SOCW 3315.091
Social Welfare Policy and Legislation
Spring 2024

Instructor Office Hours: T 9:30-12, W 9-12, 2-4; R 9:30-12

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
The purpose of this course is to provide you with an understanding of the ways by which social welfare services and programs are provided in the United States. The course will build upon your knowledge of both social welfare and social work history and philosophy, which was presented in SWK 215. Specifically, this course will closely examine social problems and issues, as well as the social welfare policies and services that are intended to address them. Special emphasis will be placed on the effects of social welfare policy on client groups, the availability of services, and the services delivered by generalist social workers. This course will also address issues related to diversity, oppression, and social and economic justice. An important component of SWK 315 is the discussion of the relationship between social welfare policy and generalist social work practice. This course is designated as writing enhanced.

III. COURSE CONTACT HOURS AND STUDY HOURS

Course credit is determined per CSWE Educational Policy and Accreditation Standards (EPAS).

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. Online or hybrid courses should employ various strategies for creating student-professor contact and are held to the same standard for contact hours and out-of-class work as face-to-face classes.
IV. TEXT AND MATERIALS


RECOMMENDED TEXTS:


V. CURRICULUM DESCRIPTION

The BSW program at SFA features the generalist practice in a Rural Context. Both are defined below.

**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 problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

**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
3. Advance Human Rights and Social, Economic, and Environmental Justice
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

VII. OBJECTIVES / STUDENT LEARNING OUTCOMES (CSWE BEHAVIORS)

Upon successful completion of this course, students will be able to:

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Present themselves as learners and engage clients and constituencies as experts of their own experiences

Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Engage in practices that advance social, economic, and environmental justice

Use and translate research evidence to inform and improve practice, policy, and service delivery
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Assess how social welfare and economic policies impact the delivery of and access to social services

Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

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

The primary instructional model for this course is collaborative learning. Specifically, the class will cover course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, class discussion, group exercises, online activities, assigned readings and individual projects. 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, as well as connect it to 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 D2L/Brightspace to support the delivery of course content - go to https://www.sfasu.edu/d2lsupport

X. COURSE CALENDAR

Note: Previously in our syllabi it was course schedule. It must include week, topics, major assignments, readings and out of class preparation.
Week 1 Topic: Introduction to course, review of schedule, ethics
   Dates: 1.18
   Specific topics: syllabus and assignment review; ethics review
   Readings: NASW Code of Ethics
   Assignment: review code of ethics and come prepared on 1.23 ready to discuss; get the textbooks
   Class Preparation: Code of ethics assignment

   Dates: 1.23 & 1.25
   Specific topics:
   Readings: chapter 1 and 2 in the text
   Assignment; have topic for paper A chosen
   Class Preparation: read the chapters before class; have topic developed for paper a

Week 3 Topic: Writing Day and discussion of social welfare policy research
   Dates: 1.30 & 2.1
   Specific topics: how to do research (at library) and review of chapter 3
   Readings: read the articles you found in library day; chapter 3 in text
   Assignment: find articles, begin reading; read chapter 3
   Class Preparation: research and read chapter

Week 4 Topic: Library Day and lecture and discussion of Discrimination in America
   Dates: 2.6 & 2.8
   Specific topics
   Readings: Chapter 4
   Assignment: review the expectations of paper A and get ready for library day
   Class Preparation: Read the chapters before class

Week 5 Topic: lecture and discussion of Poverty; Exam 1 prep
   Dates: 2.13 & 2.15
   Specific topics: poverty and review
   Readings: Chapter 5
   Assignment: Paper A due in dropbox before 23:59 on 2.18.24
   Class Preparation: read chapter 5 and review in advance of exam 1

Week 6 Topic: Exam 1 and lecture, discussion of voluntary sector in US
   Dates: 2.20 & 2.22
   Specific topics: exam and voluntary sector
   Readings: review chapter 1-5 for exam, chapter 6 for voluntary sector
   Assignment: exam 1
   Class Preparation: review for exam, read chapter 6 before 2.22 class

Week 7 Topic: lecture and discussion of privatization and human service corporations and the making of governmental policy
   Dates: 2.27 & 2.29
   Specific topics: private human service corporations and how policy and government policy
   Readings: chapter 7 & 8
   Assignment: read the text
   Class Preparation: read chapters 7 & 8
**Week 8** Topic: APA and writing day; Dr Morris out for conference  
Dates: 3.5 & 3.7  
Specific topics: how to write a paper from an annotated bibliography and tax policy  
Readings: read assignment expectations for paper B  
Assignment: come prepared to discuss paper b  
Class Preparation: focus on paper B

**Week 9 Topic: Spring Break – No Classes**  
Dates: 3.12 & 3.14

**Week 10** Topic: Tax Policy and Income distribution and Social Insurance Programs  
Dates: 3.19 & 3.21  
Specific topics: tax policy and social insurance programs  
Readings: chapters 9 and 10  
Assignment: read chapters 9 and 10; I want to see a copy of your outline for paper B  
Class Preparation: read chapter 9 and 10 in text

**Week 11** Topic: Social Welfare in the International Perspective; Easter Break no class  
Dates: 3.26 & 3.28 – no class  
Specific topics: review of social welfare from other countries  
Readings: text, chapter 18  
Assignment: read chapter 18 Paper B due in dropbox before 23:59 on 4.1  
Class Preparation: read chapter 18

**Week 12** Topic: Exam 2  
Dates: 4.2 & 4.4  
Specific topics: review and exam  
Readings: chapters 6-10, and 18  
Assignment: review for exam;  
Class Preparation: review for exam; take exam

**Week 13** Topic: student-lead presentations of chapters 11 and 12  
Dates: 4.9 & 4.11  
Specific topics: Public assistance programs and healthcare systems in US  
Readings: chapter 11 and 12 in text  
Assignment: present, as per schedule  
Class Preparation: read chapters 11 & 12 in text

**Week 14** Topic: student-lead presentations of chapters 13 & 14  
Dates: 4.16 & 4.18  
Specific topics: mental health and substance abuse policy; criminal justice system  
Readings: chapters 13 & 14 in text  
Assignment: present, as according to schedule  
Class Preparation: read chapters 13 and 14 in text

**Week 15** Topic: student-lead presentations of chapters 15 & 16  
Dates: 4.23 & 4.25  
Specific topics: Child welfare and Housing policy  
Readings: Chapters 15 & 16 in text  
Assignment: present, as per schedule  
Class Preparation: read chapters 15 &16 in text
**Week 16** Topic: student-lead review of chapters 11-16  
Dates: 4.30 & 5.2  
Specific topics: review content of chapters 11-16, public assistance, healthcare, mental health, criminal justice, child welfare, and housing  
Readings: chapters 11-16  
Assignment: present the review, as scheduled  
Class Preparation: review chapters and make review presentation

**Week 17 Final Exam 5.7.24 at 8a in-class**

**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 weekly readings. 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. **Exam I** will cover Chapters 1-5 in the text, and address Social Policy and the American Welfare State, Social Welfare Policy Research, Religion and Social Welfare Policy, Discrimination, and Poverty in America. **Exam II** will cover the content of Chapters 6-10 in the text, and Chapter 18, and address The Voluntary Sector Today, Privatization and Human Service Corporations, and The Making of Government Policy, Tax Policy and Income Distribution, Social Insurance Programs, and The American Welfare State in International Perspectives. **Exam III** (Final Exam) will cover the content addressed in Chapters 11-17 of the text, and include Public Assistance Programs, The American Health Care System, Mental Health and Substance Abuse Policy, Criminal Justice, Child Welfare Policy, Housing Policies, and The Politics of Food Policy and Rural Life. 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 contain matching, true/false, and/or multiple-choice questions.

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](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.
D. **Presentations:** Students will be divided into 6 groups, and will be tasked with crafting a presentation to the rest of the class relating to one of Chapters 11-16 during weeks 13-15 of class. Each group will be allowed class time in advance of the presentations to prepare; students are expected to spend time outside of class to prepare, as well. Each presentation is to last approximately 30 minutes, and should present content via presentation, and also have some supplementary visual/activity/movie/discussion/interaction component that will further emphasize the deliverables of your assigned chapter. The total time allocated for this **is to be no less than 45 minutes per group total.** This content will be provided to the professor and uploaded into D2L for further all-class review. Feel free to be creative and collaborative with the members of your group. Additionally, groups will be expected to deliver a 10 minute review/synopsis of their presentations during Dead Week in preparation for the Final Exam (Exam III). This assignment is worth 50 points.

E. **Attendance and Participation:** As this is class is so fast-moving, attendance and active participation is required for each scheduled class period. Active preparation is required between classes as a function of keeping up with readings and assignments. Attendance will be taken at the beginning of each class. I do accept University-approved excuses for absences and tardiness, or for those instances that accompany documentation. All other excuses will not be accepted.

F. **Assignments:** You are responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments A, B, & C are to be typewritten (by typewriter or 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 descriptions of Assignments A, B & C for guidelines.

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 date/time 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>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams 3 @ 100 pts. each</td>
<td>300</td>
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<tr>
<td>Presentation</td>
<td>50</td>
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<td>Attendance &amp; Participation</td>
<td>30</td>
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<td>Assignment A</td>
<td>50</td>
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<td>Assignment B</td>
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<td>Assignment C</td>
<td>100</td>
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<td><strong>Total</strong></td>
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XIII. GRADING SCALE

A 519 - 580
B 461 - 518
C 403 - 460
D 345 - 402
F 0 - 344

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 (SFA 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.

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

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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 (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 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)
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
Assignment A: Annotated Bibliography
(EPAS 2.1.8, PB 8.1, 8.2)

Before beginning this assignment, you need to choose a long-standing social issue or problem relevant to generalist social work practice. Your topic must be approved by the instructor prior to beginning your assignment. I will approve your topics in class on ___1/25/24____. Once your topic has been approved, you will develop an annotated bibliography that addresses the following aspects of the social issue:

Description of the Problem
1) Problem definition/description
2) History of the problem
3) Etiology of the problem (causes and related factors)
4) Impact of the problem on diverse client systems
5) Competing points of view of the problem (what societal values, political ideologies, and social and economic conditions have impacted the framing of the problem?)

Description of Attempts to Resolve the Problem
6) Historically, what attempts (policies and programs) have been made to resolve the problem? What degree of success was achieved?
7) Currently, what attempts (policies and programs) are being made to resolve the problem? What degree of success has been achieved?

Implications for Generalist Social Work Practice
8) Historically, how were social workers involved in resolving the social problem (at a policy level)?
9) Currently, how are social workers involved in resolving the social problem (at a policy level)?
10) What are the implications for the delivery of generalist social work practice interventions?

The annotated bibliography must consist of at least 10 references, 8 of which must be articles from professional peer reviewed journals in social work or closely related disciplines. The remaining
resources can be drawn from professional peer reviewed journals, books, and reliable internet resources. Of the 8 journal articles,

1) At least four articles from a professional peer reviewed journal that inform the description of the problem

2) At least two articles from a professional peer reviewed journal that inform the description of attempts to resolve the problem

3) At least two articles from a professional peer reviewed journal that inform the implications for generalist social work practice.

Each entry reference is to be in APA format and followed by 11 paragraphs that briefly describe the source’s contents (first paragraph) and importance to the chosen topic (subheadings 1-10). The paragraphs must summarize the information in your own words and should not contain direct quotes. Please be specific and exacting in your language; please avoid vagueness or explaining in generalities. The entries (references) are to be in alphabetical order. For example:


The author reports the results of an exploratory qualitative study that investigated the application of “traditional” administrative functions and process to collaboration among organizations (as defined by Mattessich & Monsey, 1992). The study employed semi-structured interviews with 12 social workers employed as administrators in human service organizations located in Southern California. Data analysis resulted in the following themes: 1) relationship building, 2) participatory planning, 3) coordinating and sharing of tasks, 4) collective decision-making, 5) problem solving/conflict resolution, and 6) facilitative leadership. The author provides an informative discussion of the themes and their implications for administrative involvement in collaborative efforts. The findings and conclusions are consistent with the literature on collaboration, as well as leadership and administration. This article informs the problem definition/description (subheading 1) … This article informs the history of the problem (subheading 2) … … and so forth and so on until all of the subheadings 1-10 are addressed. This must be done for all 10 articles.

The assignment will be evaluated based on its adherence to the above guidelines, 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 need to submit the assignment to the appropriate D2L dropbox by 11:59 pm on the due date for the assignment. The assignment will be considered late until it has been submitted to the D2L dropbox. Assignments will not be accepted via email within or outside of D2L.

The assignment is worth a total of 50 points and will be evaluated based on its adherence to the above guidelines.

Please refer to the course schedule for the due date. DUE in the Dropbox in D2L

STEPHEN F. AUSTIN STATE UNIVERSITY
Assignment B: Social Issues and Policies Analysis

Using the material from Assignment A, you will develop a paper that discusses the various aspects of a social issue and identifies historical and current attempts to address it. The paper should adhere to the following format:

**Introduction (2.5 pts)**
Introduce your topic and tell the audience what the paper will cover. Be sure that you clearly demonstrate the importance of the topic to generalist social work practice.

**Description of the Problem (12.5 pts)**
This section of the paper should cover the following in a narrative format:

1) Problem definition/description
2) History of the problem
3) Etiology of the problem (causes and related factors)
4) Impact of the problem on diverse client systems
5) Competing points of view of the problem (what societal values, political ideologies, and social and economic conditions have impacted the framing of the problem?)

**Description of Attempts to Resolve the Problem (12.5 pts)**
This section of the paper should cover the following in a narrative format:

1) Historically, what attempts (policies and programs) have been made to resolve the problem? What degree of success was achieved? What are the strengths and limitations of each of these attempts?
2) Currently, what attempts (policies and programs) are being made to resolve the problem? What degree of success has been achieved? What are the strengths and limitations of each of these attempts?

**Implications for Generalist Social Work Practice (7.5 pts)**
This section of the paper should cover the following in a narrative format:

1) Historically, how were social workers involved in resolving the social problem (at a policy level)?

2) Currently, how are social workers involved in resolving the social problem (at a policy level)?

3) What are the implications for the delivery of generalist social work practice interventions? Be sure to talk about consistency/inconsistency with social work values and ethics!

**Recommendations (7.5 pts)**

This section of the paper should cover the following in a narrative format:

1) Based on your research, what would you change about the current approach(es) to resolving the social problem?

2) Based on your research, what would you keep the same?

**Conclusion (2.5 pts)**

Be sure to summarize the main points of your proposal. This is your chance to reiterate the points made in your paper and to make sure the audience understands their importance!

Five (5) points of the grade will be based on 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.

Your paper must be at least 12 pages in length (5 points will be deducted from papers that do not meet the minimum length requirement). It should contain at least 10 references, 8 of which must be articles from professional peer reviewed journals from social work or closely related disciplines (up to 5 points may be deducted from papers that do not meet this requirement). The remainder of the resources can be drawn from professional peer reviewed journals, books, and reliable internet resources.

You need to submit the assignment to the appropriate D2L dropbox by 4 pm on the due date for the assignment. The assignment will be considered late until it has been submitted to the D2L dropbox. **Assignments will not be accepted via email within or outside of D2L.**

The assignment is worth a total of 50 points and will be evaluated based on its adherence to the above guidelines.

**Please refer to the course schedule for the due date.**

**DUE in the Dropbox in D2L**

STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
Assignment C: Revision of Assignment B

For this assignment you will revise Assignment B based on the feedback I provide you. This assignment is to follow the guidelines, format and expectations outlined in the description for Assignment B. Also, it should reflect incorporation of the feedback provided on Assignment B. The points for Assignment C will be allocated as follows:

- Introduction (5 pts)
- Description of the Problem (25 pts)
- Description of Attempts to Resolve the Problem (25 pts)
- Implications for Generalist Social Work Practice (15 pts)
- Recommendations (15 pts)
- Conclusion (5 pts)

Ten (10) points of the grade will be based on 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.

Your paper must be at least 12 pages in length (10 points will be deducted from papers that do not meet the minimum length requirement). It should contain at least 10 references, 8 of which must be articles from professional peer reviewed journals from social work or closely related disciplines (up to 10 points may be deducted from papers that do not meet this requirement). The remainder of the resources can be drawn from professional peer reviewed journals, books, and reliable internet resources.

You need to submit the assignment to the appropriate D2L dropbox on the due date for the assignment. The assignment will be considered late until it has been submitted to the D2L dropbox. Assignments will not be accepted via email within or outside of D2L.

The assignment is worth a total of 100 points and will be evaluated based on its adherence to the above guidelines.

Please refer to the course schedule for the due date. Due in the Dropbox in D2L.
References


SUGGESTED READINGS


