Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Course Information

Course Description

This course examines and discusses the knowledge, skills, and values necessary to apply social welfare policy and practice. Initially, the history and philosophy of social welfare policy and practice are explored. From this point, the student engages with and learns about policy
practice and advocacy from a social work perspective. Students will utilize the strategies discussed within course texts to advance the values and principles of the social work profession through effective policy practice. Skills addressed and developed within this course include analyzing and evaluating policy, advocating for policy development and change, building coalitions, and understanding the process of engaging the political influences on policy decisions. 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 prepares students with the knowledge and skills needed to successfully engage in policy practice.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
SWK 6321

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work

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]; 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]; 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].

### 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: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for</td>
<td>Journal Assignments Policy Advocacy Challenges Policy Analysis Presentation</td>
<td>Competency 1</td>
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</tbody>
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<tr>
<th>Student Learning Outcomes</th>
<th>Assignments and Activities Validating Outcome Achievement</th>
<th>Mapping to Program Outcomes</th>
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</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
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</tr>
<tr>
<td>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>
<td>Journal Assignments</td>
<td>Competency 3</td>
</tr>
<tr>
<td>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</td>
<td>Policy Advocacy Challenges</td>
<td></td>
</tr>
<tr>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess</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:

- 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

Assignments and Activities Validating Outcome Achievement

Mapping to Program Outcomes

Course Delivery
This section of SWK 6323: Social Work Policy Practice and Advocacy is delivered online. The course site can be accessed through ASU’s Blackboard Learning Management System.

Required Texts and Materials


NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.).

Technology Requirements

Testing via Respondus™ Monitor
Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See below for the list of needed equipment]. Use of any other electronic device is prohibited.

There is one practice quiz: a short 10-question practice quiz over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz 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.

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

- A computer running either Microsoft 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 (or a similar PDF reader)
- High-speed Internet access and an Ethernet adapter cable (wireless connections can
drop during tests and Collaborate sessions)
- Webcam and microphone

Refer to Angelo State University’s Distance Education website for further technology
requirements.

**Topic Outline**

**Part One: Social Welfare Policy and the Social Work Profession** – Chapters 1 and 2 discuss
social work as a policy-based profession and defines social welfare policy in the context of the
course.

**Part Two: Social Welfare Policy Analysis** – Chapters 3, 4, and 5 examine the various meanings
of policy analysis; the scientific, artistic, and political aspects of policy analysis; and the methods
by which policy analysis is conducted; the historical perspective of policy analysis; and social
and economic analyses of policy.

**Part Three: The Framework Applied** – Chapters 6 through 11 detail the ways in which policy
analysis is applied to 7 core areas of social work: poverty, aging, mental health and mental
health, healthcare, child welfare, and immigration.

**Part Four: Taking Action** – Chapters 12, 13, and 14 conclude the course by looking at politics
and policy analysis and integrating policy into social work practice.

**Communication**

Faculty will respond to email and/or telephone messages within 24 hours during business hours
(8:00 a.m. to 5:00 p.m.) Monday through Friday. Weekend and holiday messages may not be
returned until the following business day.

**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 and/or Blackboard Collaborate.

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>Journals</td>
<td>20%</td>
</tr>
<tr>
<td>Policy Advocacy Challenges</td>
<td>40%</td>
</tr>
<tr>
<td>Policy Analysis Presentation</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</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

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

Journal Submissions
Students will submit 5 journal entries throughout the semester. All submissions are required to be in-depth and thorough in relation to the course materials. Each journal entry must be supported with at least 1 peer-reviewed journal article.

Policy Advocacy Challenges

20%
Students will be given 4 advocacy challenges to complete throughout the semester. Responses to the questions and writing prompts for each of the challenges should be constructed using well-developed paragraphs with support from credible sources (when needed). Each of the challenge papers should be between 3 and 4 pages of text in addition to title page and references. Each paper should be submitted through Blackboard. Late submissions and emailed submissions will NOT be accepted. Each challenge paper (Coalition, Globalization, Grant, and Collaboration) will be worth 10% of the total 40%.

Policy Analysis Presentations 40%

Students will be assigned a social service policy to analyze. Students will create a policy analysis presentation using information from policy sources, as well as to locate and use scholarly resources (i.e., peer-reviewed journal articles, government reports, think-tank research, and similar academic, scientific, and/or vetted sources). An outline will be provided to the instructor (including references and any ancillary materials that accompany the presentation, such as handouts or PowerPoint slides). Students are expected to engage in research without being biased by personal beliefs about the topic. The following outline provides the structure which presentations should follow.

I. Introduction to the Issue or Policy Topic/Target
II. Characteristics of Persons Affected by the Issue or Policy Topic/Target
   A. Number of Persons Affected
   B. Demographic Characteristics Common to Those Persons Affected
      1. Number or Size of Population
      2. Racial/Ethnic Characteristics
      3. Geographic Residency
      4. Socioeconomic Status
      5. Et cetera
III. History of the Issue or Policy Topic/Target
   A. Origins of the Issue or Policy Topic/Target, Past Events Contributing to the Policy Topic/Target, and Other Related Areas
   B. Current Government Response
      1. Federal Government
      2. State Government (i.e., Texas)
      3. Local Government (i.e., counties, cities, or municipalities)
IV. Attitudes Expressed by Key Authorities
V. Recommendations or Proposals to Address the Issue (Beyond What Policies Already Exist)
   A. Identify and Present the Proposed Policy Brief
   B. Defend the Proposed Policy Belief with Logical Reasoning Based in Existing Evidence (Including Anticipated Arguments for Criticism, Constructive or Otherwise)
VI. Conclusion
A. Propose Future Directions for Policy Advocacy
B. Conclude the Paper in a Cohesive Summation

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. You must also contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab in Blackboard to report the issue. This lets faculty know you completed the assignment on time and are 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
Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than 5 days past the assigned due date.

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

- Angelo State University Student Handbook¹
- Angelo State University Catalog²
- Angelo State University Honor Code³
- Angelo State University Statement of Academic Integrity⁴

Student Responsibility and Attendance
This class is asynchronous, meaning you do not have to be online for daily or weekly lectures at a certain time. You are required to “attend” the Blackboard Online Collaborate sessions held twice weekly. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you must participate in all course activities (i.e. discussion boards, course projects, papers, etc.) Students are expected to engage in course activities and submit work by due dates and times. Students will be graded in part on their ability to make substantive contributions reflecting an integration of course-related material. Scholarly contribution is an expectation. Generally,
online courses require a minimum of 6 to 9 hours of studying the assigned readings, participating in course discussions, completing course assignments, and consuming course related material.

**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 of disciplinary action and possible expulsion from ASU.

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

**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. 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 Procedures 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 via TurnItIn and SafeAssign software programs. 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](http://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 (325942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-9422171).

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

## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Due Dates/Collaborate</th>
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</table>
| **Week 1 - 01/25 to 01/31** Social Welfare Policy and the Social Work Profession | **Readings Due:** Chapter 1 of the textbook  
**Collaborate:** Syllabus review, assignment to small groups, questions about the course |
| **Week 2 - 2/1 to 2/7** Social Welfare Policy and the Social Work Profession | **Readings Due:** Chapter 2 of the textbook  
**Assignments Due:** Journal Entry 1 due by 11:59 p.m. on 2/7  
**Collaborate:** Journal Issue and Discussion |
| **Week 3 - 2/8 to 2/14** Social Welfare Policy Analysis | **Readings Due:** Chapter 3 of the textbook  
**Assignments Due:** Advocacy Challenge 1 due by 11:59 p.m. on 2/14  
**Collaborate:** Advocacy Challenge Issue and Discussion |
<table>
<thead>
<tr>
<th>Week/Date/Topic</th>
<th>Due Dates/Collaborate</th>
</tr>
</thead>
</table>
| Week 4 - 02/15 to 02/21 | **Readings Due:** Chapter 4 of the textbook  
**Collaborate:** Small Group Breakouts |
| Week 5 - 02/22 to 02/28 | **Readings Due:** Chapter 5 of the textbook  
**Assignments Due:** Journal Entry 2 due by 11:59 p.m. on 02/28  
**Collaborate:** Journal Issue and Discussion |
| Week 6 - 03/1 to 03/7 | **Readings Due:** Chapter 6 of the textbook  
**Assignments Due:** Advocacy Challenge 2 due by 11:59 p.m. on 3/7  
**Collaborate:** Advocacy Challenge Issue and Discussion |
| Week 7 - 03/8 to 03/14 | **Readings Due:** Chapter 7 of the textbook  
**Collaborate:** |
| Week 8 - 03/15 to 03/21 | **Readings Due:** Chapter 8 of the textbook  
**Assignments Due:** Journal Entry 3 due by 11:59 p.m. on 03/21  
**Collaborate:** Journal Issue and Discussion |
| Week 9 - 03/22 to 03/28 | **Readings Due:** Chapter 9 of the textbook  
**Assignments Due:** Advocacy Challenge 3 due by 11:59 p.m. on 03/28  
**Collaborate:** Advocacy Challenge Discussion |
<table>
<thead>
<tr>
<th>Week/Date/Topic</th>
<th>Due Dates/Collaborate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 10 - 03/29 to 4/4</strong> Applying the Policy Framework</td>
<td><strong>Readings Due:</strong> Chapter 10 of the textbook</td>
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<tr>
<td><strong>Collaborate:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 11 - 4/5 to 4/11</strong> Applying the Policy Framework</td>
<td><strong>Readings Due:</strong> Chapter 11 of the textbook</td>
</tr>
<tr>
<td><strong>Assignments Due:</strong> Journal Entry 4 due by 11:59 p.m. on 4/11</td>
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<tr>
<td><strong>Collaborate:</strong> Journal Issue and Discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Week 12 - 04/12 to 04/18</strong> Taking Action</td>
<td><strong>Readings Due:</strong> Chapter 12 of the textbook</td>
</tr>
<tr>
<td><strong>Assignments Due:</strong> Advocacy Challenge 4 by 11:59 p.m. on 4/18</td>
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<tr>
<td><strong>Collaborate:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 13 - 4/19 to 4/25</strong> Taking Action</td>
<td><strong>Readings Due:</strong> Chapter 13 of the textbook</td>
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<tr>
<td><strong>Collaborate:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 14 - 4/26 to 5/2</strong> Taking Action</td>
<td><strong>Readings Due:</strong> Chapter 14 of the textbook</td>
</tr>
<tr>
<td><strong>Assignments Due:</strong> Policy Analysis Presentations due on 5/2 by 11:59 p.m.</td>
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<tr>
<td><strong>Collaborate:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 15 - 5/3 to 5/9</strong> Tying It All Together</td>
<td><strong>Readings Due:</strong> None; Peer Policy Presentations</td>
</tr>
<tr>
<td><strong>Assignments Due:</strong> Journal Entry 5 due on 05/9</td>
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</tr>
<tr>
<td><strong>Collaborate:</strong> Discussion of Policy Presentations</td>
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</tbody>
</table>
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.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/dept/writing_center/academic_honesty/php