation to the hearing committee.
3. Brief statement of position taken.
4. Summary of issues and statement of rationale.
5. Statement of recommendations or changes.
6. Offer of assistance and thanks. Time allowed: 3 to

4 minutes.

PROBLEM STATEMENT PAPER (50 PTS)

Problem or need analysis: at a minimum, this requires that the student define the problem using objective and subjective data. Although often the most demanding and troublesome step in the inquiry process, it is nevertheless vital. Having defined the problem or need, it then becomes possible to determine its magnitude and scope, the salient characteristics of the problem and the theoretical notions or empirical evidence suggesting causes of the problem or conditions associated with its occurrence

POLICY ANALYSIS PAPER (100 PTS)

The purpose of this task is to arrive at a general understanding of the present-day policies that have been established to deal with the social problem under consideration. More specifically, policy analysis attempts to determine historical antecedents to existing policy; the values and goals implicit and/or explicit in a policy; and the sources – legislative, judicial or administrative– from which the current formalized policy has emanated. Within this context the student examines the scope of coverage, the kind and level of benefits to be provided in the interest of attaining the goals set forth in the policy, and other specific features that influence the manner in which social services are made available to the problem population. Consider how policies are written to affect certain populations based on gender, sexual orientation, race and/or class.

You will select a current state or federal social policy. Using the model for policy analysis in the textbook, you will write a Policy Analysis paper on your chosen policy. Papers should be 14-16 pages. Quality is considered more important than quantity.

Students will submit sections of their Policy Analysis Paper by the due date for approval and review by the instructor. If students do NOT submit these initial components of the assignment **by the due date**, there will be an automatic **10 point deduction** (per draft) from the Policy Analysis paper grade. Submission of the draft component will reassure students that they are "on the right track" and they will receive sufficient feedback to help direct the completion of their

Guidelines for all Written Work:

Written work for this class must be in APA style using 12-point font. 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. This is a graduate level course and expectations are considerably higher than those at an undergraduate level. 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. Citations from course texts, the internet (unless accessing an on-line journal or government document), popular magazines or handouts given by the instructor do not represent scholarly research and should be used sparingly.

Grading Scale

Position Statement	50 points
Problem Statement	50 points
Policy Analysis Paper	100 points
Mid-Term Exam	100 points
Final Exam	100 points

360-400 points	A
320-359 points	B
280-319 points	C
Grades below a C are considered failing	

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer

[university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule in conflict will be allowed to prevail.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

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
Gee Library - Room 162
Phone (903) 886-5150 or (903) 886-5853
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

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</u> <u>(class meets</u> <u>1X week)</u>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade drop</u>	<u>4 absences: Class grade of "F"</u>	
<i>Bi-Weekly</i> <i>(class meets</i> <i>2X week)</i>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>6 absences:</i> <i>Class grade of</i> <i>"F"</i>
<i>Summer 10-</i> <i>week</i>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>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 eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (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.

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>

Campus Concealed Carry

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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event

organizer). 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.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is academic dishonesty.

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>) Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of

supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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

Brightspace Support
Need Help?
Student 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 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.