COURSE SYLLABUS

I. COURSE DESCRIPTION

Credits: 3
Policy and legislation analysis in Generalist Social Work practice with emphasis on issues related to social and economic justice.
PREREQUISITE COURSE(s): SOCW 3315

II. COURSE OVERVIEW
This course is intended to complete the policy sequence. It builds on the history, mission and philosophy of the social work profession (SWK 215) and a survey of the development of the social welfare system in the United States, the diverse and disadvantaged populations affected and the relationship between policy/legislation and the generalist practitioner's function in the attainment of health and well-being of these populations (SWK 315).

Students will enhance their understanding of the definition, purpose and processes of social policy at multiple societal levels. They will expand their knowledge of policy formulation; external pressures exerted throughout the processes and subsequent impact on oppression and diverse at-risk populations, including client systems in rural areas. Students will then explore both the purpose and process of policy analysis in the evaluation of policies. Throughout the course, students will view policy process and analysis in the context of social work values and ethics in generalist practice functions in seeking social and economic justice for all client populations.

III. COURSE CONTACT HOURS AND STUDY HOURS
This class is a 3-hour online course which implies 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. A weekend study hall is scheduled each Saturday to address any concerns or needed clarifications in assimilation of course information.

IV. TEXT AND MATERIALS

REQUIRED TEXT:


RECOMMENDED TEXT:

V. CURRICULUM DESCRIPTION

The BSW program at SFASU features generalist social work practice, defined as follows:

**Generalist practice** is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in
practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk.

**Advanced generalist practice** builds on the Generalist Practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:

- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
- Readiness for leadership in a variety of areas including program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.
Rural context refers to social work practice with people influenced by rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters, and rural populations); Office of Management and Budget (metropolitan, micropolitan, and non-core), Economic Research Service (rural urban continuum codes); and the United Nations that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

VI. PROGRAM LEARNING OUTCOMES (CSWE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess, Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education

VII. OBJECTIVES / STUDENT LEARNING OUTCOMES (CSWE BEHAVIORS)

1. Analyze the profession’s history and current structures of social welfare policy and services with communities and organizations (Competency 1, 5).
2. Demonstrate that policy affects service delivery and begin to collaborate with colleagues and clients for effective policy action (Competency 5, 8).
3. Actively engage in policy practice within individual, families, groups, communities and organizations (Competency 5, 8).
4. Apply the role of policy in delivering services to systems of various sizes (Competency 5).

5. Use the National Association of Social Workers Code of Ethics and the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work in making ethical decisions (Competency 1).

6. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services in generalist practice (Competency 5, 7, 8).

7. Identify ways to advocate for human rights and social and economic justice in policy practice (Competency 3, 5).

8. To recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in delivery services (Competency 2).

9. Use technology ethically and appropriately to facilitate practice outcomes (competency 1).

10. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (competency 2, 3).

11. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (Competency 3).

12. Use and translate research evidence to inform and improve practice, policy, and service delivery (competency 4, 5).

13. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (competency 5).

14. Assess how social welfare and economic policies impact the delivery of and access to social services (competency 5).

15. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (competency 5).

16. Select and use appropriate methods for evaluation of outcomes (competency 9).

17. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (Competency 9)

**Becoming a Scholarly Practitioner:**

This course will help you establish your identities as scholarly practitioners and leaders. The Scholarly Practitioner is defined as one who blends practical wisdom with professional skills and knowledge to identify, assess, and solve problems of practice, uses practical research and applied
theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, educational institutions, communities, individuals, families, and organizations.

VIII. INSTRUCTIONAL METHODS

This course will be taught as an online course. The primary instructional model for this course is collaborative learning. The course will incorporate the following instructional strategies: lecture, extensive class discussion, group exercises, online activities, assigned readings, individual projects, and a group presentation. You are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. You are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, you are expected to be an active learner and to ask for clarification when you have questions. In order to be successful in the class, it is important that you attend regularly, read the assigned material, and come to class prepared to discuss what you have read. You will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not duplicate the reading material except to clarify or to expand upon it and to review material covered in prerequisite courses. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

IX. COMPUTER REQUIREMENTS

This course will utilize Desire2Learn to support the delivery of course content. You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements. For specific details go to http://sfaonline.sfasu.edu/gettingstarted.html; or the Center for Teaching and Learning (CTL). computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details)

X. COURSE CALENDAR

Week 1
Aug 31th
Introduction- Course Overview and Desire2Learn- D2L
CSWE and Generalist Practice
Class Posting of Social Problems
US Constitution Test and School House Rock
Literature Reviews, APA, and Paper Requirements
Overview of Textbooks and Written Assignments
Social Problem Analysis and Literature Reviews
How a Bill Becomes a Law- Passing Legislation
Sign-up for Bulletin Board and Current Events
Sign-up for Research Topics

Week 2
Sept 7th
Creating the Context for Social Policy Analysis
The Idea of Public Policy
Historical Context of Social Problems, Politics, and Programs
History of Social Policy in the United States
(Segal and NASW- Supplemental materials)

**Required Readings:** Chambers & Bonk 1-26; Schneider & Netting; Stuart

### Analyzing Social Problems, Policies, and Programs

Social Problem Analysis  
(Problems Definition, Causes and Consequences, Ideology and Values, Gainers and Losers)

Social Problem Analysis and Designing Social Policies/Programs

**Required Readings:** Chambers & Bonk 7-26; Chapin; Gershoff, Aber, & Raver

**Recommended Readings:** Gringeri; Nofz; Anderson & Gryzlak

**SOCIAL PROBLEM CHOICE SIGN-UP/ Paper Topics are Due in Class**

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**Week 3**

**Power & Rationality**  
Sept 14th

**Required Readings:** Helco; Stafford, Gershoff et al.

Definitions of Policy Types  
Classifying Public Policy

(Administrative, Legislative, Executives, and Judicial)

**Required Readings:** Dobestein 21-27

Bring Literature Review Books to class and Laptop computers if available  
In-Class Activity1: Writing Literature Reviews (Galvan Text)

Creating Social Policy, Programs, and Practices  
Political and Legislative Process, Judiciary Process  
Policy from Idea to Reality

**Required Readings:** Kim

**Abstracts are due for papers Sept 15th**

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**Week 4**

**Film- Aging out Documentaries**  
Sept 21st

Foster Care and the Transition to Independent Living  
Overview of US HR 3443/PL 106-169 & HR 3471

**Required Readings:** Badeau & Gesiriech; Loman & Siegel; Pecora et al; US HR 3443, US PL 106-109, US HR 347; Wertheimer

**Recommended Readings:** Castro; Chapin Hall Center for Children; The Pew Commission on Foster Care, 2005a, 2005b; Perez, O’Neil, & Gesiriech; Strayhorn; USGAO, 1999a, 1999b, 2000, 2003; NFCA, 2000a, 2000b

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**Week 5**

**Overview of the Value-Critical Approach**  
Sept 28

Six Fundamental Policy Elements  
Criteria for a Value-Critical Appraisal of Social Policy and Programs

**Required Readings:** Chambers & Bonk 27-39

**Models of Policy Analysis: Research, Application, and Evaluation**  
Examining and Evaluating Additional Models
Selecting a Model: The Incompleteness of Policy Analysis

**Required Readings:** Chambers & Bonk 27-39; Dobelstein 67-97; Gil; Ginsber; Karger & Stoesz; McInnis-Dittrich

**Exam 1 Sept 27** (virtual/Wed class)

### Week 6 & 7
Oct 5th & 12th

**In-Class Activity 2 & 3: Models of Policy Analysis**

Groups must bring copies of the following articles to class:

**Required Readings:** Chambers & Bonk 27-39; Dobelstein 67-97; Gil; Ginsberg; Karger & Stoesz; McInnis-Dittrich

**MODELS CONTINUED**

A1 due
A2 due October 13th

### Week 8
Oct 19th

**The Analysis of Policy Goals and Objections in Social Programs and Policies**

Goals & Objectives (Types, Differences, Purpose, Setting)
Methods of Identifying Goals and Objectives
Evaluating Programs or Policy System Goals and Objectives

**Required Readings:** Chambers & Bonk 40-62

**Analysis of Types of Benefits and Services**
Classification Scheme for Benefit and Service Types
Types of Benefits and Services
Evaluating the Merit of Benefit/Service Types
Evaluating the Fit of Benefits and Services to the Social Problem Analysis
Evaluating the Merit of Benefit Forms: Adequacy, Equity, and Efficiency

**Required Readings:** Chambers & Bonk 63-78

### Week 9 & 10
Oct 26th & Nov 2nd

**Analysis of Eligibility Rules**

Types of Eligibility Rules
Evaluating the Merits of Eligibility Rules
Additional Issues with Eligibility Rules

**Required Readings:** Chambers & Bonk 79-106

**CPS Speaker- Child Welfare Disability Specialist**

In-class Activity 4 & 5: Analyzing Goals and Objectives, Benefits and Services, and Eligibility Rules

**Required Readings:** Chambers & Bonk 40-106; Badeau & Gesiriech; Loman & Siegel; Pecoora et al; US HR 3443, US PL 106-109, US HR 347; Wertheimer

**Recommended Readings:** Castro; chapin Hall Center for Children; The Pew Commission on Foster Care, 2005a, 2005b, Perez, O’Neil, & Gesiriech; Strayhorn; USGAO, 1999a, 1999b, 2000, 2003; NFCA, 2000a, 2000b
A3 due November 3rd
Exam II: Nov 1st (Wed/virtual)

Week 11
Nov 9th
Analysis of Service-Delivery Systems and Social Policy and Programs
Design
Social Policy and Program Design
Different Types of Administration and Delivery of Social Service Programs, Benefits, and Services Criteria for Evaluating Service Delivery
Required Readings: Chambers & Bonk 107-137

Analysis of Methods of Financing
Private Marketplace
Private Funding
Employee Benefit Funding
Social Insurance
Public/Government Funding
The Privatization Movement
Required Readings: Chambers & Bonk 138-157

Week 12
Nov 16th
In-class Activity 6: Analyzing Services-Delivery Systems and Analyzing Methods of Financing
Required Readings: Chambers & Bonk 107-157; Badeau & Gesiriech; Casey Family Programs; Loman & Siegel; Pecora et al; US HR 3443, US PL 106-109, US HR 347; Wertheimer
Recommended Readings: Castro; Chapin Hall Center for Children; The Pew Commission on Foster Care, 2005a, 2005b, Perez, O’Neil, & Gesiriech; Strayhorn; USGAO, 1999a, 1999b, 2000, 2003; NFCA, 2000a, 2000b

Week 13
Thanksgiving Break: Nov 20th-Nov 24th

Week 14
Nov 30th
In-Class Activity #7 and 8: Analysis of Interactions Among Policy Elements and Critical Thinking Exercise
Co-entitlement, Disentitlement, Contrary Effects, Duplication

Required Readings: Chambers & Bonk 158-164
In-class Activity 7: Analyzing Interactions Among Policy Elements and Analyzing Social & Economic Justice,

Effectiveness and Efficiency
Required Readings: Chambers & Bonk 158-164; Badeau & Gesiriech; Casey Family Programs; Loman & Siegel; Pecora et al; US HR 3443, US PL 106-109, US HR 347; Wertheimer
Recommended Readings: Castro; Chapin Hall Center for Children; the Pew Commission on Foster Care, 2005a, 2005b, Perez, O’Neil, & Gesiriech;
XI. COURSE REQUIREMENTS:

Assignment A: Policy Analysis Paper

The purpose of this assignment is to enhance your understanding of policy analysis and its importance to generalist social work practice. In order to complete this assignment you need to choose a social issue in which you are interested. You may also use a social problem that you have written about and/or are writing about for a social work class (such as SWK 315, SWK 450, or SWK 455). While you may use previous work for this assignment, it must be your work, not that of a group or another student. Prior research and papers written for other classes should not account for more than 25% of any paper submitted for SWK 415.

Your social issue must be approved by me prior to beginning this assignment. I will ask you to identify your social issue during class on Sept 7, 2023. In the meantime, if you decide on your social issue and want to get started, feel free to email me the information via Desire2Learn and I will respond to you. Once you have approval, you can begin working on the assignment, which will be submitted to me and graded in four parts during the semester:

- **Part 1:** Identify a social problem and conduct a literature review: 50 points
- **Part 2:** Identify and locate the relevant legislation or policy: 20 points
- **Part 3:** Critique three models of policy analysis: 50 points
- **Part 4:** Final Integrative Paper (includes parts 1, 2, 3 and a policy analysis): 100 points

Each assignment will be evaluated based on its adherence to the guidelines outlined below, as well as the following criteria: 1) demonstration of critical thinking skills, 2) ability to organize and clearly present the information, 3) writing skills (such as grammar and punctuation), and 4) adherence to APA guidelines. You must submit each assignment to the appropriate dropbox in D2L no later than 2 pm on the due date for the assignment. The assignment will be considered
late until it has been submitted to Desire2Learn. The specific requirements for each part of the assignment are outlined below.

**Part 1**
You will conduct a thorough literature review on your approved topic, which is to include the following:
1. Introduction and problem statement (5 pts)
2. Thorough review of the problem (30 pts.), including:
   a. Various aspects of the problem
   b. Various points of view of the problem
   c. Related issues/problems
   d. Information on current practices, judicial reviews, statutes, and regulations
3. References (5 pts.) - The literature review should include information from current professional journals, judicial publications, statutes, and regulations. The literature review is to be based upon **at least 5 professional journal articles** (peer-reviewed journals from social work and related fields) and **at least 2 credible internet sources**.

**A rubric will be provided with detailed instructions for this literature review.**
The final 10 points will be based on adherence to APA guidelines, grammar, and organization.

**Part 2**
You will locate current legislation or policy that is directly related to the chosen social problem and governs the social services provided by an organization. **Organizational policies are not acceptable.** You need to include a brief narrative that demonstrates (explains) the relationship between the chosen social problem and policy. **The narrative is to be accompanied by a copy of the chosen legislation or policy.**

**Part 3**
You need to select three frameworks of policy analysis for this assignment. Using the three selected models, you will create a visual matrix or table that compares and contrasts the models and includes the following information:
1. Overall strengths and weaknesses of each model
2. Outlines the positives and negatives of each model regarding the assessment of effectiveness in service delivery to client systems
3. Addresses effectiveness in evaluation of social and economic justice for diverse client systems
4. Addresses effectiveness in evaluation of social and economic justice for oppressed client systems
5. Discusses benefits to agencies regarding program evaluation and provision of feedback and direction for service delivery.

The matrix is to be accompanied by a narrative that explains the matrix. You also need to identify which of the three models you will be use for the final paper. Your choice of models is to be justified in a narrative format. **You must use one of the following models for the policy analysis (Part 4): Value-Critical Approach (Chambers), ANALYSIS Model (McInnis-Dittrich), or Gil’s**
Model. *The chosen model chosen will serve as one of the three models included in the matrix.*
The chosen model chosen will serve as one of the three models included in the matrix. The matrix and the narrative are each worth up to 25 points.

**Part 4**

Your final paper will include revised versions of Parts 1, 2, and 3 (based on instructor feedback). It will also include a *thorough* analysis of the chosen policy. Your analysis should be in the format suggested by the chosen model and based on your knowledge of the policy process and linkages between policy formulation, implementation, and impact on client systems. As noted above, your analysis should be based on one of the following models: Value-Critical Approach (Chambers), ANALYSIS Model (McInnis-Dittrich), or Gil’s Model. In addition to the criteria included in the chosen model, you need to include the following:

An evaluation of the policy’s importance to and impact on:
- Diverse client populations
- All client systems including individuals, families, small groups, communities, and organizations
- Social and economic justice
- A discussion of the policy’s congruence with social work values and ethics

The final paper should be structured as follows:

1. Introduction (5pts)
2. Literature review (Part 1) (10pts)
3. Justification for your choice of policy (Part 2) (5pts)
4. Matrix and narrative (Part 3) (10pts)
5. Analysis of the policy
   - Analysis using chosen model (30 pts)
   - Importance and impact upon diverse client populations (5pts)
   - Importance and impact upon all client systems (individuals, families, small groups, communities, and organizations) (10pts)
   - Importance and impact upon social and economic justice (5pts)
   - Congruence with social work values and ethics (5pts)
6. Conclusion (5pts)

The paper will be evaluated based on its adherence to the above guidelines, as well as the following criteria:

1. Adherence to chosen framework
2. Demonstration of working knowledge of the analysis model
3. Thoroughness and competence of your analysis and critical thinking skills
4. Demonstration of adequate knowledge of the chosen policy
5. Proper writing skills (APA style), well organized, clarity of presentation (10pts.)

Please refer to the **Course Schedule** for the due dates.
Assignment B: Current Events

The purpose of this activity is to develop your awareness of current international, national, state, and local social and political issues. The activity should also further your ability to locate, interpret, and apply such information to individual and professional decision-making regarding such policies and issues. Hopefully the process will encourage you to maintain active engagement in political and civic activities. Furthermore, the product will benefit your fellow BSW students, MSW students, faculty and staff by providing current information about social and political issues.

1. Individual Presentations
   a. Individuals will present information on one current event, policy, etc. at the beginning of one class during the assigned month.
   b. Topics should vary over the course of the month (topics should not be repetitive unless reporting on new developments).
   c. Topics should be related to one of the following areas:
      i. Domestic Policy- national, state, and local policies related to social welfare, economic, education, and other issues relevant to social work.
      ii. Foreign Policy- policies that govern interactions between the United States and other nations and organizations
      iii. Elections- information regarding national, state, and local elections, including information about candidates, such as their views of issues, platform, etc.
   d. The presentation should make a clear connection between the chosen topic, course material, and social work practice.
   e. A maximum 20 points will be awarded for this portion of the assignment.

I will divide the class into groups and each group will be assigned a month in which they will be responsible for the following tasks:

2. Bulletin Board (Virtual classes will produce a Power Point Presentation)
   a. Each group will be responsible for maintaining the class bulletin board during their assigned month.
   b. The bulletin board should present information relevant to each of the following topic areas:
      i. Domestic Policy- national, state, and local policies related to social welfare, economic, education, and other issues relevant to social work.
      ii. Foreign Policy- policies that govern interactions between the United States and other nations and organizations
      iii. Elections- information regarding national, state, and local elections, including information about candidates, such as their views of issues, platform, etc.
   c. The bulletin board topics should be updated during the month, reflect current issues, and relevant to social work practice.
   d. The groups are encouraged to be creative in the design of their bulletin board.
   e. A maximum of 40 points will be awarded for this portion of the assignment and will be based on adherence to the above criteria.
This assignment is worth a total of 80 points

In-class Activities

As previously noted, you will participate in 7 in-class activities that are designed to assist you in the development of skills related to policy analysis. You will work together in small groups to complete the in-class activities. You will be allowed to choose your groups for some of the activities and your instructor will make group assignments for other activities. A description of each group activity is provided below.

In-class Activity 1:
Writing Literature Reviews
Group analyses and summarizations of the Galvan text. You will be expected to discuss your work with the class and a quiz will follow this assignment.

In-class Activity 2&3:
Models of Policy Analysis
Group analysis/application of various Models/Frameworks for Policy Analysis. These models for policy analysis are outlined in the following articles (Dobelstein, Ginsberg, Karger & Stoesz, Gil, and McKinnis-Dittrich). You will be expected to present your work to the class.

In-class Activity 4&5:
Analyzing Goals and Objectives, Benefits and Services, and Eligibility Rules
Each group will work together to analyze the goals/objectives, benefits/services, and eligibility rules outlined in US HR 3443/PL 106-169 & HR 3471. You will be expected to present your work to the class. Other assigned policies may be analyzed for this activity as well as the following in-class activities.

In-class Activity 6:
Analyzing Service-Delivery Systems & Analyzing Methods of Financing
Each group will work together to analyze the service delivery systems and methods of financing outlined in US HR 3443/PL 106-169 & HR 3471. You will be expected to discuss your work with the class.

In-class Activity 7:
Analyzing Interactions among Policy Elements and Analyzing Social & Economic Justice, Effectiveness, and Efficiency
Each group will work together to analyze their chosen social welfare policies and US HR 3443/PL 106-169 & HR 3471. You will be expected to discuss your work with the class.

In-class Activity 8:
Critical Thinking Exercise

A. Class Attendance and Participation: In order for the class to discuss the readings, it is
essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

B. Cell Phones/Pagers/Electronic Devices: Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class. I also ask that you either place such devices on silent mode or turn them off during class. Repeated interruptions may result in a deduction of points from the final average.

C. Readings: The course outline provides a list of required readings for each week (you will receive a detailed schedule the first full week of class that will outline the readings to be covered each class). Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well-formulated questions and comments that demonstrate prior preparation.

D. Exams: Three major application exams will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses (online), and guest presentations are subject to examination. The exams will consist primarily of essay questions and may also contain matching, true/false, and/or multiple-choice questions. The final exam will also require application of material from the entire semester.

You are expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at http://www.sfasu.edu/73.asp). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. I will schedule make-up exams.

E. In-class Activities: A total of seven in-class activities will be held during the semester. Each in-class activity is worth 10 points, which will be based on attendance and participation. See the assignment description for details. Missing a group meeting, regardless of the reason, will result in a grade of “0” for that meeting.

F. Assignments: You are responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Each part of Assignment A (A-1, A-2, A-3 & A-4) is to be typed using a word processor in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the Publication Manual of the American Psychological Association (6th ed.). Failure to meet these guidelines will result in loss of points. See the assignment descriptions for specific guidelines. The student will be required to upload most research papers to the assigned D2L Dropbox.

Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class.
period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.

XII. GRADING POLICY:

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Exams</td>
<td>3 @ 100 points each = 300</td>
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<tr>
<td>Assignment A</td>
<td>Part 1 @ 50 pts. - A-1 = 220</td>
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<td>Part 2 @ 20 pts. - A-2</td>
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<td>Part 3 @ 50 pts. - A-3</td>
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<td>Part 4 @ 100 pts. - A-4</td>
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<td>Assignment B</td>
<td>GROUP Current Event and Bulletin Board = 100</td>
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<tr>
<td>In-class Activities</td>
<td>8 @ 10 pts each = 80</td>
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<td>Total</td>
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XIII. GRADING SCALE:

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<td>F</td>
<td>Below 416</td>
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The following activities will constitute the Exam3/Final Exam Grade

The Exam3/Final Exam is worth 100 points and is subject to material covered during the entire semester. The final exam will also require application of material from the entire semester.

The written part of the final exam will be taken during finals week (50 pts)
The policy presentation (50 pts) will be presented ______ before final exam week.

Policy Presentation Requirements –
Each student will choose a partner for a final policy presentation. Presentations will be 10 minutes and will include a visual aid such as a power point presentation. Presentations should also include the following information:

- Social problem analysis and a thorough review of the social problem
- Presentation and discussion of one social welfare policy
- Identify the six fundamental policy elements and the unique evaluation criteria
- Address social/economic justice, effectiveness, and efficiency of the chosen policy

Also, include an evaluation of the policy’s importance to and impact on:
- Diverse client populations
- All client systems including individuals, families, small groups, communities, and organizations
- Social and economic justice
- Discussion of the policy’s congruence with social work values and ethics

Supplemental Materials:

**Vehicles for Policy Based Generalist Social Work Practice**
Research, Advocacy, Political Action Committees, and Lobbying

**Required Readings:** Anderson & Gryzlak; Lens; Domanski; Hoechstetter; Sherraden, Slossar, & Sherraden

**Recommended Readings:** Freeman; Gershoff et al.; Gringeri; Hamilton & Fauri

**Policy Analysis & Generalist Social Work Practice**
Important to Generalist Social Work Practice, Relevance to Social Work Values & Ethics, Professional Use of Self Diverse Client Groups, Combating Discrimination and Oppression, Social & Economic Justice, Practice & Program Evaluation

**Required Readings:** Figueirva-McDonough; Freeman; Timberlake et al 1-37; NASW Code of Ethics; Padilla; Orlin; Schneider & Netting; Selected Policies from Social Work Speaks (NASW)

Chambers & Bonk (2013) **Required Readings (pages 165-185)**
XIV. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. https://www.sfasu.edu/docs/policies/6.7.pdf

XV. ACADEMIC INTEGRITY (SFASU Policy 4.1).

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying
research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Note: The following is specific to School of Social Work.

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW/MSW/DSW Student Handbook and Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

http://www.sfasu.edu/policies/academic_integrity.asp

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to

(1) using or attempting to use unauthorized materials to aid in achieving a
better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

2. The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.

3. The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

4. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one's self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

5. Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

6. Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

7. Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or
other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Please read the Student Academic Dishonesty policy (SFA Policy 4.1) on http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

XVI. Withheld Grades Semester Grades Policy (SFA Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Please read the complete policy on Course Grades: http://www.sfasu.edu/policies/5.5_course-grades.pdf

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see Student Conduct of Conduct SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

XVII. STUDENTS WITH DISABILITIES

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human
Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**XVIII. STUDENT WELLNESS AND WELL-BEING**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)

- [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
- 936.468.7249
- dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202

- [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
- 936.468.1041

**The Health and Wellness Hub** “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

- [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
- 936.468.4008
- thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741
BIBLIOGRAPHY


International Federation of Social Workers (IFSW) http://www.ifsw.org/


Pew Commission on Foster Care. (2005a). *Foster care population and states ranked by total number of children in foster care (FY 2001).* Retrieved on August 26, 2005 from [www.pewfostercare.org/research/docs/FosterCareMap.pdf](http://www.pewfostercare.org/research/docs/FosterCareMap.pdf)


