

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW 392P5	Instructor's name:	Dr. Padilla LMSW-AP Associate Professor
Unique Number:		Office Number:	SSW 3.130K MAIN 1922
Semester:	Fall 1999	Office Phone:	471-6266 (471-8338) ypadilla@mail.utexas.edu
Meeting Time/Place:	Wednesday 9 am – 12 pm SSW 2.134	Office Hours:	Monday 2:45 – 4:45 pm & by appt.

POLICY THEORIES

I. Course Description

This course critically examines the theoretical and empirical underpinnings of social welfare policy in United States society. The primary focus is on considering different perspectives on social welfare policy, rather than describing the wide array of program areas within the domain of the social welfare system. We will study a range of approaches to social welfare policy as exemplified in various fields of practice. Accordingly, we will analyze the societal processes that shape social welfare policy, as well as its products and outcomes. Students will also become familiar with applied research methodologies utilized in policy analysis. Students will have an opportunity to conduct an in-depth study of a policy area of their choice.

II. Course Objectives

1. To evaluate competing values and assumptions in social welfare policy, including underlying perspectives on social problems and the social objectives of the programs formulated to deal with these problems;
2. To gain an understanding of the historical background of contemporary social welfare policy dilemmas;
3. To critically analyze current social welfare policy debates and consider their implications for future alternatives;
4. To consider the relationship between social work and social welfare policy, including social work's stance on and contribution to policy; and,
5. To conduct an in-depth analysis of the conceptualization of policy in a specific area of interest.

Course Organization

Simply defined, *social welfare policy* is what government decides to do to address a variety of social problems. *Social welfare policy theory* is the set of interrelated concepts that seeks to

explain important aspects of policy. From one perspective (e.g., political science), theories of policy are concerned primarily with explaining the process of policy development. For example, according to elite theory, policies are shaped based on the preferences of the governing elite; according to rational theory, policies are based on well-calculated costs and benefits; according to public choice theory, policies are formed when individuals come together for their common benefit (Dye, 1998). However, policy can be analyzed from a broader perspective using models that help us understand and address other significant aspects of policy. According to DiNitto (1995), by virtue of being political, the main concerns in social welfare policy also involve the nature and causes of social problems (e.g., within sociology), the appropriate strategies for dealing with these problems, and the issues posed by the types of programs formulated to deal with these problems. These broader concerns are incorporated in the study of policy in the social work discipline. We will approach the study of social welfare policy theory by breaking it down into three main areas:

- the study of social, political, and historical processes in policy formulation
 - the study of the products of policy, with a focus on the policy choices made in the planning process
 - the study of the outcomes of policy, with a focus on the details of programs in operation
- As part of this framework, we will substantially incorporate the study of applied research methodologies used to analyze social welfare policy.

III. Teaching Methods

This class is conducted using a seminar format. Students are expected to be prepared to discuss assigned topics. The primary teaching approach in this seminar will be collaborative learning. In general, each meeting will include a combination of case studies, illustrative videos, and formal presentation of material. Assigned readings are for the class session in which they are listed in the syllabus. In addition, several sessions across the semester will be dedicated to writing for publication on a policy topic selected by each individual student. The major criteria for student evaluation will be based on weekly synopses of the assigned readings (in preparation for collaborative learning group discussion), class discussions, and a publishable article on a policy topic of interest.

IV. Required Course Readings

Texts

Ewalt, Patricia et al. (1997). Social Policy: Reform, Research, and Practice. Washington, DC: NASW Press.

Reisch, Michael. (1997). Social Work in the 21st Century. Thousand Oaks, CA: Pine Forge Press.

Becker, Howard S. (1986). Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article. Chicago: The University of Chicago Press.

Writing for the NASW Press: Information for Authors. (1995). Washington, DC: NASW Press. [Free publication available from NASW: 1-800-638-8799 or on-line, www.naswpress.org under *Resources/Tools for Authors*.]

Selected Readings (*Readings will be made available to students.*)

Abramovitz, Mimi. (1988). Regulating the Lives of Women: Social Welfare Policy from Colonial Times to the Present. Boston: South End Press. Chapter 7, The Great Depression and the Social Security Act: The Emergence of the Modern Welfare State

- Beebe, Linda. (1993). Professional Writing for the Human Services. Washington: NASW Press. Chapter 2, Basic Writing Techniques; Chapter 8, Journal Submissions
- Figueira-McDonough, Josefina. (1993). Policy Practice: The Neglected Side of Social Work Intervention. Social Work (38)2: 179-188.
- Gilbert, Neil, and Paul Terrel. (1998). Dimensions of Social Welfare Policy. Needham Heights, MA: Allyn & Bacon. Chapter 3, A Framework for Social Welfare Policy Analysis
- Gordon, Linda. (1992). "Social Insurance and Public Assistance: The Influence of Gender in Welfare Thought in the United States, 1890-1935." American Historical Review 97(1): 19-52.
- Harrington, Michael (1963). The Other America: Poverty in the United States. Baltimore: Penguin Books. Chapter 1, The Invisible Land; Chapter 2, The Rejects; Chapter 4, If You're Black, Stay Back; Chapter 9, The Two Nations
- Heffernan, W. Joseph. (1992). Social Welfare Policy: A Research and Action Strategy. New York: Longman. Chapter 10, Histories of Policy
- Katz, Michael. (1986). In the Shadow of the Poorhouse: A Social History of Welfare in America. New York: Basic Books, Inc. Chapter 9, The War on Poverty and the Expansion of Social Welfare
- Keene, Michael L. (1993). Effective Professional and Technical Writing. Lexington, MA: D.C. Heath and Company. Chapter 20, Oral Reports and Poster Presentations
- Larner, Mary B., Donna L. Terman, and Richard E. Behrman. (1997). "Welfare to Work: Analysis and Recommendations," The Future of Children. The Future of Children, 7(1): 4-19.
- Leiby, James. (1978). A History of Social Welfare and Social Work in the United States. New York: Columbia University Press. Chapter 12, Relief and Social Security, 1930-1946; Chapter 13, Income Maintenance, 1935-1960
- Matusow, Allen J. (1984). The Unraveling of America: A History of Liberalism. New York: Harper & Row. Chapter 4, Origins of the War on Poverty
- Patton, Carl, and David Sawicki (1993). Basic Methods of Policy Analysis and Planning. Englewood Cliffs, NJ: Prentice Hall. Chapter 2, The Policy Analysis Process
- Poverty Research News (The Newsletter of the Northwestern/University of Chicago Joint Center for Poverty Research). Summer 1997. Vol. 1, No. 3.
- Rein, Martin. (1983). Social Policy: Issues of Choice and Change. New York: M.E. Sharpe, Inc. Chapter 1, The Boundaries of Social Policy; Chapter 13, Conflicting Goals in Social Policy
- Skocpol, Theda. (1995). Social Policy in the United States: Future Possibilities in Historical Perspective. Princeton, NJ: Princeton University Press. Chapter 4, The Road to Security; Chapter 6, The Limits of the New Deal System and the Roots of Contemporary Welfare Dilemmas

V. Course Requirements

Assignments and Grading Policy

1. Policy Article 70%

Plan for Policy Article (graded as a weekly assignment)	*
First Draft of Policy Article (graded as a weekly assignment)	*
Conference Presentation from Policy Article	10%
Final Draft of Policy Article	60%

2. Weekly Collaborative Learning Group (CLG) Assignments 30%

Synopses of Assigned Readings	*
Participation in Seminar Discussion	*

* Grade based on average of total weekly CLGs assignments.

TOTAL POINTS	100%
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Description of Assignments (*See Appendix for a detailed description of assignments.*)

VI. Course Schedule

Assigned readings due on the date listed. Videos/guest lectures subject to change in the event of unavoidable scheduling conflicts.

* Refers to readings from the list of "Selected Readings"; all others are from the texts.

Session	Topic of Study & Required Readings	Assignment Due	
1	Aug 25	<i>Overview of the Course</i>	
2	Sept 1	<p>An Introduction to Social Welfare Policy Theory: The Analysis of Social Problems and Social Purposes</p> <p>Rein, Chapter 1, The Boundaries of Social Policy; Chapter 13, Conflicting Goals in Social Policy *</p> <p>Skocpol, Chapter 6, The Limits of the New Deal System and the Roots of Contemporary Welfare Dilemmas *</p> <p>Figueira-McDonough, Policy Practice: The Neglected Side of Social Work Intervention *</p> <p>IN-CLASS VIDEO: The Promised Land (The Great Migration), Vol. 1, Take Me to Chicago</p>	CLG Synopsis
3	Sept 8	<p>WRITING FOR PUBLICATION Part I: Developing and Organizing Your Ideas</p> <p><u>Writing for Social Scientists</u>, Chapters 1, 3, 4, 8, 10</p>	List of 3 Theses Statements for Policy Article
4	Sept 15	<p>A Historical Approach to the Study of Policy: The Case of the New Deal (The Study of Social, Political, and Historical Processes in Policy Formulation)</p> <p>Heffernan, Chapter 10, Histories of Policy *</p> <p>Skocpol, Chapter 4, The Road to Security *</p> <p>Leiby, Chapter 12, Relief and Social Security, 1930-1946 * Chapter 13, Income Maintenance, 1935-1960 *</p> <p>Abramovitz, Chapter 7, The Great Depression and the Social Security Act: The Emergence of the Modern Welfare State*</p> <p>Gordon, Social Insurance and Public Assistance: The Influence of Gender in Welfare Thought in the United States, 1890- 1935 *</p> <p>IN-CLASS VIDEO: The Great Depression, Vol. 3, New Deal, New York</p>	CLG Synopsis

5	Sept 22	<p>WRITING FOR PUBLICATION Part II: Structuring Your Article (What Editors Look For)</p> <p><u>Writing for the NASW Press: Information for Authors</u> Beebe, Chapter 2, Basic Writing Techniques; Chapter 8, Journal Submissions *</p> <p>ADDITIONAL REFERENCES BELOW AT THE LRC (SSW 1.218): <u>An Author's Guide to Social Work Journals</u> <u>American Psychological Association (APA) Publication Manual</u></p>	
6	Sept 29	<p>A Historical Approach to the Study of Policy (continued): The Case of the War on Poverty</p> <p>Harrington, Chapter 1, The Invisible Land; Chapter 2, The Rejects; Chapter 4, If You're Black, Stay Back; Chapter 9, The Two Nations * Matusow, Chapter 4, Origins of the War on Poverty * Katz, Chapter 9, The War on Poverty and the Expansion of Social Welfare * IN-CLASS VIDEO: The War on Poverty, Vol. 1., In this Affluent Society</p>	CLG Synopsis
7	Oct 6	<p>WRITING FOR PUBLICATION, Part II: Structuring Your Article (continued)</p> <p><i>One-to-one sessions with students at pre-arranged times.</i></p>	Plan for Policy Article
8	Oct 13	<p>The Current Social Context of Policy: Shifting Government Responsibilities</p> <p><u>Social Work in the 21st Century</u>, p. 8, Demographic Changes and Their Implications; p.28, The Future Economic Landscape <u>Social Policy: Reform, Research, and Practice</u>, Introduction; Chapter 1, Social Work in an Era of Diminishing Federal Responsibility; Chapter 2, Articulating a New Nationalism in American Society; Chapter 7, Taking New Directions to Improve Public Policy IN-CLASS VIDEO: Poverty, Welfare, and America's Families</p>	CLG Synopsis

9	Oct 20	<p>A Framework for Analysis of Policy Choices: The Case of Welfare and Work (The Study of Product and the Planning Process)</p> <p>Gilbert and Terrel, Chapter 3, A Framework for Social Welfare Policy Analysis *</p> <p>Larner, Terman, and Behrman, Welfare to Work: Analysis and Recommendations *</p> <p><u>Social Policy: Reform, Research, and Practice</u>, Chapter 9, Welfare Reform; Chapter 11, State Welfare Reform for Employable General Assistance Recipients; Chapter 13, Predictors of Employment and Earnings among JOBS Participants</p> <p>IN-CLASS VIDEO: Ending Welfare as We Know It</p>	CLG Synopsis
10	Oct 27	<p>Applied Research Techniques in the Study of Social Policy: The Case of Children and Families</p> <p>Patton and Sawicki, Chapter 2, The Policy Analysis Process *</p> <p><u>Social Policy: Reform, Research, and Practice</u>, Chapter 21, Welfare Reforms and Services for Children and Families; Chapter 23, Is Shelter a Private Problem?; Chapter 27, The Ideology of Welfare Reform</p> <p><u>Social Work in the 21st Century</u>, p. 100, The Future of Child Welfare; p. 120, Juvenile Justice</p>	CLG Synopsis
11	Nov 3	<p>WRITING FOR PUBLICATION, Part III: Drafting Your Article</p> <p><i>One-to-one sessions with students at pre-arranged times.</i></p>	First Draft of Policy Article
12	Nov 10	<p>A Model for Policy Evaluation: The Case of Health and Mental Health (The Study of Policy Outcomes)</p> <p><u>Poverty Research News</u>, Vol. 1, No. 3 *</p> <p><u>Social Policy: Reform, Research, and Practice</u>, Chapter 31, The Emerging Health Care World; Chapter 35, Medicaid Managed Care and Urban Poor People; Chapter 41, Primary Health Care and Severe Mental Illness; Chapter 42, Managed Care and People with Severe Mental Illness</p> <p><u>Social Work in the 21st Century</u>, p. 152, Social Work and Health Care in the 21st Century; p. 163, Mental Health Services</p>	CLG Synopsis

1 3	Nov 17	Conceptualizing the Future of Social Welfare Policy <u>Social Policy: Reform, Research, and Practice</u> , Chapter 3, Social Work Management <u>Social Work in the 21st Century</u> , p. 368, The End of Social Work; p. 376, The Future of the Social Work Profession; p. 396, The Profession of Social Work: In the Second Century	CLG Synopsis
1 4	Nov 24	<i>Student Conference Presentations</i> Keene, Chapter 20, Oral Reports and Poster Presentations *	
1 5	Dec 1	<i>Student Conference Presentations</i>	Final Draft of Policy Article

Bibliography

Required Readings

See Section IV for a complete list.

Supplemental Readings (Optional)

- Abramovitz, Mimi. (1988). Regulating the Lives Of Women: Social Welfare Policy from Colonial Times to the Present. Boston, Mass: South End Press.
- Axinn, June, and Herman Levin. (1992). Social Welfare: A History of the American Response to Need. White Plains, NY: Longman.
- Bane, Mary Jo, and David T. Elwood. (1994). Welfare Realities: From Rhetoric to Reform. Cambridge, MA: Harvard University Press.
- Burtless, Gary T. (1997). "Welfare Recipients' Job Skills and Employment Prospects." The Future of Children, 7(1): 39-51.
- Chambers, Clarke, A. (1992). "'Uphill All the Way': Reflections on the Course and Study of Welfare History." Social Service Review 66(4): 493-504.
- Cohen, Miriam and Michael Hanagan. (1991). "The Politics of Gender and the Making of the Welfare State, 1900-1940: A Comparative Perspective." Journal of Social History 24(3): 469-484.
- Danziger, Sheldon, and Gottschalk, Peter. (1995). America Unequal. Cambridge, MA: Harvard University Press.
- Danziger, Sheldon, Gary D. Sandefur, and Daniel H. Weinberg (Eds.). (1994). Confronting Poverty: Prescriptions for Change. New York: Russell Sage Foundation.
- Davies, Martin. (1997). The Blackwell Companion to Social Work. Cambridge: Blackwell Publishers.
- Day, P. J. (1989). A New History of Social Welfare. Englewood, NJ: Prentice Hall, 1989.
- DiNitto, Diana M. (1995). Social Welfare: Politics and Public Policy. Englewood Cliffs, NJ.
- Dye, Tomas. (1998). Understanding Public Policy. Upper Saddle River, NJ: Simon & Schuster.
- Edin, Kathryn, and Laura Lein. (1997). Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work. New York: Russell Sage Foundation.
- Gensler, Howard. (1996). The American Welfare System: Origins, Structure, and Effects. Westport, CT: Praeger.
- Gordon, Linda. (1992). "Social Insurance and Public Assistance: The Influence of Gender in Welfare Thought in the United States, 1890-1935." American Historical Review 97(1): 19-52.

- Harrington, Michael (1963). The Other America: Poverty in the United States. Baltimore: Penguin Books.
- Katz, Michael B. (1986). In The Shadow of the Poorhouse: A Social History of Welfare in America. New York: Basic Books.
- Katz, Michael B. (1990). The Undeserving Poor : From the War on Poverty to the War on Welfare, New York : Pantheon Books.
- Larner, Mary B., Donna L. Terman, and Richard E. Behrman. (1997). "Welfare to Work: Analysis and Recommendations," The Future of Children 7(1): 4-19.
- Leiby, James. (1978). A History of Social Welfare and Social Work in the United States. New York: Columbia University Press.
- Matusow, Allen J. (1984). The Unraveling of America: A History of Liberalism. New York: Harper & Row.
- Mead, Lawrence M. (1992). The New Politics of Poverty: The Nonworking Poor in America. New York: BasicBooks.
- Murray, Charles. (1984). Losing Ground: American Social Policy, 1950-1980. New York: Basic Books.
- Olasky, Marvin N. (1996). Renewing American Compassion, New York: Free Press.
- Olasky, Marvin. (1991). Lessons on Compassion: 19th Century Welfare. Current, No. 330: 8-19.
- Patterson, James T. (1994). America's Struggle Against Poverty: 1900-1994. Cambridge: Harvard University Press.
- Simon, Barbara Levy (1994). The Empowerment Tradition in American Social Work: A History. New York: Columbia University Press, 1994.
- Skocpol, Theda (1992). Protecting Soldiers and Mothers. Cambridge, Mass: Belknap Press.
- Skocpol, Theda. (1995). Social Policy in the United States: Future Possibilities in Historical Perspective. Princeton, NJ: Princeton University Press.
- Stroup, Herbert Hewitt. (1986). Social Welfare Pioneers. Chicago: Nelson-Hall.
- Wilson, William Julius. (1987). The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Chicago: The University of Chicago Press.

Policy Article Assignment

Students will be required to submit a publishable article focusing on a policy issue or concern of interest. You should consider writing about something you know something about. The topic can be based on an issue that you focused on in prior courses, something in which you were an expert in your previous place of employment, etc. You can take something you know about and give it a new, policy twist. I will help you break down the tasks required to successfully prepare an article. Detailed requirements for each task associated with the article assignment are below. Due dates for each task are included in the Course Schedule section of the syllabus.

I. List of Theses Statements

This is the first step in preparation of your assigned policy article and is intended to get you to systematically determine the thesis of the article.

- Use Becker's techniques to think of 3 different approaches to a policy topic of your choice. That is, once you have selected a general topic, what specific issue within this general topic might you want to focus on? Come up with 3 separate possibilities.

II. Plan for the Policy Article.

Planning your article helps you organize your ideas. The plan should include:

- List of 2-3 possible journals for submission
- Copies of the "Guide to Authors" (instructions for submissions) from each journal
- Narrowed topic/thesis and short outline
- Copy of at least one article taken from one of the 3 possible journals that you could use as a "model" for your paper
- List of 3 persons who can give you feedback on your article (one person should be an expert on the topic of your paper; another will be me; the third must be student in this class). Students in the summer session will have the option of omitting the expert review, given the time constraint.

III. First Draft of Policy Article

The first draft of the paper is basically a finished draft provided to colleagues for substantive review/feedback before it is sent out for publication. It is **NOT**, **NOT** intended to be a rough draft that your colleagues should fix or edit for you. Rather, it should be the very best paper you can produce in terms of coherence of ideas, grammar, etc.

- The basis for the grade is broadly the same as that outlined for the final draft (except for revisions by three reviewers). Regardless of the thesis, the article should include the background of the policy and major policy theory discussions.

IV. Conference Presentation Based on Policy Article (20 minutes each, plus time for Q&A)

Presenting papers at professional conferences provides you with additional valuable feedback that you can incorporate into the article before you submit it for consideration by a journal.

- Students should find a relevant “Call for Papers” and submit it the day of the presentation.
- The grade will be based on the substance of the presentation, as well as the coherence and clarity of the presentation of ideas.

V. Final Draft of Article

The last task before submitting your article requires that you check for substantive content and format and style. Please submit the following items:

- The final draft of the paper
- The comments from the three persons who critiqued your first draft (marginal comments on a copy of your paper, or notes). The article should reflect the revisions suggested.
- A memo responding to each of the reviewer’s comments. Summarize the changes you made based on the reviewers’ suggestions or explain why you decided not to make certain changes. (In the memo, do not list all the changes that you made related to improving grammar, spelling, and other basic writing errors. Simply say you addressed them in general.)
- A copy of the “Guide to Authors” from the journal you selected. The article will be graded based partly on how well it meets the requirements as outlined in the specific journal Guide, including its mission statement.

In addition, the final draft of the article will be evaluated according to:

GENERAL CRITERIA

- adherence to NASW Reviewer’s Checklist (See attached. This is the actual checklist used by consulting editors/reviewers of the NASW press journals when they consider articles.)
- improvement over first draft
- how close it is to being ready for publication

SUBSTANTIVE CONTENT

- level of analysis (extent to which the article goes beyond a broad general overview of the topic to a focused analysis of a complex issue)
- extent to which the article makes it clear how it fits within the state-of-the-art/current intellectual discourse on the topic of discussion
- use of supportive data and literature

FORMAT AND STYLE

- coherence (extent to which the paper is well-organized)
 - grammar and style
 - level of formality (e.g., extent to which the paper reflects formal writing style rather than informal conversation style)
 - adherence to format style required by the journal of choice (e.g., APA)
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Collaborative Learning Group Assignments

The class will be conducted as a seminar using the collaborative learning group (CLG) method. The CLG method fosters students' active participation in learning. The main objective behind the CLG method is to give students an opportunity to systematically analyze and apply concepts taught in the course through group discussion. In preparation for this task, students will be asked to prepare a synopsis of the readings assigned for that session. The dates in which the synopses are due are listed in the syllabus. The synopses should briefly summarize and provide a critical analysis of the readings for each week. The synopses will serve as an aid to conduct the group discussion. They should be 3-5 pages in length (equivalent to double-spaced typewritten pages), but do not need to be type-written. Longer synopses are acceptable.

- ❑ The synopsis should be written in the form of an essay (rather than in the form of a list or outline) and make explicit references within the essay to all the readings assigned for that week. To highlight your reference to the readings, underline each reference the first time you mention it. For example, "According to Trattner's chapter on the New Deal (Ch. 7),..." The synopses should reflect critical thinking: that is, you should analyze, synthesize, evaluate, compare/contrast, and so on. Always stay grounded in the readings.
- ❑ The grade for each CLG is a **PACKAGE**: Synopses AND In-class participation.
- ❑ You cannot get partial credit, synopses will not be accepted late, and there are no make-ups for CLGs/Synopses. Grades are assigned as follows:
 - 100 Synopsis covers all assigned readings and provides a critical analysis AND participation (attendance) in seminar discussion (OR participation in seminar *only*, for days in which no synopsis or written assignment is due)
 - 80 Synopsis covers all assigned readings, but provides a superficial analysis AND participation in seminar discussion
 - 60 Synopsis does not cover all assigned readings or is **very** sketchy AND participation in seminar discussion
 - 0 Either a synopsis is not submitted at the start of class OR student is absent from class.

Note: One CLG grade is reserved for an emergency and will be excused without penalty.

How to Approach the Writing of the Synopses of the Readings

Imagine that the authors of the readings assigned for the week are engaged in a *conversation with each other* about the *theme for the week*. First, note the overall theme of the readings for the week, which is listed above each weekly set of readings (in most of the weeks, the first reading listed exposes you to a framework or model and the rest of the readings are meant to illustrate that framework). Ask yourself what each author is telling you about the theme of the week. Then draw three or so main points or "threads" related to the theme that run through all the readings for that week. Finally, consider how each author addresses those main points by drawing evidence from the readings. Your synopsis should *not* simply be a compilation of summaries of each of the separate readings (e.g., the first reading is about ..., the second readings is about..., and so on.)

General Class Expectations

1. **Attend class regularly.**

Class attendance is required every class period for the entire class period. In the event of an emergency, one missed class period be excused without penalty.

2. **Turn assignments in on the due dates.**

All assignments submitted after the beginning of class are considered late.

- Late weekly CLG synopses will not be accepted.
- On days when CLG synopses (or other written assignments) are not required, the CLG grade will be based solely on class participation/attendance.
- Conference presentations will only be given on the allotted dates.
- The policy article project will be penalized one letter grade for each calendar day late.

3. **Follow the rules of scholastic honesty.**

Assignments which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. All written assignments (papers, weekly synopses, etc.) should be based on individual, not collaborative, work.

However, collaborative discussion in and out of class is strongly encouraged, except when completing tests. Scholastic dishonesty, including plagiarism, will result in recommendation for dismissal from the University according to University guidelines.

4. **Request and use feedback.**

I will work with you throughout the semester and provide you with feedback and suggestions for revisions on assignments. Please arrange to meet with me prior to the time the particular assignments are due.

5. **Offer feedback.**

Student feedback about the course is welcome, as the course will be viewed as a joint effort between students and the instructor. If you have difficulties with the course content or assignments, or if you are unclear about my expectations of you or your expectations of the course, talk to me as soon as possible during the semester.

6. **Participate in class discussions and other in-class activities.**

This is one way that students can learn from each other. Differences in values, opinions, and ideas with other students (and guest speakers) will be respected.

7. **Present written and oral presentations professionally.**

Grades will be lowered if assignments are not clearly stated and have not been proofread and contain numerous grammatical, spelling, or punctuation errors.

8. **Use APA Style for referencing.**

The *Publication Manual of the American Psychological Association* is the style manual to be used by the School of Social Work. A handout on APA style is available at the SSW Student Services Office.

NOTE: For the policy article project use the style required by the journal for which you are preparing the article. For the weekly synopses, you are not required to list a bibliography.
