SOCW 4315.091 Fall 2023
SOCIAL WELFARE POLICY AND LEGISLATIVE ANALYSIS

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Office Hours: Monday & Wednesday 10:00 am-1:00 pm, Tuesday & Thursday 08:30 am-09:30 am, & 11:00 am-12:00 pm, and by appointment.

Prerequisite: SWK 3315 | Co-requisite: SWK 4350

COURSE SYLLABUS

I. COURSE DESCRIPTION

Study of the history, philosophy, structure and function of social welfare policy and legislation. Emphasis on the survey of social welfare services and issues related to social and economic justice.

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 (SOCW 2361) 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 (SOCW 3315).

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 course focuses on social policy advocacy and policy practice, new directions and new evidence for making social workers' voices stronger in the halls of power.

This is a 3-credit hour face-to-face course in the fall term. Please keep in mind that, under federal financial aid eligibility requirements, SFA policy 5.4 defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.” So, for instance, a 3-credit hour face-to-face course in the fall term should approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week.

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.

VI. PROGRAM LEARNING OUTCOMES (PLO)

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed 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, 2022) from the Council on Social Work Education

VII. OBJECTIVES/ STUDENT LEARNING OUTCOMES (SLO)

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 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)

VIII. INSTRUCTIONAL METHODS

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. COMPUTE REQUIREMENTS

This course will utilize Desire2Learn (D2L) Brightspace and scheduled livestream (ZOOM)
classes to support the delivery of course content (for help with Brightspace/D2L, consult the Center for Teaching and Learning (CTL) or go to https://www.sfactl.com/student-support). You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets SFA’s minimum computer requirements (see https://www.sfaonline.info/d2ltutorials ). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

X. COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Theme/ Topic, Readings, Assignments, Articles, Resources</th>
<th>Exams/ Papers/ Assignments</th>
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</table>
| Week 1 | **Introduction- Course Overview and Desire2Learn-D2L** CSWE EPAS-2022 and Generalist Practice  
-Identifying Areas and Populations of Interest  
 **Resources/ articles/ guideline:** DiNitto & Johnson (2013) Social Welfare Policy: Overview | - |
| Week 2 | **Creating the Context for Social Policy Analysis**  
-The Nature of Social Problems  
-Social Problem Analysis and Designing Social Policies and Programs.  
 **Readings:** Chambers and Bonk (2013) Chapter 1  
 **Writing Reviews of Academic Literature**  
-Reviewing Primary Sources  
-Writing Process  
 **Readings:** Galvan & Galvan (2017) Chapter 1  
 **Resources/ articles/ guideline:** Please follow D2L | - |
| Week 3 | **Policy Analysis for the Public Policy Analyst**  
-Policy Analysis: A Value-Critical Approach  
-The Policy and Program Analysis Process: Six Fundamental Policy Elements  
-Criteria for a Value-Critical Appraisal of Social Policy and Program.  
 **Readings:** Chambers and Bonk (2013) Chapter 2  
 **Navigating the Electronic Resources in University’s Library** | Assignment A Part 1 |
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<tr>
<th>Week</th>
<th>Class Theme/ Topic, Readings, Assignments, Articles, Resources</th>
<th>Exams/ Papers/ Assignments</th>
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| Week 3 | -Ten Steps to Navigate the Electronic Resources in University’s Library  
**Readings:** Galvan & Galvan (2017) Chapter 2  
**Resources/ articles/ guideline:** Please follow D2L |  |
| Week 4 | **Policy Analysis for the Public Policy Analyst (Cont.)**  
**The Analysis of Policy Goals and Objectives in Social Programs and Policies**  
-Definitions and Concepts for Analysis of Goals and Objectives  
-Different Types of Goals and Objectives  
-Methods of Identifying Goals and Objectives  
-Evaluating Program or Policy System Goals and Objectives: A Value-Critical Approach  
**Readings:** Chambers and Bonk (2013) Chapter 3  
**Selecting a Topic for Review**  
-Fourteen Steps for Selecting a Topic for Review  
**Readings:** Galvan & Galvan (2017) Chapter 3  
**Resources/ articles/ guideline:** Please follow D2L |  |
| Week 5 | **The Analysis of Policy Goals and Objectives in Social Programs and Policies (Cont.)**  
**Organizing Yourself to Begin the Selection of Relevant Titles**  
-Seven Steps to Begin the Selection of Relevant Titles  
**Readings:** Galvan & Galvan (2017) Chapter 4  
**Resources/ articles/ guideline:** Please follow D2L | **Exam 1** |
| Week 6 | **Conducting a Deep Analysis of the Articles**  
-Twelve Guidelines for Conducting a Deep Analysis of the Articles  
**Readings:** Galvan & Galvan (2017) Chapter 5  
**Resources/ articles/ guideline:** Please follow D2L |  |
| Week 7 | **The Analysis of Types of Benefits and Services**  
-Benefit and Service Types  
-Criteria for Evaluating the Merit of Benefit and Service Types  
-Criteria for Evaluating the Merit of Benefit and Service Forms  
**Readings:** Chambers and Bonk (2013) Chapter 4 | **Assignment A Part 2** |
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<tr>
<th>Week</th>
<th>Class Theme/ Topic, Readings, Assignments, Articles, Resources</th>
<th>Exams/ Papers/ Assignments</th>
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<tr>
<td></td>
<td><strong>Analyzing Quantitative Research Literature</strong></td>
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<td>- Thirteen Guidelines for Analyzing Quantitative Research</td>
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<td>Literature</td>
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<td><strong>Readings</strong>: Galvan &amp; Galvan (2017) Chapter 6</td>
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<td><strong>Week 8</strong></td>
<td>Exam 2</td>
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<td><strong>Analysis of Eligibility Rules</strong></td>
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<td>- Types of Eligibility Rules</td>
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<td>- Criteria for Evaluating the Merit of Eligibility Rules</td>
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<td>- Trade-Off in Evaluating Eligibility Rules</td>
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<td><strong>Readings</strong>: Chambers and Bonk (2013) Chapter 5</td>
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<td><strong>Readings</strong>: Galvan &amp; Galvan (2017) Chapter 7</td>
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<td><strong>Week 9</strong></td>
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<td><strong>Analysis of Service-Delivery System and Social Policy and</strong></td>
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<td>Program Design</td>
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<td>- Social Policy and Program Design</td>
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<td>- Different Types of Administration and Delivery of Social</td>
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<td>Service Programs, Benefits, and Services</td>
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<td>- Privatization of Service Delivery</td>
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<td>- Criteria for Evaluating Program Administration and Service</td>
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<td><strong>Readings</strong>: Chambers and Bonk (2013) Chapter 6</td>
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<td><strong>Organizing Your Notes by Grouping the Results of Your</strong></td>
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<td><strong>Analysis</strong></td>
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<td>- Nine Guidelines organizing Your Notes by Grouping the</td>
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<td>Results of Your Analysis</td>
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<td><strong>Readings</strong>: Galvan &amp; Galvan (2017) Chapter 8</td>
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<td><strong>Resources/ articles/ guideline</strong>: Please follow D2L</td>
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<td><strong>Student Group Work Meeting-October 26</strong></td>
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<td><strong>Week 10</strong></td>
<td>Current Event Presentation</td>
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<td><strong>Analysis of Financing: How Do We Pay for Social Welfare</strong></td>
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<td><strong>Policies and Programs</strong></td>
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<td>- Evaluative Criteria Specific to Financing</td>
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<td><strong>Readings</strong>: Chambers and Bonk (2013) Chapter 7</td>
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<td><strong>Synthesizing Trends and Patterns: Preparing to Write</strong></td>
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<td>Week</td>
<td>Class Theme/ Topic, Readings, Assignments, Articles, Resources</td>
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<td>-Twelve Guidelines for Synthesizing Trends and Patter: Preparing to Write&lt;br&gt;&lt;br&gt;<strong>Readings:</strong> Galvan &amp; Galvan (2017) Chapter 9&lt;br&gt;<strong>Resources/ articles/ guideline:</strong> Please follow D2L</td>
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<td>Week 11</td>
<td><strong>Analysis of Social Policies and Social Program</strong>&lt;br&gt;-Examples of Social Policy and Social Program Analysis&lt;br&gt;&lt;br&gt;<strong>Readings:</strong> Chambers and Bonk (2013) Chapter 9&lt;br&gt;&lt;br&gt;<strong>Writing a First DRAFT</strong>&lt;br&gt;-Fifteen Guidelines for Writing a First Draft&lt;br&gt;&lt;br&gt;<strong>Readings:</strong> Galvan &amp; Galvan (2017) Chapter 10&lt;br&gt;<strong>Resources/ articles/ guideline:</strong> Please follow D2L</td>
<td>Assignment A Part 3</td>
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<td>Week 12</td>
<td><strong>Analysis of Social Policies and Social Program (Cont.)</strong>&lt;br&gt;-Examples of Social Policy and Social Program Analysis&lt;br&gt;&lt;br&gt;<strong>Readings:</strong> Chambers and Bonk (2013) Chapter 9&lt;br&gt;&lt;br&gt;<strong>Developing a Coherent Essay</strong>&lt;br&gt;-Nine Guidelines for Developing a Coherent Essay&lt;br&gt;&lt;br&gt;<strong>Readings:</strong> Galvan &amp; Galvan (2017) Chapter 11&lt;br&gt;<strong>Resources/ articles/ guideline:</strong> Please follow D2L</td>
<td>Current Event Presentation</td>
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<td>Week 13</td>
<td>Thanksgiving Holiday</td>
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<td>Week 14</td>
<td><strong>Analysis of Social Policies and Social Program (Cont.)</strong>&lt;br&gt;-Examples of Social Policy and Social Program Analysis&lt;br&gt;&lt;br&gt;<strong>Readings:</strong> Chambers and Bonk (2013) Chapter 9&lt;br&gt;&lt;br&gt;<strong>Guidelines for Editing Your Essay and Incorporating Feedback</strong>&lt;br&gt;-Twenty-one Guidelines Editing Your Essay and Incorporating Feedback&lt;br&gt;&lt;br&gt;<strong>Readings:</strong> Galvan &amp; Galvan (2017) Chapter 12&lt;br&gt;<strong>Resources/ articles/ guideline:</strong> Please follow D2L</td>
<td>Assignment A Part 4</td>
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<td>Week 15</td>
<td><strong>Preparing a Reference List</strong>&lt;br&gt;-Sixteen Guidelines for Preparing a Reference List&lt;br&gt;&lt;br&gt;<strong>Readings:</strong> Galvan &amp; Galvan (2017) Chapter 13</td>
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<th>Week</th>
<th>Class Theme/ Topic, Readings, Assignments, Articles, Resources</th>
<th>Exams/ Papers/ Assignments</th>
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<td>Resources/ articles/ guideline: Please follow D2L</td>
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<td>Policy Paper Presentation</td>
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<td>Week 16</td>
<td>Final Exam Review</td>
<td>Final Exam</td>
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<td><em>Final Exam_ Tuesday, December 12, 2023 1-3 p.m. (subject to change)</em></td>
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**XI. COURSE REQUIREMENTS**

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.

   **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.

B. **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.

C. **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 may 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. 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. The student should contact the instructor through D2L email. The student must also contact the Office of Student Rights
and Responsibilities: https://www.sfasu.edu/osrr and complete an online Absence Notification Request (the following link can be used).

D. **Quizzes**: A total of 5 quizzes will be given over the course of the semester. The quizzes may either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity or attendance. *The quizzes will be unannounced and may occur at any time during the class period.*

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin. I will schedule make-up quizzes.

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) should be in WORD format only 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* (7th 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 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. Due dates for research papers and major assignments are set at the beginning of the semester so students should work in advance of the deadlines.

**XII. GRADING POLICY**

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<tr>
<td><strong>Exams</strong></td>
<td>3 @ 100 points each</td>
<td>= 300</td>
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<tr>
<td><strong>Quizzes</strong></td>
<td>5 @ 10 points each</td>
<td>= 50</td>
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<tr>
<td><strong>Assignment A</strong></td>
<td>Part 1 @ 50 pts. - A-1 Part 2 @ 20 pts. - A-2 Part 3 @ 50 pts. - A-3 Part 4 @ 100 pts. - A-4</td>
<td>= 220</td>
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<tr>
<td><strong>Assignment B</strong></td>
<td>Current Event</td>
<td>= 60</td>
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<td><strong>In-class Activities</strong></td>
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<td>= 70</td>
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<td><strong>Total</strong></td>
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<td>= 700</td>
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XIII. GRADING SCALE:

A  627 – 700
B  557 – 626
C  487 – 556
D  417 – 486
F  Below 416

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.

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 (SFA POLICY 4.1)

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

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.

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.

**XVI. WITHHELD GRADES SEMESTER GRADES 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 coursework 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 to compute the grade.
point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.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
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
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
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
STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
BSW PROGRAM
Class Days and Time: Tuesday & Thursday 2:00-3:15 pm
Class Location: SWK Room #204

SOCW 4315.091 Fall 2023
SOCIAL WELFARE POLICY AND LEGISLATIVE ANALYSIS

Mohammad Mostafizur Khan
Office: SWK, Room # 116
Phone: 936-468-2728
Mohammad.khan@sfasu.edu

Assignment A: Policy Analysis Paper

This is an individual 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 SOCW 3315, SOCW 4350, or SOCW 4355). 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 SOCW 4315.

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 _____________. 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  
**Points:** 50

**Part 2:** Identify and locate the relevant legislation or policy  
**Points:** 20

**Part 3:** Critique three models of policy analysis  
**Points:** 50

**Part 4:** Final Integrative Paper (includes parts 1, 2, 3 and a policy analysis)  
**Points:** 100

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 drop box in D2L no later than 12 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.

Also, please follow D2L for more details.
Assignment B: Current Events: This assignment is worth a total of 60 points

This is an individual presentation. 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.

Also, please follow D2L for more details.

In-Class Activities (textbook assessment presentation)

This is a group presentation. Students in groups of three will plan and lead a presentation and discussion on their assigned textbook. (I will be distributing the texts.) Each presentation will provide a critical review of a common foundation-level social welfare policy text. The audience you should present for is any professor teaching a foundation year course in social welfare policy to a group of BSW or MSW students who are relatively unfamiliar with the subject. Presentations should be approximately 20-25 minutes.

Review the text and evaluate it in terms of the following:

1. Provide a summary of the major contents and themes in the book, similar to a publisher’s synopsis. (Hint: See what the publisher says about the book on their website!)
2. What are the underlying assumptions and values about social welfare policy in the text? Some authors provide clear statements of value bases and even take political stands while others do not. What is the position of the author(s)? Present evidence.
3. Read through the 2022 CSWE Educational Policy and Accreditation Standards (EPAS). Specific statements on the teaching of policy are in the document.
Presentations will be given to the class. Groups will receive a single grade. Please inform the instructor of any group difficulties.

Also, please follow D2L for more details.
BIBLIOGRAPHY


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


Pecora, P. J., Williams, J., Kessler, R. C., Downs, A. C., O’Brien, K., Hiripi, E., & Morella,


