Course Dates, Time, and Location

Spring Semester, 2018: January 16, 2018 - May 11, 2018
Online

Instructor Contact Information

Anne M. Scaggs, EdD (ABD), M.S.W., LCSW
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Office Hours:
MW 8:30 - 12:00, F 9:00 – 12:00 - Appointments available outside of office hours by request

Course Description

Provides the knowledge, skills, and values to apply social welfare policy and practice. Focuses on policy analysis and advocacy, implementation of policy to achieve social and economic justice, and the impact of social policy on the social work profession. Prerequisite: SWK 2307, SWK 2317, and admission to the B.S.W. degree program.

Course Introduction

This course builds upon Social Welfare Policy and Practice I, and takes the student from understanding the history and philosophy of social welfare policy and practice to engaging and learning policy practice. Students will utilize the strategies discussed in the textbook to advance the values and principles of the social work profession through effective policy practice, by learning to evaluate policy, advocate for policy development or change, policy analysis, build coalitions, and understand and engage in the political influences on policy. The Council on Social Work Education states that social workers need to be aware of the influence of policy on service delivery and actively engage in policy practice. To this end, this course equips students with the knowledge and skills needed to successfully engage in policy practice.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies, designed to eliminate oppressive structural barriers to ensure social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Required Texts:


(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Required Readings:
- NASW Code of Ethics
- Texas Board of Social Work Examiners webpage (Code of Conduct & Scope of Practice)

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

Grading Information

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>90 – 100 = A</td>
<td>100%</td>
</tr>
<tr>
<td>80 – 89 = B</td>
<td>100%</td>
</tr>
<tr>
<td>70 – 79 = C</td>
<td>100%</td>
</tr>
<tr>
<td>60 – 69 = D</td>
<td>100%</td>
</tr>
<tr>
<td>59 or Below = F</td>
<td>100%</td>
</tr>
</tbody>
</table>

Point Values, Description of Assignments and Examinations, and Associated Practice Behaviors:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Professional Performance</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Threads</td>
<td>10%</td>
</tr>
<tr>
<td>Examinations</td>
<td>40%</td>
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<tr>
<td>Policy Analysis</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

Professional Performance

Professional performance is evaluated by attendance; engaging in class activities, including frequency and quality; professional presentation; interactions with instructor or peers; preparation for class; group interactions; and any factors that would normally be evaluated in a professional social work setting. Essentially, ask yourself if what you are doing would be perceived as professional in an employment setting among social workers.

Please note that I view absences from class in the same way as an employer and co-workers may see absence from work. An absence may be *excused* for academic purposes.

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(medical issues, deaths, school sports, etc.) as it might at work, but in a professional setting, to miss work, you must take PTO, and once you run out of PTO/sick leave, if you miss work, you do not get paid. Missing a certain number of days often results in a write up. Also, missing work often requires other staff to pick up the excess work; clients go without assistance, etc.

B1. 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;

B2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

B3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

B4. use technology ethically and appropriately to facilitate practice outcomes; and

B5. use supervision and consultation to guide professional judgment and behavior

Discussion Threads 10%

There will be 6 discussion threads worth 10 percent of your grade. Discussions will cover readings, classroom activities, and current events related to new policies.

B9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

B10. engage in practices that advance social, economic, and environmental justice.

B14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

B15. assess how social welfare and economic policies impact the delivery of and access to social services;

B16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Assignments 10%

Students will write 3 short papers related to Micro Policy Advocacy, Mezzo Policy Advocacy, and Macro Policy Advocacy. The papers are to be between 2-3 pages in length and written according to APA requirements. Students will be asked to support their work using information from policy sources, as well as to locate and use scholarly resources (e.g., peer reviewed journal articles, governmental studies, think tank research, books, demographic research, creditable internet sources, census and statistical information, and so forth). Your course text can be used as a resources as well.

Plagiarism is the presentation of someone else's information as though it were your own.

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If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source—you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper, among other consequences.

B9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
B10. engage in practices that advance social, economic, and environmental justice.

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B15. assess how social welfare and economic policies impact the delivery of and access to social services;
B16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Presentations 20%

Students will be randomly assigned to groups and assigned topics related to the 8 policy sectors. Each group will create a presentation related to their topic/vignette. Students will be asked to support their presentations using information from policy sources, as well as to locate and use scholarly resources (e.g., peer reviewed journal articles, governmental studies, think tank research, books, demographic research, creditable internet sources, census and statistical information, and so forth). An outline will be provided to the instructor (including references). Students are expected to engage in research without regard to their own personal beliefs about the topic.

B9. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
B10. engage in practices that advance social, economic, and environmental justice.

B14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
B15. assess how social welfare and economic policies impact the delivery of and access to social services;
B16. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Quizzes 10%

There will be a minimum of 6 quizzes worth 10% of your grade. Quizzes may cover assigned readings, discussions, group exercises, and the NASW code of ethics, The Texas Board of Social Work Examiners (TBSWE) Code of Conduct.

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the TBSWE Scope of Practice, the NASW Standards for Clinical Social Work Practice, and the NASW Standards for Social Work Practice with Substance Abuse Disorders. I will drop the lowest quiz grade.

Examinations

Examinations are worth 40% of your total course grade. Each of these examinations is worth 10% of your total course grade. Each examination will cover a portion of assigned readings, classroom lectures, group work, other assignments, the NASW Code of Ethics, the Texas Board of Social Work Examiners (TBSWE) Code of Conduct, and the TBSWE Scope of Practice.

Testing via Respondus™ Monitor

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements: [http://www.angelo.edu/distance_education](http://www.angelo.edu/distance_education).

**NOTE:** All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

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Course Policies

- Please **ask questions** that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

- **Attendance Policy:** An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have evidenced dedication to their studies.

  There is no grade penalty for the first 3 absences (this is not an invite to miss class).
  - any additional absence will result in a loss of 10 points off of your total grade.
  - please refer to ASU policy regarding class attendance.
  - being more than 5 minutes late for class will count as an absence.

- **Late assignments** are generally not accepted and are only accepted if the reason is pre-approved by the course instructor. Any late assignment that the instructor agrees to accept will lose points at 10% per day that it is late. Any assignment submitted any time after the deadline is late. Any in-class exercise missed due to an absence will result in a zero for that exercise.

- **Make-up examinations** will be considered on a case by case basis and will only be allowed for university approved absences.

- All students are expected to follow the National Association of Social Workers **Code of Ethics**.

- Angelo State University expects its students to maintain complete **honesty and integrity** in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/Honor_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)

- It is your responsibility to check your ASU email and Blackboard at least once daily. Assignments, clarifications, announcements, discussions, and exams will be communicated through email and blackboard. I encourage you to set up your mobile devices with the Blackboard app and to receive push alerts from your ASU email.

- Please see the course guidelines and expectations for additional information about what I expect of students.

**Persons with Disabilities**

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at:

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
http://www.angelo.edu/services/student_life/disability.html

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## Course Schedule

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1 1/16-1/19</td>
<td>Course intro: Syllabus, course Expectations, Blackboard, NASW Code of Ethics, Scope of Practice &amp; Code of Conduct Jansson Chapter 1 - Advancing Social Justice in 8 Policy Sectors Discussion Thread due by 1/19/18</td>
</tr>
<tr>
<td>1/15 MLK Holiday</td>
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<tr>
<td>Week 2 1/22-1/26</td>
<td>Jansson Chapter 2 - Deciding When to Challenge the Status Quo Quiz 1 (Chapter 1)</td>
</tr>
<tr>
<td>Week 3 1/29-2/2</td>
<td>Jansson Chapter 3 - Using a Policy Advocacy Framework Quiz 2 Chapter 2 Discussion Thread due by 2/2/18</td>
</tr>
<tr>
<td>Week 4 2/5-2/9</td>
<td>Jansson Chapter 4 - Engaging in Micro Policy Advocacy Exam 1 ( Chapters 1-4) Exam Review 2/7/18 location TBA Assignment 1 opens 2/5</td>
</tr>
<tr>
<td>Week 5 2/12-2/16</td>
<td>Jansson Chapter 5 - Engaging in Mezzo Policy Advocacy Discussion Thread due by 2/16/18 Assignment 1 due 2/16/18</td>
</tr>
<tr>
<td>Week 6 2/19-2/23</td>
<td>Jansson Chapter 6 - Engaging in Macro Policy Advocacy Quiz 3 Chapter 5 Assignment 2 opens 2/19</td>
</tr>
<tr>
<td>Week 7 2/26-3/2</td>
<td>Jansson Chapter 7 - Becoming Policy Advocates in the Healthcare Sector Quiz 4 Chapter 6 Discussion Thread due by 3/2/18 Assignment 2 due 3/2/18</td>
</tr>
<tr>
<td>Week 8 3/5-3/9</td>
<td>Jansson Chapter 8 - Becoming Policy Advocates in the Gerontology Sector Exam 2 (Chapters 5-7) Exam Review 3/7/18 location TBA Assignment 3 opens 3/5/18</td>
</tr>
<tr>
<td>Week 10 3/26-3/30</td>
<td>Jansson Chapter 10 - Becoming Policy Advocates in the Mental Health Sector Quiz 6 Chapter 9 Presentations for groups 1,3,5,and 7 are due by 4/25/18</td>
</tr>
<tr>
<td>Week 11 4/2-4/6</td>
<td>Jansson Chapter 11 - Becoming Policy Advocates in the Child &amp; Family Sector Quiz 7 Chapter 10 Discussion Thread due by 4/6/18</td>
</tr>
</tbody>
</table>

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| Week 12  
4/9-4/13 | Presentations for groups 2, 4, 6, and 8 are due by 5/2/18  
Jansson Chapter 12 - Becoming Policy Advocates in the Education Sector  
Social Justice Paper Due- 4/13  
Exam 3 (Chapters 8-11)  
Exam Review 4/11/18 location TBA |
|---|---|
| Week 13  
4/16-4/20 | Jansson Chapter 13 - Becoming Policy Advocates in the Immigration Sector  
Quiz 8 Chapter 12 |
| Week 14  
4/23-4/27 | Jansson Chapter 14 - Becoming Policy Advocates in the Criminal Justice Sector  
Quiz 9 Chapter 13 |
| Week 15  
4/30-5/4 | Discussion this week is open for questions to review for the final  
Presentations viewed and feedback given by class and instructor |
| Week 16  
5/7-5/11 | Final Exam (Chapters 12-14)  
Review session if needed |

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