

ASU School of
Social Work
Arizona State University

Fall Semester: Aug 17, 2023-Dec 1, 2023

I. COURSE TITLE: SWU 432 icourse - Social Policy and Services

Instructor: Irene Burnton, Professor of Practice

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Office or Zoom: <https://asu.zoom.us/j/7540808103>

Office Hours: By appt - Mon 11:30-1:30, Tues 8:30-5

II. PROGRAM LEVEL: BSW

III. COURSE REQUIREMENTS:

- Credit: 3 Credits; Elective or Required: Required

IV. LAND ACKNOWLEDGEMENT

Land Acknowledgement: Arizona State University acknowledges, with respect, that its physical locations are within the ancestral homelands of those Native American tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O’odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O’odham peoples.

V. STATEMENT OF INCLUSION

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

VI. Course Catalog Description: Contemporary social, political, and economic issues. Special emphasis on poverty and inequality in the Southwest. Analysis and development of social welfare policies and programs.

WELCOME:

This may be your first online course. Please take the time to read this syllabus very carefully several times. Utilize the first week of classes to familiarize yourself with the course website. A guide to Canvas is available online to help you learn how to navigate the course website. Located in Module 0 “How to Navigate Canvas.”

Please pay careful attention to deadlines for all assignments. Do not hesitate to contact your instructor by email if you have any questions or concerns. The instructor will try to get back to you as quickly as possible.

IMPORTANT: When you e-mail, please put “SWU 432” or “432 Policy Class” in the subject heading so that the instructor will open your e-mail immediately.

STRATEGIES FOR EXCELLING IN THIS COURSE

Taking an online course is different from the traditional face-to-face course. While you may know that it is important to keep some things in mind.

- ✓ The class moves at a consistent pace, which means you must keep up with it each week. Frequently check on the due dates and use the syllabus to help you plan accordingly.
- ✓ Focus on the early weeks, if you do well on those assignments, you will have points to spare later in the semester. There is a great deal of individualized learning, but if you have questions, don't wait, email the instructor for clarification.
- ✓ Keep up with the reading, much of the course is based on that content. For most of the semester the reading is one chapter per week. That is intentional – we want you to learn and really absorb the important content. You will learn the material best by staying at that pace and not falling behind.

WRITING QUALITY

Because this is an online course, our primary mode of communication is through the written word. Grades are based on a combination of content and clarity, so be sure that your writing is clear and responds to the questions raised in the assignment. Please review all your written work for proper grammar, spelling, and word usage. Submit your work through Canvas.

TECHNICAL SUPPORT

IMPORTANT NOTE: Sometimes Canvas does not work well if you are using Internet Explorer as your browser. To avoid problems, particularly when you are watching videos or completing assignments, open the internet with a different browser such as Mozilla or Google Chrome. You can download either for free (see links below). <http://www.mozilla.com> or <https://www.google.com/intl/en/chrome/browser/>

If you have technical problems, click on the question mark icon (?) on the left-hand column in Canvas.

Click on the Weekly Modules tab in Canvas and you will find each week listed. When you click directly on each week, you will find the readings and assignments that are due that week.

VII. COURSE ENROLLMENT REQUIREMENTS

- Prerequisite(s): ECN 211 or SWU 181; POS 110, POS 310, or SWU 182; SWU 311 with C or better; SWU 312 with C or better; Corequisite(s): SWU 410; SWU 412; SWU 413 SWU 410, 412, 413; Co-requisites: SWU 414, 415
- Social Work BSW major

VIII. COURSE OVERVIEW

The purpose of this course is to familiarize students with the major social welfare policies and programs in the United States. Social welfare programs are examined within the context of the social problems they address. The course also explores the strengths and weaknesses of current government interventions. Special focus is given to social welfare policies and programs designed to alleviate poverty and promote social and economic justice. Students will also learn ways to influence the social welfare policy development process. The history and role of social workers in the formulation, implementation, and evaluation of social welfare policies is emphasized. The themes of poverty, racism, sexism, homophobia, and other forms of oppression are addressed. Attention is placed on diversity concerns related to populations of the Southwest.

IX. COMPETENCIES/LEARNING OUTCOMES

| EPAS Competencies | Observable Behaviors | Course Content and Assignments |
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| <p>Competency 1: <i>Demonstrate Ethical and Professional Behavior</i> 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.</p> | <p>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p> | <p>Reading: Ch 1 Social Welfare Policy & Underlying Values</p> <p>Course Content: Module 1: Introduction to Social Welfare</p> <p>Assignments: Paragraph on social values & “crash course” video Values</p> |
| <p>Competency 2: <i>Engage Diversity and Difference in Practice</i> Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social</p> | <p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro level.</p> | <p>Reading: Ch 3 Historical Foundations of Social Welfare; Ch 6 Social Justice & Civil Rights; Article on Social Empathy; Ch 7 Poverty</p> <p>Course Content: Module 2: Historical Background of Social Welfare Policies Module 5: Social Empathy Module 7 and 8: Social Justice and Civil Rights</p> |

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| <p>workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power</p> | | <p>Assignments: Bonus Army article (Module 2) Social Empathy Quiz (Module 5) Discussion on Voter Rights (Module 8) Discussion on Immigration/Indigenous Populations (Mod 14)</p> |
| <p>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 that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.</p> | <p>Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p> | <p>Reading: Ch 3 Conceptual Foundations of Soc Welfare Policy; Ch 7 Poverty & Economic Inequality; Ch 8 Economics; Ch 10 Aging; Ch 11 Children</p> <p>Course Content: Module 3: The context and theories of Social Welfare Policy Module 9: Understanding Poverty Module 10: The impact of the economy</p> <p>Assignments: Issue/Policy Assignments (Mod 4, 6 & 7); Reflection/Discussion on Voter Rights (Module 8) Budget worksheet and Discussion (Module 9) Inequality for All Movie & Assignment; Discussion on Disabilities & Aging (Mod 11), Education/Children (Mod 12), Immigration/Indigenous Pop (Mod 14)</p> |
| <p>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</p> | <p>Identify social policy at the local, state, and/or federal level that impacts well-being, service delivery, and access to social services.</p> | <p>Reading: Ch 4 Analyzing Soc Policies; Ch 5 Delivery of Soc Services, Ch 8 Economics; Ch 10 Aging; Ch 11 Children; Ch 12 Health Care Policy; Ch 13 International Comparisons; Ch 14 Policy Practice</p> <p>Course Content:</p> |

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| <p>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</p> | | <p>Module 4, : Policy Analysis Module 11: Social Insurance Module 12-14: Policies that impact Social Work Practice Module 14: Impact of Policy Practice</p> <p>Assignments: Issue-Policy Assignments: Problem Statement (Module 4) Policy paper (Module 7); Presentation (Modules 7-14) Social Security Discussion (Module 11); Children Discussion (Mod 12); Health/Mental Health Policy Discussion (Mod 13); Immigration/Indigenous Pop Discussion (Mod 14) Advocacy Organization Leaders (Module 15)</p> |
| <p>Competency 8: <i>Intervene with Individuals, Families, Groups, Organizations, and Communities</i> Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.</p> <p>Competency 10: Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across all practice levels and locations</p> | <p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</p> <p>Describe how families from various identity groups may be affected when members have mental health conditions, focusing on</p> | <p>Reading: Ch 5 Social Welfare Delivery Services; Ch 10 Aging; Ch 11 Children; Ch 12 Health Care Policy; Ch 13 International Comparisons.</p> <p>Course Content: Module 6: Delivery of Social Welfare Policies Module 15: Policy Advocacy</p> <p>Assignments: Issue-Policy Assignments; application of content in Discussion Posts on Modules</p> <p>Reading: Ch 14 Policy Practice, Ch 11 Children & Families.</p> <p>Course Content: Module 14: Indigenous Populations; Module 12:</p> |

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| | <p>families in the Southwest Define <i>culture, cultural competence, and health disparities</i> as they relate to people with mental health conditions who are of color, women, LGBTQI+, and/or members of other oppressed social identity groups, focusing on those in the Southwest Critique the use of what we refer to as <i>evidence-based practice</i> when working with people who are of color, women, LGBTQI+, and members of other oppressed social identity groups, focusing on those in the Southwest</p> | <p>Children & Families; Module 15: Policy Advocacy Assignments: Issue-Policy Assignments; application of content in Discussion Posts on Modules</p> |
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X. COURSE UNITS:

Introduction to Social Welfare Policy
Historical Background of Social Welfare and the Social Work Profession
Context and Theories of Social Welfare Policy
Policy Analysis
Applying Policy Analysis
Social Empathy
The Delivery of Social Welfare Services

Social Justice and Human Rights - Institutionalized Forms of Oppression
Defining Poverty – Providing for Economic Security
The Impact of the Economy
Social Insurance – The Social Security Program
Social Welfare Policies and Programs
Policy Practice

XI. KEY COURSE CONCEPTS:

Absolute poverty
Blaming the victim
Charity Organization
Civil rights
Feminization of Poverty
Income maintenance
Incrementalism
Institutional approach
Juvenilization of poverty

Official Poverty
Index/Threshold
Poor Laws
Public assistance
Rationalism
Relative poverty
Residual approach
Safety net programs
Settlement Movement

Social insurance
Social Security Act
Social welfare
Societies
Universal vs. selective services
Welfare reform
Worthy vs. unworthy poor

XII. ASU AND RELATED POLICIES

For information regarding course and college policies, please refer to the [Watts Course Policies link](https://links.asu.edu/watts-course-policies)
<https://links.asu.edu/watts-course-policies>

Students are responsible for reviewing and complying with all ASU policies.

COURSE OUTLINE

XIII. REQUIRED TEXTBOOK AND READINGS

Segal, E. A. (2020). *Social Welfare Policy and Social Programs: A Values Perspective*. (Enhanced 4th edition). Belmont, CA: Brooks/Cole Cengage Learning.

The required textbook for this course will be provisioned as an e-book. If you wish to take advantage of the e-book, no additional action is needed. Following the drop/add period, the cost of the book will be charged (approximately \$39.75, plus tax), will post to your student account under the header "Digital Integrated Course Mtrl" and your access will continue uninterrupted.

If you'd rather purchase the material from an alternate source, you may choose to opt out of the program by using this link: https://includedcp.follett.com/1230*. Enter your ASU e-mail address AS IT APPEARS IN THE ASU DIRECTORY (<http://asu.edu/directory>), then follow the instructions provided. Be aware that if you do opt-out, your access to the e-book will be discontinued.

TO ACCESS THE E-BOOK, CLICK ON THE BRYTEWAVE TOOL IN YOUR COURSE'S CANVAS SHELL. Please note: the eBook won't appear on your shelf until approximately 5 days prior to the start of classes. If you need assistance accessing the book or the opt-out portal, fill out the support request form: <https://forms.gle/uD4GhBxMoixnbwYx5>

XIV. COURSE SCHEDULE - PLAN OF INSTRUCTION

There are a variety of assignments that are imbedded in the weekly module. Detailed descriptions and total points that can be achieved for each assignment can be found in “Assignments” in Canvas and in the text of this syllabus. Note that assignments are generally due on Sundays by 11:59 pm. Please plan accordingly to ensure completion on time.

| PART I: UNDERSTANDING SOCIAL WELFARE | | |
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| Date | Content | Complete This Week |
| Module 0 & 1: INTRODUCTION | | |
| Assignments due by Sun Aug 20 11:59 pm | <ul style="list-style-type: none"> ▪ Module 0 includes: <ul style="list-style-type: none"> ○ Welcome ○ How to Navigate Canvas ○ Meet Your Instructor ○ Tips for Success ○ Question and Answer Forum ○ Intro of Instructor and Course ▪ Click on “Syllabus,” and review weekly Modules & Assignments ▪ Module 1 contents: <ul style="list-style-type: none"> ○ What is social welfare? ○ Why study social welfare? ○ Social Work values and beliefs | <ul style="list-style-type: none"> <input type="checkbox"/> Review Module 0 in Canvas <input type="checkbox"/> Read the Syllabus and Assignments. <input type="checkbox"/> Block out time every week to work on this course. <input type="checkbox"/> Put the due dates and assignments on your calendar with a reminder. <input type="checkbox"/> Submit personal introduction and issue-policy topic choice <input type="checkbox"/> Read: Textbook, Chapter 1 <input type="checkbox"/> NOTE members of your Issue/Policy Group in Canvas. <input type="checkbox"/> Watch videos & read content under Module 1 <input type="checkbox"/> Submit Paragraph on Competing Social Values and “Crash Course” video |
| Module 2: HISTORICAL BACKGROUND OF SOCIAL WELFARE AND THE SOCIAL WORK PROFESSION | | |
| Assignment due by Sun Aug 27 11:59 pm | <p>Topics:</p> <ul style="list-style-type: none"> ▪ Colonial Period - Elizabethan Poor Laws ▪ Industrialization ▪ Progressive Era: Settlement Houses & Charity Organization Societies ▪ New Deal Era ▪ Social Security Act ▪ War on Poverty ▪ Anti-poverty programs ▪ Current state of social welfare system | <ul style="list-style-type: none"> <input type="checkbox"/> Watch videos & read content under Module 2 <input type="checkbox"/> Read: Textbook, Chapter 2 <input type="checkbox"/> Watch the videos in Module 2 & the “Bonus Army.” Submit assignment |
| Module 3 THE CONTEXT AND THEORIES OF SOCIAL WELFARE POLICY | | |
| Assignment due by Sun Sept 3 11:59 pm | <p>Topics:</p> <ul style="list-style-type: none"> ▪ Ideologies, Theories and Paradigms of Social Welfare System ▪ Functions and roles of social welfare in society ▪ Cycles of History | <ul style="list-style-type: none"> <input type="checkbox"/> Watch videos & read content under Module 3 <input type="checkbox"/> Read: Textbook, Chapter 3 <input type="checkbox"/> Read a media article. Write answers to questions and submit |

| Module 4 POLICY ANALYSIS | | |
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| Assignments due by Sun Sept 10 11:59 pm | Topics: <ul style="list-style-type: none"> ▪ Identifying social problems ▪ Dynamics of Social Policy: Analyzing key policy components ▪ Analyzing policy implementation; How social policy is created ▪ Models of Social Policy Analysis and its application ▪ Assessing outcomes of policy decisions ▪ Social Policy Research/Sources for Data and Statistics | <ul style="list-style-type: none"> ▪ Watch videos & read content under Module 4 ▪ Read: Textbook, Chapter 4 ▪ Submit Issue-Policy Statement. |
| Module 5 SOCIAL EMPATHY | | |
| Assignment due by Sun Sept 17 11:59 pm | Topics: <ul style="list-style-type: none"> ▪ Social empathy is the paradigm social workers use with all clients ▪ Builds civility ▪ Promotes policies and programs that promote social justice ▪ Is more needed as society becomes more divided | <ul style="list-style-type: none"> <input type="checkbox"/> Watch videos & read content under Module 5 <input type="checkbox"/> Read: Article "Social Empathy: A Model Built on Empathy, Contextual Understanding, and Social Responsibility that Promotes Social Justice" <input type="checkbox"/> Complete quiz on social empathy |
| Module 6 THE DELIVERY OF SOCIAL WELFARE SERVICES | | |
| Assignments due by Sun Sept 24 11:59 pm | Topics: <ul style="list-style-type: none"> ▪ Professionalization of social work ▪ Providers of social welfare services ▪ Forms of assistance ▪ Invisibility of government services | <ul style="list-style-type: none"> <input type="checkbox"/> Watch videos & read content under Module 6 <input type="checkbox"/> Read: Textbook, Chapter 5 <input type="checkbox"/> <input type="checkbox"/> Submit Issue & Policy Research Analysis & Outline |

PART II: CRITICAL CONCERNS THAT AFFECT ALL AREAS OF SOCIAL WELFARE

Module 7

ISSUE-POLICY GROUPS & SOCIAL JUSTICE AND CIVIL RIGHTS, Part 1

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| Assignment due by Sun Oct 1 11:59 pm | Work with your Issue-Policy Group on paper, presentation & fact sheet. | <input type="checkbox"/> Submit Issue-Policy Social Media YouTube Video Post |
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SPRING BREAK MARCH 6-10

Module 8

SOCIAL JUSTICE AND CIVIL RIGHTS, Part II

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| Assignment due by Sun Oct 15 11:59 pm | Topics: <ul style="list-style-type: none"> ▪ Civil and social rights of: <ul style="list-style-type: none"> ▪ Women; BIPOC: African American, Latino & Native American populations ▪ LGBTQIA+ ▪ Immigrants & refugees rights ▪ Religious freedom ▪ Affirmative action ▪ Access to voting ▪ Observing power and oppression <input type="checkbox"/> Apply Critical Theory <input type="checkbox"/> Gender equality | <input type="checkbox"/> Read: Textbook, Chapter 6 <input type="checkbox"/> Watch videos & read content under Module 8 <input type="checkbox"/> Complete Quiz on Chapters 1-6 <input type="checkbox"/> Discussion Post on Supreme Court decisions & Peer Review |
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Module 9

UNDERSTANDING POVERTY

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| Assignment due by Sun Oct 22 11:59 pm | Topics: <ul style="list-style-type: none"> ▪ Measures of Poverty; Official definition of poverty/poverty line ▪ Numbers of people in poverty. ▪ Who are the poor: Women, Children, Race, Homeless ▪ Contributing factors to poverty ▪ Anti-poverty Policies & Programs | <input type="checkbox"/> Watch videos & read content under Module 9 <input type="checkbox"/> Read: Textbook, Chapter 7 <input checked="" type="checkbox"/> Complete & submit Budget worksheet & Prescreen PDF <input type="checkbox"/> Discussion Post on Budget assignment Reflection & Peer Review |
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Module 10

IMPACT OF THE ECONOMY

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| Assignment due by Sun Oct 29 11:59 pm | Topics: <ul style="list-style-type: none"> ▪ Income disparity in America ▪ Ideological differences between Social Work and Economics ▪ Key Economic Concepts & Factors ▪ The Multiplier Effect and Government Spending ▪ Unemployment ▪ Federal Budget & Budget Priorities ▪ Budgets, deficits, and debt ▪ Taxation ▪ Spending on social welfare services | <input type="checkbox"/> Watch videos & read content under Module 10 <input type="checkbox"/> Read: Textbook, Chapter 8 <input type="checkbox"/> Watch "Inequality for All" and submit assignment |
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PART III: KEY SOCIAL WELFARE POLICIES AND PROGRAMS

Module 11

SOCIAL INSURANCE AND POLICIES ON AGING

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| <p>Assignment due by Sun Nov 5 11:59 pm</p> | <ul style="list-style-type: none"> ▪ Social Security Act: Social Insurance and Public Assistance <ul style="list-style-type: none"> ○ Old Age, Survivors, Disability Insurance (aka FICA) ○ Importance and Limitations of Social Security Act ○ Social Security Trust Fund – changes to Social Security ○ Medicare ▪ Policies and programs affecting older people <ul style="list-style-type: none"> ○ Older Americans Act ○ Adult Protective Services ○ Age Discrimination ○ Retirement Security: Social Security, Pensions, Private Savings ○ Medicare/Medicaid ○ Long Term Care | <ul style="list-style-type: none"> <input type="checkbox"/> Watch videos & read content under Module 11 <input type="checkbox"/> Read: Textbook, Chapter 9 & 10 <input type="checkbox"/> Complete Reflection on Social Security Act <input type="checkbox"/> Discussion Post on Aging and People with Disabilities Social Media Videos Peer Review |
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Module 12

POLICIES AND PROGRAMS THAT IMPACT SOCIAL WORK PRACTICE – EDUCATION & CHILDREN

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| <p>Assignment due by Sun Nov 12 11:59 pm</p> | <ul style="list-style-type: none"> ▪ Policies/programs re: children/families <ul style="list-style-type: none"> ○ Child Welfare: History ○ TANF ○ Child Support Enforcement ○ Food/Nutrition ○ Medicaid/AHCCCS ○ Children’s Health Insurance Program/CHIP/KidsCare ○ Maternal Health/Title V ○ Child Protective Services/Foster Care and Adoption ○ Education/ Head Start ○ Children with disabilities | <ul style="list-style-type: none"> <input type="checkbox"/> Watch videos & read content under Module 12 <input type="checkbox"/> Read: Textbook, Chapters 11. <input type="checkbox"/> Complete Quiz on Chapters 6-10 <input type="checkbox"/> Discussion Post on Module & Social Media Peer Review |
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Module 13

POLICIES AND PROGRAMS THAT IMPACT SOCIAL WORK PRACTICE – HEALTH CARE/MENTAL HEALTH

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| <p>Assignment due by Sun Nov 19 11:59 pm</p> | <ul style="list-style-type: none"> ▪ Policies and programs related to health care <ul style="list-style-type: none"> ○ Medicare/Medicaid ○ COBRA ○ National Health Insurance ○ Prescription Drug Coverage ○ Affordable Care Act ○ Disability Insurance/SSI ○ Community Mental Health Centers ○ Comparing to other countries | <ul style="list-style-type: none"> <input type="checkbox"/> Watch videos & read content under Module 13 <input type="checkbox"/> Read: Textbook, Chapters 12 <input type="checkbox"/> Complete & Submit Reflection on Healthcare <input type="checkbox"/> Discussion Post Healthcare Social Media Videos & Peer Review |
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| PART III: BUILDING ON OUR KNOWLEDGE OF SOCIAL WELFARE POLICIES AND PROGRAMS | | |
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| Module 14 | | |
| IMPACT OF SOCIAL POLICY AND POLICY PRACTICE | | |
| Assignment due by Sun Nov 26 11:59 pm | <ul style="list-style-type: none"> ▪ Indigenous Populations ▪ Climate change ▪ International Comparisons <ul style="list-style-type: none"> ○ Immigrants and Refugees ○ Globalization ▪ Power of Social Welfare Policy to address racial and gender discrimination, secure retirement, public safety, and public education ▪ Influence of Advocacy Groups ▪ Power of Voting | <ul style="list-style-type: none"> <input type="checkbox"/> Watch videos & read content under Module 14 <input type="checkbox"/> Read: Textbook, Chapter 13 & 14 pp 383-397. <input type="checkbox"/> Work on final assignment <input type="checkbox"/> Complete Quiz on Chapters 11-13 <input type="checkbox"/> Discussion Post on Module 14 and Social Media Videos Peer Review <input type="checkbox"/> Submit course evaluation |
| Module 15 | | |
| POLICY ADVOCACY & FINAL EXAM | | |
| Assignment due by Sun Dec 3 11:59 pm | <ul style="list-style-type: none"> ▪ Ballot Initiatives ▪ Advocacy – Lobbying, Letter writing, Email, Phone calls ▪ Organized Letter Writing Campaigns ▪ In person meetings ▪ Town Halls/Community Meetings ▪ Social Action | <ul style="list-style-type: none"> <input type="checkbox"/> Watch videos & read content under Module 15 <input type="checkbox"/> Read: Textbook, Chapter 14 pp 397-end. <input type="checkbox"/> Complete Understanding Advocacy Leaders assignment |

SWU 432 iCOURSE ASSIGNMENTS BY CATEGORY

| ASSIGNMENT | FORMAT | DUE DATES | POINTS |
|---|--|--------------------|------------|
| Application of Content & Reflections (35% of grade) | Paragraph on social values & crash course video | Module 1 | 10 |
| | Historical videos & <i>Bonus Army</i> | Module 2 | 10 |
| | Media Article: SW Policy & Concept | Module 3 | 10 |
| | Budget Worksheet & Analysis | Module 9 | 15 |
| | Watch <i>Inequality for All</i> video and submit analysis | Module 10 | 15 |
| | Understanding Advocacy Leaders | Final | 10 |
| | | Sub-total | 70 |
| Application of course materials and discussion. (30% of grade) | Social Justice, Civil & Voter Rights Module Analysis & Social Media Videos Peer Review | Module 8 | 10 |
| | Budget worksheet reflection & Poverty Social Media Videos Peer Review | Module 9 | 10 |
| | Social Security Act Reflection | Module 11 | 5 |
| | Aging & People with Disabilities Social Media Video Peer Review | Module 11 | 5 |
| | Children & Education Module & Social Media Video Peer Review | Module 12 | 10 |
| | Healthcare Module Reflection | Module 13 | 5 |
| | Health/Mental Health Social Media Videos Peer Review | Module 13 | 5 |
| | Immigration and Indigenous Populations Module & Peer Feedback on Presentation | Module 14 | 10 |
| | | Sub-total | 60 |
| Policy Analysis (18% of grade) | Issue - Policy Statement | Module 4 | 10 |
| | Issue - Policy Research Analysis Outline & Reflection | Module 6 | 15 |
| | Issue - Policy Social Media YouTube Video | Module 7 | 10 |
| | Sub-total | Sub-total | 35 |
| Quizzes (18% of grade) | Social empathy quiz | Module 5 | 5 |
| | Quiz on Chapters 1-6 | Module 8 | 10 |
| | Quiz on Chapters 6-10 | Module 12 | 10 |
| | Quiz on Chapters 11-13 | Module 14 | 10 |
| | | Sub-total | 35 |
| | | Grand total | 200 |

SWU 432 ICOURSE - TIMELINE OF ASSIGNMENTS

| MODULE | ASSIGNMENT | READING | DUE DATE | POINTS |
|--------------------------------|---|----------------------|-----------------|---------------|
| 1 | Introduction & chose issue-policy topic area | Ch 1 | 8/20 | 0 |
| 1 | Paragraph on social values & crash course video | | 8/20 | 10 |
| 2 | Historical videos & "Bonus Army" | Ch 2 | 8/27 | 10 |
| 3 | Media article & social welfare concepts assignment | Ch 3 | 9/3 | 10 |
| 4 | Issue-Policy Statement | Ch 4 | 9/10 | 10 |
| 5 | Quiz on social empathy | Article | 9/17 | 5 |
| 6 | Issue-Policy Research Analysis Outline & Analysis | Ch 5 | 9/24 | 15 |
| 7 | Issue-Policy Social Media Video Post | | 10/1 | 10 |
| FALL BREAK October 7-10 | | | | |
| 8 | Watch Videos and Post on Voter Rights & Supreme Court decision social media post videos | Ch 6 | 10/15 | 10 |
| 8 | Quiz Chapters 1-6 | | 10/15 | 10 |
| 9 | Budget analysis assignment | | 10/22 | 15 |
| 9 | Post on Budget assignment, Module 9 & POVERTY social media videos | Ch 7 | 10/22 | 10 |
| 10 | Watch "Inequality for All" & Assignment | Ch 8 | 10/29 | 15 |
| 11 | Social Security Act Reflection | Ch 9 & 10 | 11/5 | 5 |
| 11 | Post on DISABILITY/AGING social media videos | Ch 9 & 10 | 11/5 | 5 |
| 12 | Quiz Chapters 6-10 | | 11/12 | 10 |
| 12 | Post on Module 12 & EDUCATION/CHILDREN Presentation | Ch 11 | 11/12 | 10 |
| 13 | Healthcare Module Reflection | Ch 12 | 11/19 | 5 |
| 13 | Post on HEALTH/MENTAL HEALTH social media videos | | 11/19 | 5 |
| 14 | Quiz Chapters 11-13 | Ch 13 | 11/26 | 10 |
| 14 | Post on Module 14 & IMMIGRATION/INDIGENEOUS social media post videos | | 11/26 | 10 |
| Final | Advocacy Organization Leaders | Ch 14 | 12/3 | 15 |
| | Total Points | | | 200 |

SWU 432 icourse Assignments – Detailed Descriptions

All Assignments are accessed in the “Assignments” link on the left column in Canvas and on the Module the week they are due. Click on the assignment to enable submission of your work. Make sure you review “how to submit” and grading rubric prior to submission.

Module 1

Module 1 – Introduction

Discussion Board Post by 11:59 pm Sun 8/20 (No points)

Introductions: Introduce yourself to the instructor and members of the class. We want to get to know you. Please answer the questions below and attach a photo or video. Include the following:

- Your name
- Where are you from?
- Are you in an internship? If so, where?
- What aspect of social work or social justice are you passionate about?
- What is something surprising about yourself?
- Anything else you want to share with the class!

Choose topic: Choose your preference for a topic to focus on for your issue-policy assignments.

How to Submit: Post your response to the question in the appropriate Discussion Board and respond to at least 2 other students’ posts.

Module 1 – Paragraph on Social Values

Submit assignment by 11:59 pm Sun 8/20 (Up to 10 points)

Purpose: The purpose of this assignment is to apply knowledge gained about competing social work values in Chapter 1 through a written analysis about how social work values compare and align with your values. Part 2 is to identify two “take-aways” learned from the video regarding the content of social policy courses.

Instructions

Part 1: Read chapter 1 of the text. This will help you to begin to understand what social welfare is and how it connects to what we do as social workers. On pages 15-20 of the text (and listed in Figure 1.3 on page 16) are twelve pairs of competing values. Look those over and think about how your own beliefs fit with each set of values.

Choose one pair of values from Figure 1.3 and in a paragraph of no more than 10 sentences, describe how you feel about this pair of competing social welfare values. Which value do you agree with? Why?

Part 2: In Module 1, watch the video "Crash Course on Social Policy." List and explain two items from the video you did not previously know.

How to Submit : Submit assignment as an attached word or PDF document to the corresponding assignment name in this week’s module on Canvas.

Rubric: See Canvas

Module 2

Module 2 – March of the Bonus Army and Historical Foundations video Reflection Submit by 11:59 pm Sun 8/27 (Up to 10 points)

Purpose: The purpose of this assignment is to understand the historical foundations of social welfare in American. Watch the videos to understand a particularly challenging time of transition in our history and apply what you learned about the videos and the “March of the Bonus Army” and from your reading in Chapter 2. The Discussion Post will expand your knowledge by learning and commenting on other students’ perspectives.

Instructions

Read Chapter 2 in the book. This will assist you to understand the historical foundations of social welfare policy in America and social welfare policy especially as it pertains to veterans.

Watch the films on the history of social welfare policies in the US and the “March of the Bonus Army.” After watching the videos, submit your answers to the following questions on Canvas:

1. Watch the “March of the Bonus Army.”
 - A. Define who the Bonus Army was and why they were given that name. Include what the Bonus Army was asking for.
 - B. How do you think the march by the veterans influenced acceptance of a larger role for the federal government and enactment of “New Deal” policies?
 - C. Why was it significant that there was not segregation between white and black soldiers?
 - D. Explain two (2) advocacy strategies undertaken by the Bonus Army that have been used during later social reforms and movements for the expansion of civil rights.
 - E. Explain one idea from the March of the Bonus Army video that you did not previously know. Why did that stand out for you?
2. Francis Perkins was a pioneer in the field of social work. Describe one policy change she was a catalyst for.
3. View the “*Legacy of the New Deal.*” List one legacy about the New Deal as described in the video. Write one or two sentences about why it is important
4. In 2-3 sentences, describe the “Great Society” or the “War on Poverty” and include one policy or program it created.
5. In the video *Black History is American History* Okalani Dawkins discusses why non-conventional Black stories need to be integrated into American history curriculum. Reflect on the video and your experience and in 2-3 sentences discuss how it expanded your knowledge.

How to Submit: Submit assignment as an attached word or PDF document to the corresponding assignment name in this week’s module on Canvas.

Rubric See Canvas

Module 3

Module 3 – Media Article Summary & Social Welfare Concept

Submit assignment by 11:59 pm Sun 9/3 (Up to 10 points)

Purpose - The purpose of this assignment is to read about a current event then discern its accuracy and to apply one of the concepts you learn about in Chapter 3 to the current event.

Instructions –

- **Review** the module's assigned reading and study Chapter 3.
- **Perform** an internet search for a recent (not older than 6 months) media article (not an editorial) published in a major news outlet (see attached Spectrum of News Sources and only use those marked including: such as the Arizona Republic, New York Times, Wall Street Journal, the Washington Post, Forbes, Reuters, ABC, NBC, CBS, AP, PBS, USA Today) that presents a social welfare policy issue that is also presented in the textbook.
- **Read** the article. and then complete the following.
 - **Include** an accurate hyperlink to the article or media story.
 - **Write** 5+ sentences that discuss what the social problem is in the media article and how it relates to social work.
 - **Identify** and name one social welfare concept (A social welfare concept is an ideology, theory or paradigm) from the textbook Chapter 3 and listed below that you can apply to the article.
 - **Write** 3-5 sentences in which you explain the ideology, theory or paradigm. Please appropriately cite your resource(s) including the textbook.
 - **Write** 5-10 sentences about how this concept you identified can help inform your understanding of the social problem or issue and/or policy as presented in the article.

Social Welfare Concepts:

| Ideologies | Theories | Paradigms |
|--|--|--|
| <ul style="list-style-type: none">• Cause & Function.• Blaming the Victim• Culture of Poverty & the underclass• Biological Determinism• Social Welfare Services as a Right | <ul style="list-style-type: none">• Industrialization & the Social Welfare System• Cycles of History• Social Control• Elite Power Theory• Economics as a Determinant of Social Welfare Policy• Critical Theory - balance of power and the impact of oppression• Post-industrialization & Globalization | <ul style="list-style-type: none">• Social Construction• Critical Analysis• Distributive Justice• Procedural Justice• Strengths-Based Model• Social Empathy |

How to Submit: Submit assignment as an attached word or PDF document to the corresponding assignment name in this week's module on Canvas. **Be sure to include the link to the article.**

Rubric: See canvas

Module 4

Module 4 –Issue and Policy Statement

Submit assignment by 11:59 pm Sun 9/10 (Up to 10 points)

Purpose: The purpose of this assignment is to utilize the broad topic area assigned and narrow it to a specific issue and policy. The issue and policy should be narrow enough to allow the student to identify scholarly research pertaining to it. Preferably the policy should have been enacted and have acquired a track record of implementation. The issue and policy should not be so narrow that there is insufficient research about the issue and/or application of the policy. The student may initially learn about a program pertaining to the issue. If that is the case, research the policy that created the program.

Instructions

Identify by the topic area you were assigned.

Read the chapter in your textbook the corresponds with your topic area. Use the textbook index to identify additional readings related to the topic area assigned as follows:

- Voter rights – Chapter 6
- Social Justice (women, LGBTQIA+, BIPOC, etc.) Chapter 6
- Poverty – Chapter 7
- Economic Inequality – Chapter 8
- Aging-Chapter 10 & 9
- People with Disabilities- Chapter 10 and referred to in Chap 9, 10 and 11
- Children & family issues (nutrition, health care, early childhood, etc.) Chapter 11
- Child welfare-Chapter 11
- Education – Chapter 11
- Health - Chapters 12
- Mental Health/Substance abuse - Chapters 12
- Immigration- Chapters 13, 6
- Indigenous Populations – Chapters 13, 6
- Environmental Justice/Climate change– Chapter 13, [Social Work Grand Challenges](#)

Determining an issue Identify an issue or social problem within the topic area that you would like to learn about using the textbook and additional peer-reviewed sources.

An issue or social problem is an undesirable condition that is generally recognized as a condition or behavior that needs to be addressed that impacts a sizable number of people. Generally, there is research on the negative consequences of not adequately addressing the problem. Often there are multiple ideas on how to address the issue where reasonable people disagree.

An issue indicates urgency and conveys the need to adopt a course of action to improve it. This course of action is sometimes a public policy. A policy is a term used for laws and regulations put forth by governing or legislative bodies.

Examples of how to narrow the topic area are:

- Voter rights/Social Justice: voting rights of Native Americans, LGBTQIA+ rights; violence against women; abortion issue, Title IX; law enforcement and Black Americans; racial discrimination/racism.

- Poverty/Economic Inequality: how does race affect poverty; causes of homelessness; working and still poor; disparity in income among women of color; when should the federal government intervene in the economy; taxation policy impact on economic injustice.
- Aging: abuse of the elderly in nursing homes; age discrimination in employment; poverty among the elderly; impact of Covid 19 on the elderly.
- Disabilities: education of children with disabilities; barriers disabled people face in employment; disabled veterans' access to mental health services.
- Children & family issues/child welfare/education: early childhood development; funding for public education; child care; impact of the juvenile justice system on youth; services for children who are abused and neglected; trans women and female sports.
- Health/Mental Health/substance abuse: low-income people's access to health care; access to mental health services; treatment of substance abuse/addiction.
- Immigration/Indigenous Populations/Environmental Justice young people who were brought here as children and do not have legal status; what services should the US provide for immigrants or refugees; historical trauma of Native Americans, impact of climate change on people in poverty and indigenous populations.

Determine a policy that has been enacted that pertains to the issue. Use the textbook and other scholarly research. Pages 109-118 in the textbook include resources for identifying policies.

You will generally identify a state or federal law. You may identify a program; in which case you will need to identify the state or federal law that enacted it. For example, Head Start is a program enacted by a law that was part of the War on Poverty. DACA is an Executive Order.

Examples of how to narrow the topic area are:

- Voter rights/Social Justice: voter suppression laws that present a barrier to voting; Civil Rights Act; hate crimes legislation; Supreme Court decision on abortion; Violence Against Women's Act; hate crimes legislation.
- Poverty/Economic Inequality: the impact of minimum wage laws on women of color; TANF; Earned Income Tax Credit; Minimum Wage; Section 8 Housing; Unemployment insurance
- Aging: social security/social insurance; Older Americans Act; Vulnerable Elder Rights Protection law; Medicare; Older Americans Act impact on protecting the elderly.
- Disabilities: IDEA Act; Americans with Disabilities Act.
- Child and family issues/Child welfare/education: ability of parents to access child care subsidies as part of TANF; how Head Start assists families; ICWA, Title IX and equality in education; Family First Prevention Services Act; child welfare laws (state and federal), foster care, adoption.
- Health/Mental Health/substance abuse: how does the Affordable Care Act expand coverage to low-income people; what is parity and how does it work, abortion laws, laws regarding substance abuse treatment and addiction.
- Immigration/Indigenous populations/Environmental justice: what is the current state of DACA; immigrants' access to government services; laws regarding immigration; ICWA, laws pertaining to Native Americans; climate change policies.

Write 2-3 paragraphs. In 3-5 sentences explain the issue or social problem you plan to research. Include appropriate citations. In 3-5 sentences explain policy you plan to research. Include appropriate citations.

How to Submit

Submit assignment as an attached word or PDF document to the corresponding assignment name in this week's module on Canvas.

Rubric

| Criteria of Excellence | Possible Points |
|---|------------------------|
| • Outlines a social problem or issue that narrows the assigned broader topic. | 4 |
| • Outlines one public policy that addresses the social problem or issue. | 4 |
| • Includes 3 appropriate citations (in addition to the textbook). Appropriate spelling, punctuation, and grammar. | 2 |
| Total | 10 |

Module 5

Module 5 –Social Empathy Quiz

Submit assignment by 11:59 pm Sun 9/17 (Up to 5 points)

Purpose: The purpose of this assignment is to apply the social empathy as you have learned in the video and readings and apply the “muscles” that you are building through the 3-tiered model discussed in the assigned article to a macro example of what policymakers face when creating social welfare policies.

Instructions

As discussed throughout this course, there are a number of theories underlying how policies are created, and how social values influence how policy decisions are made. One thing that should not be forgotten is that policies are created by human beings with their own sets of beliefs and experiences.

Understanding this can help us, as social workers, to understand the values underlying policy decisions as well as how to advocate for policies that are in the best interest of the individuals and communities we serve.

- Watch the video about social empathy with Dr. Elizabeth Segal (author of your textbook) in this week's Canvas Module.
- Read the article “Social Empathy: A Model Built on Empathy, Contextual Understanding, and Social Responsibility that Promotes Social Justice.” (See full citation under required readings).
- Reflecting on your reading and the assigned article, complete the quiz

How to Submit & Rubric: See Canvas.

MODULE 6

Module 6 Issue and Policy Research Analysis Outline & Reflection

Submit assignment by 11:59 pm Sun 9/24 (Up 15 points)

Purpose: The purpose of this assignment is to examine and analyze the issue and policy identified in the previous assignment and apply what you have learned about policy research and analysis through the course and the readings. This provides an understanding of how issues can become policies enacted by legislative bodies. Further it will allow students to perceive how policies become programs and affect

service delivery. This develops the understanding needed to advocate for effective policy practice that aids access to social welfare services

Instructions

Each student will complete a 2-page outline with a minimum of five (5) cited research sources related to the social problem/issue and policy chosen. The assignment is to create a research analysis outline rather than a research paper. Make sure you provide in-text citations.

Obtain approval from your instructor for the issue and policy you identified in the previous assignment. Consult with your instructor if after your research you may want to change to a different policy.

Read Chapter 4 paying close attending to the questions for a Critical Model for Social Welfare Policy Analysis. Review the examples in the chapter.

Include for following:

- A. **Background of the issue/social problem.** Think about the issue you chose. Refer to the questions in Box 4.3 in Chapter 4 under “social problem.” Utilize data or statistics and include appropriate in-text citations.
1. In 2 to 3 sentences define the social problem or issue.
 2. List 2-3 bullet points about the background and extent of the problem and how many people are impacted.
 3. List two (2) or more underlying causes of the problem.
 4. Refer to the conflicting value of personal failure versus system failure. In 2-3 sentences summarize whether this problem is a system failure or an individual failure and why. Identify who has the power to change the problem.
- B. **Policy analysis.** Think about what you read about this issue or social problem and the information in Chapter 4 of the textbook. Reflect on how could this problem be improved. What seems most difficult? Where should emphasis be placed? How have people tried to improve or regulate the problem or issue?
1. List two or more policies or programs that have been enacted or considered to address this social problem (not including the policy you identified in the previous assignment).
 2. In 2-3 sentences summarize the policy you identified.
 3. In 2 to 3 sentences summarize what the policy was supposed to do, the people it was supposed to serve, and, if applicable, identify one or more programs implemented as a result of the policy.
 4. In 2-3 bullets encapsulate the impact the policy has had on the issue or problem and the people it was supposed to serve. Include if the policy has reduced or lessened the problem.
- C. **Conclusion/Implications for social work:** After you have researched and analyzed the issue and corresponding policies, reflect on how this is important to social work. Think about what could be implemented to improve the social problem and/or policy.
1. In 2-3 sentences summarize why this social problem and policy are important for social work.
 2. List one or more recommendations you have regarding the issue you are addressing and/or how to improve or expand the policy.
- D. **References**
1. List 5 or more references that are cited in this assignment.

How to Submit: Submit assignment as an attached word or PDF document to the corresponding assignment name in this week's module on Canvas.

Rubric

| Criteria of Excellence | Possible Points |
|---|-----------------|
| <p>Writing Mechanics and Format</p> <ul style="list-style-type: none"> ✓ Information in the outline is appropriately cited. ✓ Lists 5 or more references which are cited in the outline. ✓ Information is well organized, including appropriate headings and numbered bullet points. ✓ Free of spelling, grammatical, punctuation, and word choice errors. ✓ Outline is 2-3 pages (Not including reference page) | 5 |
| <p>Background of the issue/social problem - includes:</p> <ul style="list-style-type: none"> ✓ Definition of the problem/issue ✓ Statistical information on the extent of the problem/issue ✓ Two (2) or more underlying causes of the problem/issue ✓ Summarizes system vs individual failure and who has the power to change the problem. | 4 |
| <p>Policy analysis</p> <ul style="list-style-type: none"> ✓ Lists of two or more or more policies or programs that have been enacted or considered to address the issue in addition to the policy chosen by student for this assignment. ✓ Summarizes policy identified. ✓ Identifies what the policy was supposed to do, people served, and a program developed. ✓ Identifies the actual impact the policy has had on the problem and/or people it was supposed to benefit. | 4 |
| <p>Conclusion/Implications for social work -</p> <ul style="list-style-type: none"> ✓ Identifies how the issue and/or policy is important to social work. ✓ List one or more recommendations how to improve or expand the policy. | 2 |
| Total | 15 |

MODULE 7

Module 7: Issue-Policy Social Media YouTube Video

Submit by 11:59 pm Sun 10/1 (Up to 10 points)

Purpose:

The purpose of this assignment is to develop a creative online social media video that informs the members of your class about the issue and policy outlined in previous assignments.

Instructions for Presentation

You will complete a social media video on the issue and policy you have been studying. Use the information and references you compiled in your research analysis outline, and additional resources to compile your video. You will submit a YouTube hyperlink URL on Canvas.

The instructor will embed the URL to your social media video in a Discussion Board. The class will watch your social media video and complete a peer review. The peer review along with the instructor's assessment will be your grade for this assignment.

Determine how to present your issue and policy. Imagine you are an influencer for the policy you outlined. Create a 2-3-minute video informing the students in the class why the policy is important and how it has impacted the social problem. Your post should be persuasive, compelling, informative, and creative. Stories about how the issue and/or policy has impacted real people can be compelling and persuasive.

Logistics of the social media post:

Your video should be 2 to 3 minutes (do not exceed 5 minutes). You will submit the video as a hyperlink to a YouTube. It is your responsibility to ensure the audio and video work and are accessible to the instructor and other members of the class.

Use your Research Analysis Outline as a guide for your social media video. The format may include the following:

- Introduce yourself.
- Present the issue/social problem. Refer to the textbook, other research, or stories about people affected to inform students about the problem and to generate enthusiasm and interest for the issue.
- Identify programs or policies that have been tried to improve the social problem
- Talk about the policy you outlined and provide the members of your class with enough information to understand the policy. Discuss the impact such as any changes it has made on the problem or for the people who were supposed to benefit.
- Describe why social workers should be concerned about this social problem and/or policy. You may want to highlight recommendations you have to change the policy or develop a different policy to improve the issue.
- Invite members of the class to share their insights and opinions.

How to Submit: Submit as your assignment on Canvas a URL to your social media video on YouTube. It is your responsibility to ensure the audio and video work and are accessible to the instructor and other members of the class.

Rubric

The instructor will embed your social media video in a Discussion Board. The instructor will determine your final grade utilizing student input and the following rubric:

| | |
|--|----------------|
| Influential/persuasive | up to 3 points |
| Informative, fact-based, well researched | up to 3 points |
| Creative | up to 2 points |
| Post is 2-3 minutes | up to 2 points |

NOTE: The video will be graded on content presented within 5 minutes. Should your video exceed 5 minutes, the content in the remaining time will not be graded.

MODULE 8

Module 8 – Quiz Chapters 1-6

Submit answers to questions on Canvas by 11:59 pm Sun 10/15 (Up to 10 points)

Instructions

The Quiz covers Chapters 1 through 6 in the textbook. There are 10 questions each worth 1 point. You will have 60 minutes to complete it. Read the chapters before you begin.

How to Submit

Submit answers through Canvas by 11:59 pm on the due date. You will have 60 minutes to complete it.

Rubric

Each question correctly answered is worth one point.

Module 8: Social Justice & Civil & Voter Rights Module Analysis & Discrimination Peer Feedback - Post due by 11:59 pm SUN 10/15 (Up to 10 points)

Each student will complete a post that includes two parts:

Part 1 Read the textbook and watch the videos on voter rights in Module 8 and respond to the prompts:

1. Watch *What Causes Voter Suppression and How Congress Can Stop it; How Voter Suppression Targets Students & Black People and Native Americans Confront Voting Challenges* and provide two (2) examples of laws that can disenfranchise or suppress votes.
2. Watch *Breaking down the Supreme Court's ruling ending affirmative action in college admissions*. In 2-3 sentences explain the Supreme Court decision. Do you agree more with Justice Roberts opinion or Justice Ketanji Brown Jackson's dissent. Explain why. Demonstrate understanding of the Supreme Court member's opinion in your response. (3-5 sentences)

- In your own words define the terms civil rights and social justice. Explain how the reading, videos and presentations enhanced your knowledge of civil rights, voter rights or social justice. Provide a citation from the text.

Part 2 Review this week's Social Media Videos and respond to prompts.

Module 9

Module 9 - Budget Worksheet

Assignment due by 11:59 pm Sun 10/22 (Up to 15 points)

Purpose The purpose of this assignment is to apply the knowledge you have learned in Chapter 7 to a parent with a young child to understand how poverty impacts working poor families.

Instructions

Read Chapter 7 then complete the assignment.

This exercise has four (4) parts:

- Part I is to complete a budget for the family described.
- In Part II you will answer four (4) questions about this family related to their income and expenses.
- Part III you go to the online source listed and determine programs the family may be eligible for (save your analysis as a PDF document and attach to this assignment)
- Part IV you will reflect on the questions posed in the Discussion Post.**

Part 1: Budget Chart (Up to 5 points)

Directions: Read the chart below. Use reliable sources to estimate the average monthly cost for the items listed on the chart. The family includes two (2) individuals, one 28-year-old biological parent and one 3-year-old almost potty-trained child. They live in Phoenix Arizona in zip code 85017. The parent works full-time outside the home and will need to rely on full-time care for his/her child as they do not have relatives or friends in the vicinity.

Please provide a link to the site where the information was obtained in the column "C" marked "Link for source of information." List any additional information you used to calculate amount or assumptions you made under the link. Points will be deducted if you use an inaccurate source of information. (For example, do not use an ad. If you use a proprietary source, check the information to make sure it is accurate. You may need to call the source). Calculate the family's monthly expense in Column "B."

| A. Monthly Expenses | B. Estimated MONTHLY Expense | C. Internet link for information source | D. Additional Information <i>One 28 yr. old adult, one 3 yr. old child, 85017, use 2022 or 2023 data</i> |
|--|-------------------------------------|---|--|
| 1. Housing | \$ | | Rent for 1-bedroom apartment, Phoenix AZ 85017, utilities not included |
| 2. Health care (ACA coverage, Bronze plan, no | \$ | Go to: https://www.healthcare.gov/small-businesses/shop-rates/arizona/ | Select Bronze plan. |

| | | | |
|-------------------------------|-----------|---|---|
| subsidy, for parent only)) | | | |
| 3. Transportation (uses bus) | \$ | | Local 31-day bus pass Valley Metro. No promotions, no employer discount. |
| 4. Child care | \$ | Please list link here: (Make sure you calculate the MONTHLY cost) | Full time, licensed center based or certified in-home care. Child is 3, almost potty trained, needs 5 days/week full day. |
| 5. Food | \$ | | |
| 6. Cell phone | \$ | | T-mobile, 1 line. No promotional offers. |
| 7. Internet | \$ | | CenturyLink with unlimited data, no contract and no bundling required. 60Mbps |
| 8. Miscellaneous | \$ | | Entertainment, clothing, personal care, school supplies, etc. |
| Total Monthly Expenses | \$ | | |

Part 2 Questions/Observations: (Up to 5 points)

Answer the following questions:

- Research the current minimum wage amount \$ ___ per hour.
List the annual income for a person working full time 40 hour per week minimum wage job in Phoenix AZ \$ _____
- How much is the annual wage monthly? _____
- List the total monthly expenses you calculated in the chart you completed and highlighted at the bottom of column B \$ _____.
Compare the monthly amount the family earns (listed in #2) with their monthly expenses. List the gap or surplus: \$ _____
- If you were this family what are three (3) realistic actions you might undertake to try to balance your monthly budget? Estimate how much money this action might save per month.
 - List action you would try:
Monthly amount you estimate this action would save: \$ _____
 - List action you would try:
Monthly amount you estimate this action would save: \$ _____
 - List action you would try:
Monthly amount you estimate this action would save: \$ _____
- In 3 or more sentences, reflect on your mental health (for example stress, anxiety) about living under these conditions.

Part 3: Prescreen (Up to 5 points)

Complete the AZ Self Help prescreen and submit your completed document as a PDF, use: <http://www.arizonaselfhelp.org/prescreen/> using the following information: (attach PDF)

- Parent and child live in zip code 85017
- Parent and child are US Citizens
- Parent and child share food, neither have a disability and no one attends college.
- Parent is 28 years old and not pregnant.
- Family receives no child support.
- Cost for child care (use #4 in your chart above)
- Parent is paid 2x/month; Parent receives no tips or health benefits.
- Pay per pay period (See your answer in Part 2 question #2, divide in half)
- Family rents an apartment or house. For rent amount (use answer #1 from chart above)
- Utilities cost \$0 (included in rent)
- Family has \$200 in the bank (cash on hand)
- Family has no investments

When completed go to where it says, “Print this page.” Under printer choose to “save as PDF.” In the file name please keep the file name as is but **add your name to the beginning of the file name**. Save the document as a PDF and submit with this assignment. Analyze the prescreen by listing the food, child care, health care and housing benefits this family may be eligible to receive.

| Social Service Benefit | Is this family likely to be eligible? |
|--|--|
| 1. SNAP (Food stamps) | |
| 2. WIC | |
| 3. Child Care Assistance | |
| 4. Head Start | |
| 5. TANF | |
| 6. List any health care options the family might be able to receive | |
| 7. List any tax credits the family might be eligible for when they file their taxes: | |
| 8. Federal housing assistance – Sec 8 | |
| 9. Low-income Energy Assistance Program (LIHEAP) | |
| 10. Low Income Rate Payor Assistance (LIRA) | |
| Other | |

How to Submit

Cut and paste the assignment as a Word doc. Write your answers in the chart or below the question. Save your document and the PDF from the prescreen. Submit the assignment as an attached word or PDF documents to the corresponding assignment name in this week’s module on Canvas.

Rubric on Canvas

Module 9: Budget assignment reflection & Poverty Social Media Video Discussion Board Post due by 11:59 pm SUN 10/22 (Up to 10 points)

See Instructions in Canvas

Module 10

Module 10 – Inequality for All Video Assignment Post by 11:59 pm Sun 10/29 (Up to 15 points)

Purpose

Changes in the economic system have played a crucial role in influencing social welfare policy. For example, the Social Security Act was passed in response to the most significant economic downturn in US history. Economics is “the science of the production and distribution of wealth.” Social workers learn about economics to understand the impact of public funds on government spending and programs; employment/unemployment and taxes. Social welfare programs are often based on individual and social economic conditions and include unemployment insurance, minimum wages, and Earned Income Tax Credit.

The federal budget contains the funding for the majority of all social welfare programs in the US. A budget deficit can result in reduction or elimination of critical programs. The federal budget prioritizes what congressional leaders and the president consider important. Spending on social programs is greatly influenced by the values of elected leaders. Laws governing taxation reflect the perspectives of policymakers and can result in changes in the economic parity in our society.

The purpose of this assignment is to understand and apply knowledge about economic policies and the impact of these decisions on income inequality in the US.

Instructions

Read Chapter 8 then watch the video Inequality for All. In the video, Robert Reich asserts, “There’s no way you can sustain the economy over the long-term without a strong, vibrant and growing middle class. Can’t be done.” He uses as examples policies that were in place between 1947 and 1977.

Please select one policy from this list:

- Raise the minimum wage and/or require employers to pay a living wage.
- Enlarge the earned income tax credit.
- Support efforts to unionize workers.
- Increase state support for public universities so tuition is reduced to the affordable levels of the 1950s and 1960s (typically \$0 – \$500 per semester).
- Provide funding for early childhood education.
- Ensure that all K-12 schools offer world-class education regardless of their students’ family incomes.
- Institute the so-called “Buffett Rule” so that those who earn over \$1 million annually (even from capital gains) pay at least the same tax rate as middle class families.
- Enact campaign finance reforms that would place caps on campaign donation amounts and disallow corporations to take tax deductions for the cost of lobbyists.

Please write your responses to the questions below:

1. List the policy you chose and provide a summary of this policy as discussed in the film.

2. Explain how this policy could assist in addressing the income inequality gap.
3. How would you describe the disconnect between American values and the reality that most Americans live? Are you seeing glimpses of social change?
4. What do you think most Americans **don't** realize about income inequality? What difference do you think it would make if they did have this information?
5. How did this film open your eyes to a new way of viewing this policy and/or what did you learn that you did not know about this policy? Include a specific example from the film.

See Canvas for Rubric

How to Submit:

Submit as Word or PDF document on Canvas.

Module 11

Module 11: Social Insurance Module Analysis Reflection

SUN 11/5 by 11:59 pm (Up to 5 points) See Instructions in Canvas

Module 11: Aging or Disabilities Peer Review Discussion Board Post

SUN 11/5 by 11:59 pm (Up to 5 points) See Instructions in Canvas

Module 12

Module 12 – Quiz Chapters 6-10

Submit answers to questions on Canvas by 11:59 pm Sun 11/12 (Up to 10 points)

Instructions

The Quiz covers Chapters 6 through 10 in the textbook. There are 10 questions each worth 1 point. You will have 60 minutes to complete it. Read the chapters before you begin.

How to Submit

Submit answers through Canvas by 11:59 pm on the due date. You will have 60 minutes to complete it.

Rubric

Each question correctly answered is worth one point.

**Module 12: Education/Children Discussion Board
Post due by 11:59 pm SUN 11/12 (Up to 10 points)**

Each student completes an individual post that has 2 parts:

Part 1: Examine the learning materials in this module (Chapter 11, PowerPoints, videos, etc.) and write a post that addresses the following:

1. Using findings by Dr. Bruce Perry ("Why Is Childhood Development Important") and in 3-4 sentences explain how safe and stable relationships in early childhood can be a buffer against problems later in life, such as substance abuse addiction.
2. According to Arizona's early childhood organization, First Things First, list 2 or more ways that high quality early education can benefit children and communities.
3. Describe one or more findings of the National Academy of Sciences or ProPublica report on racial disparities in Arizona's child welfare system.
4. Based on what you learned in this Module and your reading, write one recommendation you would make as a professional social worker, to the Director of DCS to improve racial disparities in the child welfare organization.

Part 2 Respond to this week's Social Media Videos

Module 13

Module 13: Health Care Policy Module Reflection

Due by 11:59 pm SUN 11/19 (Up to 5 points)

Examine the learning materials in this module (Chapter 12, PowerPoints, videos, etc.) and write a post that addresses the following.

1. In 2 or more sentences explain the Medicaid and Medicare programs and what the differences are between them. Provide a citation from the text with the page number.
2. Based on what you viewed in the video "Denver is Sending Social Workers Instead of Cops to Some 911 Calls" do you think programs like the STAR program and CAHOOTS can make a difference in community mental health? Why or why not?
3. Explain one of the recommendations outlined in the article "Here are Ways the Tempe Task Force Wants to Reform the Police" and why you agree or disagree with the recommendation.
4. Reflect on the issue and policy you studied and any programs that have been created as a result. Thinking about what you have learned in this course, explain why you think social workers learn about social welfare policies. (at least 5 sentences)

Module 13: Health/Mental Health Peer Review Discussion Board Post due by 11:59 pm SUN 11/19 (Up to 5 points)

See Instructions in Canvas

Module 14

Module 14 – Quiz Chapters 11-13

Submit answers to questions on Canvas by 11:59 pm Sun 11/26 (Up to 10 points)

See Instructions in Canvas

Module 14: Immigration or Indigenous Populations issues Discussion Board

Post due by 11:59 pm SUN 11/26 (Up to 10 points)

Each student completes an individual post that has 2 parts

Part 1: Examine the learning materials in this module (Chapter 13, PowerPoints, videos, etc.) and write a post that addresses the following.

1. How was the Doctrine of Discovery used to justify westward expansion in the 1840s into the territory of Texas then owned by Mexico? How do you think the philosophy of the Doctrine and "manifest destiny" influences Indigenous Populations in the US today?
2. Describe one outcome of the Mexican American War? In 2 or more sentences explain one reason why you think there has been historical conflict over immigration from Mexico into the US.
3. What is the impact of the June 2020 Supreme Court decision on DACA?

Part 2 Respond to this week's Social Media Videos

Module 15 - Final

Module 15: Understanding Advocacy Leaders

Assignment due by 11:59 pm Sun 12/3 (Up to 10 points)

Purpose

The purpose of this assignment is to understand the role of advocacy leaders and advocacy organizations in policymaking. The most powerful way to conduct policy practice is to participate in the political system. There are several ways to do this including voting, running for office, litigation, legislative advocacy and more. Advocacy leaders and groups can provide a visible and credible voice for social justice issues. The endorsement of an established and respected advocacy leader or group can legitimize an issue in public opinion and sway policymakers' decision. One example is the American Association of Retired People's (AARP) that hold tremendous influence on issues related to senior citizens. Advocacy organizations organize groups and individuals to promote passage or defeat of legislation and other policies.

Instructions

Review the module's learning materials.

Read the textbook pages 389-403.

Identify a historical or current leader in social policy advocacy. Try to choose someone who works on an issue you feel passionate about. **If you cannot contact someone from the list above, you can use an advocate from [YouTube](#).** Make sure you include the link to the YouTube.

Research the person you identified and their contribution to social policy advocacy.

Respond to the following (make sure you provide citations):

1. **List the person's name.** Briefly describe what they are known for. Provide a link if they are associated with a website.

2. **Advanced Social Policies/Programs:** Describe how this person has contributed to the advancement of social policies or programs. Be specific about the policy or program they have advanced. Use examples from what you have learned in this course and from your research.
3. **Advocacy Strategies:** Discuss at least two (2) ways this person has advocated for policy change. Include a description of how they advocated for change and why you think that is important. Examples: founded an organization that advocates for a cause; working to change a law or policy through lobbying, protests or picketing; serving as an elected or appointed official; taking an issue to court; publishing important research; writing a book or article; teaching, etc. Use what you read in the textbook pp 389-403 and your research.
4. **Lives Social Work Values:** Review the [NASW Code of Ethics 6 Values](#). Describe how the person you chose exemplifies two NASW social work values. List the value and describe how you perceive this person's actions to demonstrate this value.
5. **Role Model:** Describe how you might like to incorporate qualities of this person into your life or career.

Use citations for your answers.

How to Submit

Submit assignment as an attached word or PDF document to the corresponding assignment name in this week's module on Canvas.

Rubric see Canvas

XV. ASSIGNMENTS AND EVALUATIVE PROCEDURES

- There are a variety of assignments, all worth a total of 200 points. Note the scale under *Course Grading Guidelines* the highest grade you can get is an A+ with 200 points.
- Assignments are imbedded in the weekly module and also accessible by clicking on “Assignments” on the left-hand column in Canvas. Detailed descriptions and total points that can be achieved for each assignment can be found in “Assignments” in Canvas and in the text of this syllabus.
- **Make sure you note the due dates for all assignments.** Most assignments are due on Sundays at 11:59 pm. Posts on presentations are noted in the syllabus and on Canvas. Please plan accordingly to ensure completion on time. Assignments will not be available after the closing date. You are expected to regularly check Canvas for announcements, emails, and any changes to the course.
- All assignments are to be turned in via Canvas. If you have technical problems loading an assignment, contact the help on the left column of Canvas immediately. If technical difficulties prevent you from submitting your assignment on time, **please let the instructor know BEFORE it is due**. The instructor will provide retake opportunities if there is a technical problem and you have notified the instructor prior to the due date. We will not provide retake or resubmission opportunities if you wait to notify us of the technical problem.
- **Late submissions will not be accepted unless:** (1) an extension was granted by the professor in advance of the due date; or (2) documentation of an unforeseeable excused absence (as assessed in the professor’s sole discretion) is provided. The instructor reserves the right to accept a late assignment for good cause. Grades will be lowered on late papers or assignments by 10% for each day late. Assignments will not be accepted beyond 5 days after the due date.
- **Grading rubrics** for all assignments are available on Canvas. Please note the rubric before you submit an assignment.
- Make sure to proofread your papers before submitting any assignment. All assignments must be written at a professional level (as determined by the rubric and/or instructor’s judgment). Wikipedia and other similar sites are **NOT** appropriate sources for assignments. The instructor reserves the right to hand back all assignments not at that level, students will be asked to revise and make the necessary corrections. Students may refer to the writing center. If a writing center referral is made the student is expected to go to the writing center and demonstrate improvement in their writing. If an assignment is handed back due to writing, the final grade will be reduced by 10% and student must turn in the assignment at the date indicated by the instructor.

Course Grading Guidelines

Each assignment is worth a specific number of points. The final grade in the class will be calculated by adding all the points received throughout the semester and the total points you receive will correspond to your final grade according to the following scale:

| | | | |
|----|---|---------------|------------------|
| A+ | - | 100% | 200 points |
| A | - | <100% to 95% | 190 -199 points |
| A- | - | <95% to 90% | 180 -189 points |
| B+ | - | <90% to 87% | 174 -179 points |
| B | - | <87% to 83.5% | 167 -173 points |
| B- | - | <83.5% to 80% | 160 -166 points |
| C+ | - | <80% to 77% | 154 – 159 points |
| C | - | <77% to 72% | 144 – 153 points |
| D | - | <72% to 60% | 120 – 143 points |
| E | - | <60% | 119 and below |

XVI. GRADING

Meaning of BSW Grades (*SSW Policy 312*)

An **"A+"** grade at the undergraduate level means that a student is doing exceptional work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an "A+" grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An **"A"** grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an "A" grade a student must go well above and beyond the basic expectations for the course.

An **"A-"** grade at the undergraduate level means that a student is doing **excellent** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), hands in all of the course assignments and in the majority of coursework, demonstrates a thorough grasp of the material. To receive an "A-" grade a student must go above and beyond the basic expectations for the course.

A **"B+"** grade at the undergraduate level means that a student is doing **well above average** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments and demonstrates a strong grasp of the material.

A **"B"** grade at the undergraduate level means that a student is doing **above average** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A **"B-"** grade at the undergraduate level means that a student is doing **slightly above average** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments and demonstrates understanding of the material.

A **"C+"** grade at the undergraduate level means that a student is **doing at least satisfactory** work, and meeting more than the minimum requirements for the course. The student misses several classes (for online students, they do not frequently check course announcements and/or course messages; students do not reach out to their instructor with any questions or inquiries for points of clarity), does not hand in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A **"C"** grade at the undergraduate level means that a student is doing **at least satisfactory**

work, and meeting the minimum requirements for the course. The student misses several classes regularly (for online students, they do not frequently check course announcements and/or course messages; students do not reach out to their instructor with any questions or inquiries for points of clarity), hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “**D**” or “**E**” at the undergraduate level means that a student is doing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

An “**EN**” (Failing never participated) grade at the undergraduate level means that a student is failing the course as a result of not participating or turning in assignments

An “**EU**” (Failing did not complete) grade at the undergraduate level means that a student did some work in the course, but is failing as a result of not completing all of the course assignments

An “**I**” (Incomplete) grade at the undergraduate level is given by the course instructor when a student is otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond their control. Students are required to arrange with the instructor for the completion of the course requirements. The arrangement is recorded on the Request for Grade of Incomplete form. Students do not re-register or pay fees to complete the course. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of “**I**” is recorded. When the student completes the course, the instructor must submit an online grade change request. If a student receives an “**I**” in an undergraduate course the grade will be automatically changed to a failing grade “**E**” if the student does not complete the course within one calendar year. Marks of “**I**” are changed to a grade of “**E**” (0.00) for purposes of evaluating graduation requirements for undergraduate students.

A “**NR**” (No Report) grade simply means that a grade has not yet been reported. Once final grade processing takes place for the semester, most classes will have an actual grade posted instead of the “**NR**”. If an “**NR**” grade appears for a course in a prior semester, students should contact the instructor of the course to find out why a final grade was not recorded.

A “**W**” (Withdrawal) means that a student withdrew from a class after the first week of school; students receive a mark of “**W**” on their transcript and earn no credit or grade for withdrawn classes.

A “**Y**” (Satisfactory) grade is generally used as a grade for successfully completed internships, projects, readings and conferences, research, seminars, theses, dissertations, and workshops. Students earn hours for a “**Y**” grade, but the grade is not used for computing their GPA.

An “**XE**” (Academic Dishonesty) grade denotes failure due to academic dishonesty and is treated the same as an “**E**” for the purposes of GPA, course repeatability, and academic standing determination. A student may not avoid any penalty for academic dishonesty by withdrawing from a course. A student may be reinstated to a course to receive a penalty of a reduced or failing grade or XE. The grade of XE may only be assigned in accordance with ASU's Student Academic Integrity Policy, and not as part of the normal end of the semester grading process.

XVII. COURSE POLICIES (INSTRUCTOR SPECIFIC)

Computer Requirements

- Computer System: Windows or Apple desktop or laptop computer manufactured within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU’s online courses.

- Operating System: Windows-based computers should be running the most recent version of Windows. Apple computers must be running a recent version of macOS. For operating systems recently released (the last few months), consider maintaining the next most recent release for a few months until bugs in the OS have been addressed.
- Required Software: [Microsoft Office 365](#) (available for all students at ASU); [Adobe Acrobat Reader DC](#) (free)
- Web Browser: Use a recent version of Firefox or Chrome. Students are also advised to have both browsers installed on their computer.
- Internet Connection: Courses are best viewed with high-speed internet and a reliable internet connection.
- Speakers and a microphone: Built-in, USB plug-in, or wireless Bluetooth. A headset with microphone is recommended for privacy and clarity of audio.
- Webcam: Built-in or USB plug-in

Detailed Requirements by Application:

- [Canvas LMS computer requirements](#)
- [Zoom computer requirements](#) {delete if not relevant}
- [Respondus LockDown Browser computer requirements](#) (if used in course) {delete if not relevant}
- [Honorlock system requirements](#) (if used in course) {delete if not relevant}

Need Help? Students needing help with technical issues can contact a 24/7 live chat service at contact.asu.edu or [My ASU Service Center](#) for help.

Due Dates, Late, or Missed Assignments

Written assignments are to be submitted on the due date by the times specified (Arizona Time, which is always Mountain Standard Time since Arizona does not observe Daylight Savings Time). Late submissions will not be accepted unless an extension was granted by the instructor in advance of the due date. The instructor reserves the right to accept a late assignment for good cause (even if that cause does not rise to the level of warranting an unforeseeable excused absence) by a date agreed to by the instructor and student. Work submitted late for other reasons will be penalized 10% for each day late. Work may not be submitted after it is 5 days late unless agreed to in writing by the instructor.

Accommodations for Disaster, Military, Religious, and University Activities

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Accommodation for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor (instructional team member) with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Participation.

Active participation by reviewing all learning materials in course modules, completing the readings and interacting with other students in Groups and on Discussion Posts is a requirement of this course and will enrich the learning experience and add to the educational experience for all students.

Drop and Add Dates/Withdrawals

This course adheres to a schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Per the [University Policy for Student Appeal Procedures on Grades](#), grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the School Director's official designee, which may include the School's Academic Grievance Officer or the Associate Director of the School.

Workload Expectations

The Arizona Board of Regents, the governing board for ASU, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit." Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). This translates to 9 hours per week for classes that meet over a 15 week-semester.

You can expect to engage in various activities throughout the course. To help you manage the workload expectations, below is a general expectation of the percentage of time spent on various course activities:

- Reading or watching videos and writing a paper = 35%
- Reading or watching videos (including student submissions) and engaging in discussions = 30%
- Researching and analyzing a policy, including creating a video to explain it = 18%
- Quizzes = 18%

Quizzes

To help ensure that students keep current with assigned readings, students are required to take four (4) quizzes. These quizzes will help test students' knowledge of the material assigned in each chapter of the textbook or course module. Quizzes contain both true/false and multiple-choice questions. Collectively, the quizzes will count towards 18% of the final grade in the course. Students will need to use Respondus Lockdown Browser in order to access the quizzes. Although quizzes are "open-book"—meaning that students may refer to their textbook, the online lectures, articles, and notes while taking the quizzes, students are forewarned that all quizzes are timed. The time limits will prevent students from looking up material to help them answer too many questions, so students need to know the material well before taking the quizzes. And even though these quizzes are "open book," students may not confer in any way—electronically, by phone, or in person—with anyone else while taking any quiz.

Discussion Boards

Discussion Boards are posted as assignments in this course. Most of them require you to read the assignment from the textbook, watch the videos in the Module and respond to the prompts. Your response should demonstrate your understanding of the learning materials. It is recommended you use appropriate citations.

Some Discussion posts will also have your review and comment on other student's videos. Most Discussion posts also require you to respond to one or two of your peers. Your responses should be

thorough, professional and demonstrate you reviewed and understood the learning materials and videos.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving sanctions that include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of 'E'), course failure due to academic dishonesty (indicated on the transcript as a grade of 'XE'), loss of registration privileges, disqualification, suspension, and dismissal from the university. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at: <http://provost.asu.edu/academicintegrity>. Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

Electronic Review of Written Submissions

To ensure compliance with academic integrity policies, written submissions will be submitted to Turnitin, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database. Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. However, ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#).

Generative AI

Generative Artificial Intelligence (GenAI) is a form of artificial intelligence that can create audio, images, text, video, 3D models and other content. GenAI programs are not a replacement for human creativity, originality, and critical thinking. GenAI techniques may result in potential ethical implications. Scholarly work must be the student's own, and not present others' ideas, data, words or other material without adequate citation and not breach [academic integrity](#) and plagiarism standards. Students should be cautious of incorrect or inaccurate information, as well as bias. GenAI is a relatively new technology and there are not clear guidelines established in academia.

During this course, GenAI may be used to help you learn. That includes using it to help you understand challenging passages in assigned readings or to build preliminary foundational knowledge to help you understand more difficult concepts. **GenAI may NOT be used to complete your assignments for you.**

- If you use GenAI in any part of your responses or assignments during this course, use the following footnote - be aware of the second line which states that you have reviewed and edited the content and take ultimate responsibility for the accuracy of the information.
"The author [that is you the student] generated this text in part with GPT-3, OpenAI's large-scale language-generation model. Upon generating draft ideas, the author researched, reviewed, edited, and revised it and takes ultimate responsibility for the content."
- You must cite all the content that is based on AI. Examples of citing AI language models are available at the [ASU Library \(https://libguides.asu.edu/c.php?g=1311696&p=9700102\)](https://libguides.asu.edu/c.php?g=1311696&p=9700102).

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The*

[Bluebook: A Uniform System of Citation](#) in all papers.

Writing Quality

Because this is an online course, our primary mode of communication is through the written word. Grades are based on a combination of content and clarity, so be sure that your writing is clear and responds to the questions raised in the assignment. Please review all your written work for proper grammar, spelling and word usage. Submit your work through Canvas.

Writing Center

Writing support is available to undergraduate and graduate students. The professional tutor holds regular office hours to meet with students who schedule appointments and those who need walk-in assistance. The writing center additionally provides support to online students. You may schedule a virtual appointment with a tutor and request additional support. <https://tutoring.asu.edu/student-services/online-writing-tutoring>

Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on grounds of suspected copyright infringement.

All course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content.

Course Conduct

It is expected that students consistently behave in a professional and respectful manner toward fellow students as well as the instruction. This should be reflected in students' writing, Discussion Board Posts, videos, and email or phone communication or correspondence.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://asu.instructure.com/>

- To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.
- If you do have technical problems, the most efficient way to get help is to call 1-855-ASU-5080 (the ASU technology helpline) or click on the Help link in Canvas.
- IMPORTANT NOTE: Sometimes Canvas does not work well if you are using Internet Explorer as your browser. In order to avoid problems, particularly when you are watching videos or completing assignments, open the internet with a different browser such as Mozilla or Google Chrome. You can download either for free (see links below). <http://www.mozilla.com> or <https://www.google.com/intl/en/chrome/browser/>

Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are

expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to your ASU email account. Please ensure Canvas notifications are being sent to your email.*

Communication

The best communication with the instructor outside of class time is by email. Emails will generally be responded to within 48 hours, however, emails sent on Fridays may not be responded to until Monday. Correspondence sent over the weekend will be replied to Monday or Tuesday. It is expected that students read through all assignment descriptions at the start of the course and bring up questions sooner rather than later. The instructor strives for a high level of support for all students, while also expecting students to take charge of their learning experience and being attentive to course expectations and requirements.

Email Communication

All correspondence with the instructor should be respectful and professional. Please address the instructor as Dr., Mr., Ms., or Professor. The instructor and students can use an informal and friendly tone when emailing while staying considerate. This course is a partnership between students and educators, and it is the hope students approach it as such. In your email, make sure to include the class number (SWG 681) and the subject of the email. Include the nature of your request and what action you would like the instructor to do in response. Make sure you include your name and email address.

Office Hours

Meeting with the course instructor may be done so through Zoom platform or through a scheduled phone call. Students wishing to schedule a time to meet with the instructor may email the instructor with a list of days and local times available.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email or in a face-to-face class. If you use Google Docs or Pages, be sure to export it to a PDF or .docx before you submit to correct formatting issues. Google docs and Pages do not translate their formatting to Canvas, so you must ensure your document is correct before uploading. You only need to use one space after a period.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Warning of Course Content

During this class, there may be discussion of material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that

causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education and social work classes include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

Tips for Success

- Check the course **daily**, to stay in touch with the material and activities
- **Read announcements and check email!** This is the only way your instructor can update you on course information.
- Create a **personal organization system** to keep track of due dates specified.
- **Communicate regularly** with your instructor and peers.
- **Create a study and/or assignment schedule** to stay on track.
- Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multitasking while studying.
- Learn about and use the student resources available to you! You can get free assistance from the [ASU Library](#), [IT Support](#), the [Writing Center](#), and more.

Pacing, and Content Availability

This course is designed to encourage the absorption of content and interaction throughout the 15-week session. Course Modules will be open for two weeks ahead of the current module. You can review and submit assignments (except quizzes) after the Module is opened by your instructor. (Please email your instructor if they forgot to open a Module). Quizzes will not be released until the week they are due.