Instructor: Chelsea Kading, LMSW
Email: chelsea.kading@angelo.edu
Phone: 325-486-5450
Office: 318Y
Office Hours: Monday/Wednesday: 9am-10am and 11a-12p Tuesday/Thursday: 1045a-1:45pm

Course Information

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.

Course Credits
3

Prerequisite and Co-requisite Courses
SWK 2307, and admission to the B.S.W. degree program.

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the class and the social work department.

Program Outcomes
Upon completion of the program of study for the MSW program, the graduate will be prepared to 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; understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas; recognize personal values and the distinction
between personal and professional values; understand how their personal experiences and affective reactions influence their professional judgment and behavior; understand the profession’s history, its mission, and the roles and responsibilities of the profession; understand the role of other professions when engaged in inter-professional teams; recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective; and understand emerging forms of technology and the ethical use of technology in social work practice [Competency 1: Ethical and Professional Behavior]; 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; 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; understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected [Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice]; and 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; 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; 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; recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy; and are knowledgeable about policy formulation, analysis, implementation, and evaluation [Competency 5: Engage in Policy Practice].

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assignments and Activities Validating Outcome Achievement</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td>Journal Assignments Policy Advocacy Challenges Policy Analysis Presentation</td>
<td>Competency 1</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes</strong>&lt;br&gt;By completing all course requirements, students will be able to:</td>
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<tr>
<td>regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior</td>
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<tr>
<td><strong>Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice</strong>*</td>
<td>Journal Assignments Policy Advocacy Challenges Policy Analysis Presentation</td>
<td>Competency 3</td>
</tr>
<tr>
<td><strong>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to</strong>*</td>
<td>Policy Analysis Presentation</td>
<td>Competency 5</td>
</tr>
</tbody>
</table>
### Student Learning Outcomes
By completing all course requirements, students will be able to:

<table>
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<tr>
<th>Assignments and Activities</th>
<th>Validating Outcome</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
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</tbody>
</table>

### Course Delivery
This is a face-to-face course with learning resources and supplemental materials posted in Blackboard.

### Required Texts and Materials


**Required Readings:**

- NASW Code of Ethics
- Texas Board of Social Work Examiners webpage (Code of Conduct & Scope of Practice)

### Recommended Texts and Materials


Technology Requirements
To successfully complete this course, students need to have access to the following:

- 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).

Technical Assistance: If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website

Topic Outline
Consider identifying/listing topics that will be covered in your course by week or module/unit.

Communication
Include your course policy regarding communication timeframes and preferred method. Here are some examples:

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.
Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Performance</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Thread</td>
<td>10%</td>
</tr>
<tr>
<td>Policy and Practice Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Presentations</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles,
researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

**Assignment and Activity Descriptions**

**Policy and Practice Assignments:** 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.

**Presentations:** 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.

**Discussion Threads:** 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.

**Exams:** 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 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.

**Assignment Submission**

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time
to time. If a technology issue does occur regarding an assignment submission, email me at chelsea.kading@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**Late Work or Missed Assignments Policy**
Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in ZERO. No papers or postings will be accepted without instructor pre-approval.

**General Policies Related to This Course**
All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

**Student Responsibility and Attendance**

This is relevant to attendance and engaging in class activities, including frequency and quality. 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 a sense of dedication to their studies. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time. Students are to be present for the duration of class.

For a three times a week class:

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.
- The 7th absence results in a failing grade for the course. Please refer to ASU policy regarding class attendance.
- Being more than 5 minutes late for class will count as an absence.
- Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.
Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.3

Accommodations for Students with Disabilities
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.4 The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures5 for more information.
Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The
term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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<tbody>
<tr>
<td>Week 1: Jan 13-10</td>
<td>Welcome!</td>
</tr>
<tr>
<td></td>
<td>• Course Intro: Syllabus, course Expectations, Blackboard, NASW Code of Ethics, Scope of Practice &amp; Code of Conduct</td>
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<td>• Chapter 1 PPT/Reading - Advancing Social Justice in 8 Policy Sectors</td>
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<td>• Break into groups for presentations due on week 15</td>
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<tr>
<td>Week 2: Jan 21-24</td>
<td>• Chapter 2 PPT/Reading – Advancing social justice with seven core problems</td>
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<td>• Discussion question submission on Blackboard</td>
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<tr>
<td>Week/Date</td>
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<tr>
<td>Week 3: Jan 27-31</td>
<td>• Chapter 3 PPT/Reading: How Policy Advocates Advance Social Justice Through American History</td>
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<tr>
<td>Week 4: Feb 3-7</td>
<td>• Chapter 4 PPT/Reading: Providing Micro Policy Advocacy Interventions</td>
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<td>• Exam 1: Covers Chapters 1-3</td>
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<tr>
<td>Week 5: Feb 10-14</td>
<td>• Chapter 5 PPT/Reading: Practicing Mezzo Policy Advocacy Interventions</td>
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<td>• Discussion Question Submission on Blackboard</td>
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<tr>
<td>Week 6: Feb 17-21</td>
<td>• Chapter 6 PPT/Reading: Engaging in Macro Policy Advocacy</td>
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<td></td>
<td>• Micro Policy Advocacy Assignment Due</td>
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<tr>
<td>Week 7: Feb 24-28</td>
<td>• Chapter 7 PPT/Reading: Becoming Policy Advocates in the Health Care Sector</td>
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<tr>
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<td>• Exam 2: Covers Chapter 4-6</td>
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<tr>
<td>Week 8: Mar 2-6</td>
<td>• Chapter 8 PPT/Reading: Becoming Policy Advocates in the Gerontology Sector</td>
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<td>• Discussion Question Submission on Blackboard</td>
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<tr>
<td>Week 9: Mar 16-2020</td>
<td>• Chapter 9 PPT/Reading: Becoming Policy Advocates in the Safety Net Sector</td>
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<td>• Discussion Question Submission on Blackboard</td>
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<tr>
<td>Week 10: Mar 23-27</td>
<td>• Chapter 10 PPT/Reading: Practicing Policy Advocacy in the Mental Health and Substance Abuse Sector</td>
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<td>• Exam 3: Covers Chapters 7-9</td>
</tr>
<tr>
<td>Week 11: Mar 30-Apr 3</td>
<td>• Chapter 11 PPT/Reading: Becoming Policy Advocates in the Child and Family Sector</td>
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<td></td>
<td>• Mezzo Policy Advocacy Assignment Due</td>
</tr>
<tr>
<td>Week 12: Apr 6-10</td>
<td>• Chapter 12 PPT/Reading: Becoming Policy Advocates in the Education Sector</td>
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<tr>
<td>Week 13: Apr 13-17</td>
<td>• Chapter 13 PPT/Reading: Becoming Policy Advocates in the Immigration Sector</td>
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<td>• Exam 4: Covers Chapters 10-12</td>
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<tr>
<td>Week 14: Apr 20-24</td>
<td>• Chapter 14 PPT/Reading: Becoming Policy Advocates in the Criminal Justice Sector</td>
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<td></td>
<td>• Macro Policy Advocacy Assignment due</td>
</tr>
</tbody>
</table>
Week/Date | Topic/Assignments/Assessments DUE
---|---
Week 15: Apr 27-May 1 | • Presentations due on Blackboard. Instructions to come during semester.  
• Final Exam Review

Week 16: May 4-8 | FINAL EXAMINATIONS WEEK!  
• Final Exam – Comprehensive Exam covering Chapters 1-14

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

Grading Rubrics

Student Evaluation of Faculty and Course
Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

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.

**End of Syllabus**

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1. [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)
2. [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/)
4. [https://www.angelo.edu/services/disability-services/](https://www.angelo.edu/services/disability-services/)
5. [https://www.angelo.edu/content/files/14197-op-1011-grading-procedures](https://www.angelo.edu/content/files/14197-op-1011-grading-procedures)
7. [https://www.angelo.edu/dept/writing_center/academic_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)
8. [https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of](https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of)