Angelo State University  
Department of Social Work  
SWK 3315-D10: Social Welfare Policy and Practice

Course Dates, Time, and Location

Spring Semester, 2020: January 13, 2020 to May 8, 2020  
Online

Instructor Contact Information

Chelsea D Kading, LMSW  
Clinical Instructor  
HHS: Office 318Y  
Office Phone: 325-486-5450  
Chelsea.kading@angelo.edu

Office Hours:  Monday and Wednesday: 9am-10am and 11am-12pm  
Tuesday/Thursday: 1045am-1:45pm  
Virtual hours upon request using collaborate

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, and admission to the B.S.W. degree program.

Course Introduction

This course builds upon Intro to Social work, 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

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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.

**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.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Required Texts:

ISBN: 978-1-5063-8406-1

Recommended Texts:


ISBN: 978-0-87101-447-4

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:

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
59 or Below = F

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

<table>
<thead>
<tr>
<th>Professional Performance</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Discussion and Collaborate Sessions)</td>
<td></td>
</tr>
<tr>
<td>Policy &amp; Practice Assignments (3)</td>
<td>20%</td>
</tr>
<tr>
<td>Examinations</td>
<td>40%</td>
</tr>
<tr>
<td>Presentations</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Professional Performance/Discussion and Collaborate 20%

Professional performance is evaluated by attendance; engaging in class activities,

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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 (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

Policy & Practice Assignments 20%

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 at least 3 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. 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

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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.

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.

Discussion Threads 10%

There will be 4 discussion threads worth 10 percent of your grade. Discussions will cover readings, classroom activities, and current events related to new policies. You must respond to at least 2 of your peer’s posts with in depth responses supported with at least 1 peer reviewed journal article or your course text.

Examinations 40%

There will be FIVE examinations in this course. 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 (The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
TBSWE Scope of Practice. The final exam is comprehensive.

**Testing via Respondus™ Monitor**

Access to examinations 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.).*

**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.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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

- 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: http://www.angelo.edu/services/student_life/disability.html

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Jan 13-10</td>
<td>Welcome!</td>
</tr>
<tr>
<td></td>
<td>• <strong>Course Intro</strong>: Syllabus, course Expectations, Blackboard, NASW Code of Ethics, Scope of Practice &amp; Code of Conduct</td>
</tr>
<tr>
<td></td>
<td>• <strong>Chapter 1 PPT/Reading</strong>: Advancing Social Justice in 8 Policy Sectors</td>
</tr>
<tr>
<td></td>
<td>• <strong>Break into groups for presentations due on week 15</strong></td>
</tr>
<tr>
<td>Week 2: Jan 21-24</td>
<td>• <strong>Chapter 2 PPT/Reading</strong>: Advancing social justice with seven core problems</td>
</tr>
<tr>
<td></td>
<td>• <strong>Discussion question submission on Blackboard</strong></td>
</tr>
<tr>
<td>Week 3: Jan 27-31</td>
<td>• <strong>Chapter 3 PPT/Reading</strong>: How Policy Advocates Advance Social Justice Through American History</td>
</tr>
<tr>
<td>Week 4: Feb 3-7</td>
<td>• <strong>Chapter 4 PPT/Reading</strong>: Providing Micro Policy Advocacy Interventions</td>
</tr>
<tr>
<td></td>
<td>• <strong>Exam 1</strong>: Covers Chapters 1-3</td>
</tr>
<tr>
<td>Week 5: Feb 10-14</td>
<td>• <strong>Chapter 5 PPT/Reading</strong>: Practicing Mezzo Policy Advocacy Interventions</td>
</tr>
<tr>
<td></td>
<td>• <strong>Discussion Question Submission on Blackboard</strong></td>
</tr>
<tr>
<td>Week 6: Feb 17-21</td>
<td>• <strong>Chapter 6 PPT/Reading</strong>: Engaging in Macro Policy Advocacy</td>
</tr>
<tr>
<td></td>
<td>• <strong>Micro Policy Advocacy Assignment Due</strong></td>
</tr>
<tr>
<td>Week 7: Feb 24-28</td>
<td>• <strong>Chapter 7 PPT/Reading</strong>: Becoming Policy Advocates in the Health Care Sector</td>
</tr>
<tr>
<td></td>
<td>• <strong>Exam 2</strong>: Covers Chapter 4-6</td>
</tr>
<tr>
<td>Week 8: Mar 2-6</td>
<td>• <strong>Chapter 8 PPT/Reading</strong>: Becoming Policy Advocates in the Gerontology Sector</td>
</tr>
<tr>
<td></td>
<td>• <strong>Discussion Question Submission on Blackboard</strong></td>
</tr>
<tr>
<td>Week 9: Mar 16-20</td>
<td>• <strong>Chapter 9 PPT/Reading</strong>: Becoming Policy Advocates in the Safety Net Sector</td>
</tr>
<tr>
<td></td>
<td>• <strong>Discussion Question Submission on Blackboard</strong></td>
</tr>
<tr>
<td>Week 10: Mar 23-27</td>
<td>• <strong>Chapter 10 PPT/Reading</strong>: Practicing Policy Advocacy in the Mental Health and Substance Abuse Sector</td>
</tr>
<tr>
<td></td>
<td>• <strong>Exam 3</strong>: Covers Chapters 7-9</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 11: Mar 30-Apr 3</td>
<td>• <strong>Chapter 11 PPT/Reading</strong>: Becoming Policy Advocates in the Child and Family Sector</td>
</tr>
<tr>
<td></td>
<td>• <strong>Mezzo Policy Advocacy Assignment Due</strong></td>
</tr>
<tr>
<td>Week 12: Apr 6-10</td>
<td>• <strong>Chapter 12 PPT/Reading</strong>: Becoming Policy Advocates in the Education Sector</td>
</tr>
<tr>
<td>Week 13: Apr 13-17</td>
<td>• <strong>Chapter 13 PPT/Reading</strong>: Becoming Policy Advocates in the Immigration Sector</td>
</tr>
<tr>
<td></td>
<td>• <strong>Exam 4: Covers Chapters 10-12</strong></td>
</tr>
<tr>
<td>Week 14: Apr 20-24</td>
<td>• <strong>Chapter 14 PPT/Reading</strong>: Becoming Policy Advocates in the Criminal Justice Sector</td>
</tr>
<tr>
<td></td>
<td>• <strong>Macro Policy Advocacy Assignment due</strong></td>
</tr>
<tr>
<td>Week 15: Apr 27-May 1</td>
<td>• Presentations due on Blackboard. Instructions to come during semester.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Final Exam Review</strong></td>
</tr>
<tr>
<td>Week 16: May 4-8</td>
<td><strong>FINAL EXAMINATIONS WEEK!</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>Final Exam – Comprehensive Exam covering Chapters 1-14</strong></td>
</tr>
</tbody>
</table>

* all due times are 11:59 pm CST, unless otherwise specified