

SWK-D618 Social Policy and Services (3 cr.)

Course Information

Semester Year: Spring 2017
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXXX
Office Hours: XXXXXXXXXXXX

Course Description

The purpose of this course is to develop the competencies necessary to effect policy change for service delivery systems at an organization, community, and legislative level. Emphasis is placed on policy practice, policy analysis, and advocacy leadership with direct involvement in the political and organizational processes as an integral part of the learning process. The content of the course will focus on the role of the “social policy practitioner” closely examining the relationship of social work values and ethics to social policies and service delivery systems, especially as they relate to diverse and oppressed populations.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- Competency 5: Engage with Policy Practice

Social workers identify, assess, analyze, and advocate for social policies at the local, state, and federal level that impact well-being, service delivery, and access to social services.

Course Objectives

- D618-01:** Understand and analyze the major social issues and trends, including their historical context, affecting the development of social policy at all levels, locally, nationally, and globally.
- D618-02:** Demonstrate a grasp of the legal frameworks, along with the political, economic, and social constraints on agencies, historically and into the twenty-first century that influence and govern services.
- D618-03:** Develop an awareness of the integral relation between policy and the structure, organization, and funding arrangements of service delivery systems as well as the intergovernmental relationships involved in dealing with policy issues.
- D618-04:** Examine current data and research to analyze social policy issues as well as the impact of federal and state policies on related populations.
- D618-05:** Critically analyze the issues of social, economic and environmental justice, and power that lead to health inequities, discrimination, and oppression (for age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status) in relation to policy development, implementation, and evaluation.

- D618-06:** Demonstrate cultural humility, cultural competence, and enhanced self-awareness when working with populations that have been traditionally marginalized (on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status) recognizing the significant impact social programs and policies can have on these groups.
- D618-07:** Engage in policy design using ethical frameworks to understand the policy formation process, policy research and analysis, along with the strategic planning needed for social policy initiatives.
- D618-08:** Apply advocacy skills and strategies working in collaboration with community members, groups, and organizations to participate effectively in the legislative process.
- D618-09:** Participate in writing a bill or a policy brief using evaluative measures and selective framework(s) that gauge the policy impact and the potential for unintended consequences.

Required Texts

- Hoefler, R. (2019). *Advocacy practice for social justice*. (4th ed.). New York, NY: Oxford University Press.
- National Association of Social Workers (2018). *Social work speaks* (11th ed.). Washington, DC: NASW Press.

Course Content

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

In this course, students will develop essential policy practice skills with a focus on assessment, analysis, and advocacy in relation to service delivery systems that address diverse populations and correlating social issues. These populations include, but are not limited to, age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status. Students will examine the significant political and policy contexts at organizational, community, and legislative levels and will consider multiple policy strategies for achieving social, economic, and environmental justice and combating the causes and effects of institutionalized forms of oppression. This course will also utilize a variety of policy frameworks and models to advance skill building with an emphasis on social work values and ethics and a focus on cultural humility at all levels of policy intervention.

Students will accomplish learning objectives in this course through a variety of classroom tools, including videos, small and large group discussions, group projects, written assignments, and/or student presentations. The primary evaluation of student learning will be completed through a policy analysis assignment that provides students the opportunity to research and evaluate a specific policy then develop a policy statement based on the outcomes of the overall policy analysis.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: Poverty Perspectives and Theories

Weeks 1 and 2

Overview

This module provides information on contemporary definitions and theories of poverty.

Assignments

Readings

- 1) Hoefler, R. (2019). The unified model of advocacy practice. In *Advocacy for social justice* (4th ed.) (pp. 1-19). New York, New York: Oxford University Press. (From required text)
- 2) National Association of Social Workers. (2018). Economic justice. In *Social work speaks* (11th ed.) (pp. 84-89). Alexandria, VA: NASW Press. (From required text)
- 3) Vu, C. M. (2010). The influence of social science theories on the conceptualization of poverty in social welfare. *Journal of Human Behavior in the Social Environment*, 20(8), 989-1010. (Canvas)
- 4) Bradshaw, T. K. (2006). Theories on poverty and anti-poverty programs in community development. *Rural Poverty Research Center Working Paper No. 06-05*. Columbia, MO: Rural Poverty Research Center. (Canvas)
- 5) Yapa, L. (1996). What causes poverty?: A postmodern view. *Annals of the Association of American Geographers*, 86(4), 707-728. (Canvas)
- 6) Clark, S. (2007). Social work students' perceptions of poverty. *Journal of Human Behavior in the Social Environment*, 16(1/2), 149-166. (Canvas)
- 7) Center on Budget and Policy Priorities. (2018). *A guide to statistics on historical trends in income inequality*. (Canvas)

Individual Assignments

- 8) Readings Quiz 1
- 9) Civics Quiz
- 10) M1 Activity: Select Your Population At-Risk
- 11) M1 Activity: Identify Your Community Partner Agency
- 12) M1 Activity: Begin Your Annotated Bibliography

Group Assignment

- 13) Discussion: Theories on Poverty

Module 2: Analyzing Service Delivery Systems

Weeks 3, 4, and 5

Overview

This module reviews some content regarding the ecological and systems theories and the relationship to the three-sector economy. This information will help students understand the primary concepts that will be applied in analyzing service delivery systems.

Assignments

Readings

- 1) Goldberg, G. S. (2014). Employment, poverty, and social welfare. In E.D. Giffords and K.R. Garber (Eds.), *New perspectives on poverty* (pp. 80-132). Chicago: Lyceum. (Canvas)
- 2) Cloward, R. A., & Piven, F. F. (1977). The acquiescence of social work: Social welfare agencies enhance capitalism. *Society* (January/February), 55-63. (Canvas)
- 3) Hoefer, R. (2019). Social work ethics, values and advocacy practice for social justice. In *Advocacy practice* (pp. 20-35). New York, NY: Oxford University Press. (From required text)
- 4) National Association of Social Workers. (2018). Social services. In *Social work speaks* (11th ed.) (pp. 298-301). Alexandria, VA: NASW Press. (From required text)
- 5) National Association of Social Workers. (2018). Disasters. In *Social work speaks* (11th ed.) (pp. 75-80). Alexandria, VA: NASW Press. (From required text)
- 6) National Association of Social Workers. (2018). Environmental policy. In *Social work speaks* (11th ed.) (pp. 113-119). Alexandria, VA: NASW Press. (From required text)

Individual Assignments

- 7) Readings Quiz 2
- 8) M2 Application: SSDS Analysis #1

Group Assignment

- 9) M2 Discussion: Employment, poverty, and the social welfare: Identifying national advocacy organizations and their positions
- 10) M2 Discussion: Identifying SSDS Components in a System

Module 3: Policies, Trends, and Issues Affecting Service Delivery Systems

Weeks 6, 7, and 8

Overview

This module focuses on identifying the key policies, trends, and issues that impact the social service delivery system under study, including key principles and steps entailed in social policy analysis.

Assignments

Readings

- 1) Hoefer, R. (2019). Getting involved. In *Advocacy practice* (4th ed.) (pp. 36-55). New York, NY: Oxford University Press. (From required text)
- 2) National Association of Social Workers. (2018). Electoral politics. In *Social work speaks* (11th ed.) (pp. 95-100). Alexandria, VA: NASW Press. (From required text)

- 3) National Association of Social Workers. (2018). Role of government, social policy, and social work. In *Social work speaks* (11th ed.) (pp. 278-282). Alexandria, VA: NASW Press. (From required text)
- 4) National Association of Social Workers. (2018). Health care. In *Social work speaks* (11th ed.) (pp. 146-151). Alexandria, VA: NASW Press. (From required text)
- 5) Hoefler, R. (2019). Understanding the issue. In *Advocacy practice* (4th ed.) (pp. 56-74). New York, NY: Oxford University Press. (From required text)
- 6) Colby, I. C. (2018). Federal government-based policy development. State and local government-based policy development. In *The handbook of policy practice* (pp. 115-166). New York, NY: Oxford University Press. (Canvas)

Individual Assignments

- 7) SSDS Analysis #2
- 8) Readings Quiz 3

Group Assignments

- 9) M3 Discussion: Issues and Solutions

Module 4: Community Dialogue

Weeks 9, 10, and 11

Overview

This module focuses on developing your skills for gathering community/citizen input in the change process.

Assignments

Readings

- 1) National Coalition for Dialogue and Deliberation website topics “What are dialogue and deliberation?”, “Dialogue and deliberation methods”, and “Conditions for successful dialogue and deliberation” (Canvas).
- 2) Kurland, R. (2006). Planning: The neglected component of group development. *Social Work with Groups*, 28(3-4), 9-16 (Canvas).
- 3) Harwood Institute. (n. d.). United Way campaign for the common good: Community conversation workbook (Canvas).
- 4) Workgroup for Community Health and Development. (2013). Chapter 3, Section 17: Leading a community dialogue on building a healthy community. Community Tool Box (Canvas).

Individual Assignments

- 5) Readings Quiz 4
- 6) M4 Application: Community Dialogue Proposal
- 7) M4 Application: Professional Memorandum for Community Dialogue Group
- 8) M4 Application: Community Dialogue Reflection Paper

Module 5: Systems Advocacy

Weeks 12, 13, and 14

Overview

This module provides students with supports to complete their presentations and White Papers.

Assignments

Readings

- 1) Policy Brief guidelines and illustrations (Canvas)
- 2) Purdue Owl Online Writing Lab. (2010). White paper: Purpose and audience (Canvas).
- 3) Hoefer, R. (2012). Presenting your information effectively. In *Advocacy practice for social justice* (pp. 130-160) (Canvas).

Individual Assignments

- 4) Readings Quiz 5
- 5) M5 Application: Collaborative Community Service Reflection Paper
- 6) M5 Application: Service Hours Report
- 7) M5 Application: Policy Brief (Signature Assignment)
- 8) M5 Application: Annotated Bibliography

Group Assignment

- 1) M5 Discussion: Peer Presentation

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a wordprocessor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Introduce Yourself Here (Group Assignment)
 - a. DUE:TBD
 - b. Points:2 pts
2. Readings Quiz 1 (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts
3. Civics Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:non-graded
4. M1 Activity: Select Your Population At-Risk (Individual Assignment)
 - a. DUE:TBD
 - b. Points:5 pts

5. M1 Activity: Begin Your Annotated Bibliography (Individual Assignment)
 - a. DUE:TBD
 - b. Points:non-graded
6. M1 Activity: Identify Your Community Partner Agency (Individual Assignment)
 - a. DUE:TBS
 - b. Points:1 pt
7. M1 Discussion: Theories on Poverty (Group Assignment)
 - a. DUE:TBD
 - b. Points:10 pts
8. Readings Quiz 2 (Individual Assignment)
 - a. DUE:TBD
 - b. Points:14 pts
9. M2 Application: SSDS Analysis #1 (Individual Assignment)
 - a. DUE:TBD
 - b. Points:20 pts
10. M2 Discussion: Employment, poverty, and social welfare: Identifying advocacy organizations and their positions (Group Assignment)
 - a. DUE:TBD
 - b. Points:10 pts
11. M2 Discussion: Identifying Components in a Social Service Delivery System (Group Assignment)
 - a. DUE:TBD
 - b. Points:10 pts
12. M3 Application: SSDS Analysis #2 Issues and Solutions (Individual Assignment)
 - a. DUE:TBD
 - b. Points:20 pts
13. Reading Quiz 3 (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts
14. M3 Discussion: Issues and Solutions (Group Assignment)
 - a. DUE:TBD
 - b. Points:10 pts
15. M4 Application: Proposal for Community Dialogue Group (Individual Assignment)
 - a. DUE:TBD
 - b. Points:20 pts
16. M4 Application: Professional Memorandum for Community Dialogue Group (Individual Assignment)
 - a. DUE:TBD
 - b. Points:5 pts
17. M4 Application: Community Dialogue Reflection Paper (Individual Assignment)
 - a. DUE:TBD
 - b. Points:20 pts

18. Readings Quiz 5 (Individual Assignment)

- a. DUE:TBD
- b. Points:22 pts

19. M5 Application: Collaborative Community Service Reflection Paper (Individual Assignment)

- a. DUE:TBD
- b. Points:20 pts

20. M5 Application: Service Hours Report (Individual Assignment)

- a. DUE:TBD
- b. Points:15 pts

21. M5 Application: Annotated Bibliography (Individual Assignment)

- a. DUE:TBD
- b. Points:20 pts

22. M5 Application: Policy Brief (Signature Assignment, Individual Assignment)

- a. DUE:TBD
- b. Points:50 pts

23. M5 Discussion: Peer Presentation (Group Assignment)

- a. DUE:TBD
- b. Points:30 pts

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the

criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

| | | |
|----|-----|--|
| A | 93% | Excellent, Exceptional Quality |
| A- | 90% | Superior Quality |
| B+ | 87% | Very Good, Slightly Higher Quality |
| B | 83% | Good, High Quality (expected of most MSW students) |
| B- | 80% | Satisfactory Quality |
| C+ | 77% | Marginal, Modestly Acceptable Quality |
| C | 73% | Marginal, Minimally Acceptable Quality |
| C- | 70% | Unsatisfactory Quality |

University and School Policies

For your convenience, the University website provides a complete list of campus-wide *course policies* (http://registrar.iupui.edu/course_policies.html or <http://registrar.indiana.edu/policies/index.shtml> or <http://www.iue.edu/registrar/policies/> or <http://bulletins.iu.edu/iusb/2016-2017/student-affairs-enrollment-mgt/regulations/index.shtml> or <http://www.iun.edu/bulletin/policies/index.shtml>). Whereas knowledge of and compliance with all of these policies is important, it's imperative that you be aware of and comply with those that are outlined as follows:

Academic integrity

Students should be familiar with the *Indiana University Code of Student Rights, Responsibilities, and Conduct* (<http://www.iu.edu/~code/>), from which many of the policies below are derived. In addition, students should refer to the MSW General Student Handbook and their respective campus supplements for more detailed information about these policies and additional resources available to them.

Cheating

Cheating is grounds for failing the course and possible dismissal from the program and/or university. Cheating is considered to be any attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.

A student must not use materials from a commercial term paper company, files or papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.

A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

Plagiarism

Plagiarism is a form of cheating and is grounds for failing the course and possible dismissal from the program and/or university. Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgement. A student must give credit to the originality of others and acknowledge indebtedness whenever:

- Directly quoting another person's actual words, whether oral or written;
- Using another person's ideas, opinions, or theories;
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- Borrowing facts, statistics, or illustrative material; or
- Offering materials assembled or collected by others in the form of projects or collections without acknowledgement.

Education and Title VI

Title VI of the Civil Rights Act of 1964 (<http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html>) protects people from discrimination based on race, color, or national origin in programs or activities that receive Federal financial assistance. Programs and activities that receive ED funds must operate in a non-discriminatory manner. These may include, but are not limited to: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment if it affects those who are intended to benefit from the Federal funds.

Disability accommodations

Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of students with documented physical or learning disabilities seeking accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws.

Students needing accommodations because of disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given.

Campus Offices

- Bloomington: Disability Services for Students <https://studentaffairs.indiana.edu/disability-services-students/>
- East: Disability Services <http://www.iue.edu/disability/>
- Indianapolis: Adaptive Educational Services <https://aes.iupui.edu/>
- Kokomo: Accessibility Services <http://iuk.edu/career-services/accessibility-services/index.php>
- Northwest: ADA ACCESSIBILITY <http://iun.edu/ada-accessibility/>
- Southeast: Disability Services <https://www.ius.edu/disability-services/>
- South Bend: Disability Support Services <https://www.iusb.edu/disability-support/>

Class Participation and Observance of Religious Holidays

Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day or days because of his or her religious beliefs must be given the opportunity to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment. Upon request and timely notice, students shall be provided a reasonable accommodation. It is recommended that dates and times for examinations and other major course obligations be announced at the beginning of the semester or summer session and that students let instructors know of conflicts very early in the semester, so that accommodations can be made.

Students seeking accommodation for religious observances must make a request in writing by the end of the 2nd week of the semester to the campus registrar, or equivalent for non-semester length courses, to the course instructor and must use the Request for Course Accommodation Due to Religious Observance form from the campus registrar. In the case of religious holidays for which the date may change, the student should state the approximate date and when the exact date is known, inform the instructor of the exact date. The University will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions.

Military Withdrawal

Indiana University realizes students who are members of the U.S. armed forces may be called to active duty, specialized training, or as part of disaster relief efforts with little notice. While the following policy does NOT pertain to initial active duty training (i.e. basic training), this policy is provided in order to minimize disruptions

or inconveniences for students fulfilling their unanticipated U.S. military responsibilities in the midst of an academic term/session. For the complete policy information, go to

<http://veterans.iupui.edu/resources/withdrawal/>

Grades of Incomplete

A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness, injury, or a family emergency prevents a student from finishing all the work required for the course. The grade of Incomplete may be considered only when a substantial portion of the course work has already been completed, the coursework is of satisfactory quality, and no more than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with her/his advisor to withdraw from the course(s) in question. The student should refer to the Registrar's Office on her/his respective campus regarding the policies and deadline for automatic withdrawal for the semester in question.

The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign a *Record of Incomplete and Contract for Completion of Course Requirements* form to ensure that a sound educational plan and time frame for completion of course requirements have been established. Failure to fulfill the terms of this contract within the stipulated time frame may result in a failing grade. For removal of a grade of Incomplete, the student is subject to the IUSSW policy, which has precedence over the University policy. The student in the School of Social Work is expected to complete outstanding course work expeditiously, since many courses serve as prerequisites for others. Generally, students may carry no more than one grade of Incomplete at any given time. However, in cases of severe crisis, a student may work with her/his advisor to request grades of Incomplete in multiple courses.

Professional Conduct Policy

Students in a professional program are expected to conduct themselves as professionals in relation to the class and assignments. Full participation is encouraged as long as it is appropriate to the course content. Respect for the opinions of others is expected. Frequent lateness or professionally unbecoming class conduct are likely to result in a lowered grade or deem a student unsuitable for field placement. Students are evaluated on their personal and professional behavior or conduct in this class as described in the NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/default.asp>).

With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable.

Electronic Devices in the Classroom

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. These include emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited and these should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or a request from the instructor to leave class.

Inclement Weather or Other University Emergency

Important information about closings from the university will be sent the IU campus alert system. The instructor will post an announcement on Canvas or send an email to all class members if she/he is cancelling class.

Evaluation of Course

Consistent with the School and University policy, a formal evaluation of the course and its instructor will be completed at the end of the course.

Expectations for Writing

Effective practice of generalist social work requires excellent writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented as well as for the clarity of that presentation. All formal papers will be typed, double-spaced and paginated. In order to support professional expectations of utilizing evidence to inform practice at all levels, APA style is to be used to cite academic sources, including in-text references and bibliography. The formal APA manual and other guides to writing in APA style are available in the bookstore and are an expected part of the textbooks for the BSW program.

Students experiencing writing difficulties are advised to seek assistance at the University Campus Writing Center.

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.

Bibliography

- Basic Behavioral Science Task Force of the National Advisory of Mental Health Council. (1996). Basic behavioral science research for mental health: Sociocultural and environmental process. *American Psychologist*, 51(7), 722-731.
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- Chambers, R. (1995). *Rural development: Putting the last first*. Upper Saddle River, NJ: Prentice-Hall.
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