

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

<b>Course Number:</b>	SW 392P5	<b>Instructor's name:</b>	Dr. Padilla LMSW-AP Associate Professor
<b>Unique Number:</b>	61160	<b>Office Number:</b>	SSW 3.130K MAIN 1922
<b>Semester:</b>	Fall 2000	<b>Office Phone:</b>	471-6266 (471-8338) ypadilla@mail.utexas.edu
<b>Meeting Time/Place:</b>	Wednesday 2:30 – 5:30 pm SSW 2.134	<b>Office Hours:</b>	Wednesday 12:30 – 2:00 pm & by appt.

**POLICY THEORIES (Ph.D.)**

**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 Content and Organization**

This course will provide a comprehensive overview of the theoretical foundations of policy analysis and practice. The focus will be on policy analysis in industrial democratic societies, with a focus on the United States. Using the outline laid out by Wayne Parsons in the major course text, Public Policy, the course will be organized as follows:

- the concept of *public policy* and the development of the policy approach, including philosophical foundations and models of the policy process
- frameworks for understanding how problems are defined and how policy agendas are set, including social, economic, and historical constraints
- frameworks for understanding the decision-making process (how policy choices are made), including power, rational, institutional, and psychological approaches—with a particular emphasis on the interaction of *facts* and *values* in the decision-making process
- the analysis of (a) policy implementation and the delivery of goods and services and (b) policy evaluation, including how policy is measured against the goals it set out to attain and against the actual impact of the 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 gaining expertise on 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

#### Policy Texts

Miringoff, Marc & Miringoff Marque-Luisa. 1999. The Social Health of the Nation: How America is Really Doing. New York: Oxford University Press.

Parsons, Wayne. 1995. Public Policy: An Introduction to the Theory and Practice of Policy Analysis. NH: Edward Elgar Publishing.

Patterson, James T. 1994. America's Struggle Against Poverty: 1900-1994. Cambridge: Harvard University Press.

#### Technical Writing

Becker, Howard. 1986. Writing for Social Scientists. UCHIC.

Shields, Patricia M. 2000. Step by Step: Building a Research Paper (Project Organizer). New Forums Press.

Strunk, William & E.B. White. 2000. The Elements of Style. MacMillan.  
[Recommended]

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](http://www.naswpress.org) under *Resources/Tools for Authors*.]

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

Beebe, Linda. 1993. Professional Writing for the Human Services. Washington: NASW Press. Chapter 2, Basic Writing Techniques; Chapter 8, Journal Submissions

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.

Katz, Michael B. 1997. In the Shadow of the Poorhouse: A Social History of Welfare in America. NY; BasicBooks. Chapter 11, Redefining the Welfare State [1996]

Keene, Michael L. 1993. Effective Professional and Technical Writing. Lexington, MA: D.C. Heath and Company. Chapter 20, Oral Reports and Poster Presentations

Poverty Research News. (The Newsletter of the Northwestern/University of Chicago Joint Center for Poverty Research). 1997. Vol. 1(3).

Quint, Janet (et. al.) 1999. Big Cities and Welfare Reform: Early Implementation and Ethnographic Findings from the Project of Devolution and Urban Change. NY: Manpower Demonstration Research Corporation.

Wilson, William Julius. 1987. The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. IL: University of Chicago. Chapter 6, The Limited Visions of Race Relations and the War on Poverty

Winn, Ellen. 1999. "Understanding *How* Change Occurs: Implementation Research in the TANF Era." Forum: Research Forum on Children, Families, and the New Federalism Vol. 2(3).

**V. Course Requirements: Assignments and Grading Policy**

<b>1. Policy Article</b>	<b>70%</b>
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%
<b>2. Weekly Collaborative Learning Group (CLG) Assignments</b>	<b>30%</b>
Synopses of Assigned Readings	*
Participation in Seminar Discussion	*

\* Grade based on average of total weekly CLGs assignments.

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**TOTAL POINTS**  
**100%**

**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 and Class Activity	Required Readings	Assignment Due
1	Aug 30 <i>Overview of the Course</i>		
2	Sept 6 <b>An Introduction to the Theory &amp; Practice of Policy Analysis</b>  <i>The concept of public policy and the development of the policy approach, including philosophical foundations and models of the policy process.</i>	<u>Public Policy</u> , Introduction; Part I, Meta Analysis	CLG Synopsis
3	Sept 13 <b>WRITING FOR PUBLICATION</b> Part I: Developing a Plan  <b>IN-CLASS WRITING WORKSHOP:</b> Presented by Patricia Shields, author of <u>Step by Step: Building a Research Paper (Project Organizer)</u>	<u>Writing for Social Scientists</u> , Chapters 1, 3, 4, 8, 10  <u>Step by Step: Building a Research Paper (Project Organizer)</u>	List of 3 Theses Statements for Policy Article
4	Sept 20 <i>(meet 2:30-4:00)</i> <b>Problem Definition, Agenda Setting, &amp; Policy Formulation</b> <b>Part I. The Case of Racial and Ethnic Inequality</b>  <i>Frameworks for understanding how problems are defined and how policy agendas are set, including social, economic, and historical constraints.</i>  <b>IN-CLASS VIDEO:</b> The Promised Land (The Great Migration), Vol. 1, Take Me to Chicago	<u>Public Policy</u> , Part II, Meso Analysis, <b>p. 85-153</b>  <u>America’s Struggle Against Poverty</u> , Part I (Chapters 1-2), The Preventive Impulse, 1900-1930  Wilson, The Limited Visions of Race Relations and the War on Poverty *	CLG Synopsis

	Sept 21, 7:30 pm Bates Recital Hall	(Week 4 continued)  <b>SCHOOL OF SOCIAL WORK SPECIAL LECTURE:</b> “Affirmative Action: Knowing the Past to Understand the Present and Prepare for the Future” by Thomas Todd, nationally and internationally known civil rights pioneer and prominent attorney. (required)		
5	Sept 27	<b>WRITING FOR PUBLICATION</b> Part II: Structuring Your Article (What Editors Look For)	<u>Writing for the NASW Press: Information for Authors</u>  Beebe, Chapter 2, Basic Writing Techniques; Chapter 8, Journal Submissions *	
6	Oct 4	<b>Problem Definition, Agenda Setting, &amp; Policy Formulation</b> <b>Part II. The Case of The New Deal</b>  <b>IN-CLASS VIDEO:</b> The Great Depression, Vol. 3, New Deal, New York	<u>America’s Struggle Against Poverty</u> , Part II (Chapters 3-5), Coping with Rehabilitation, 1930-1960  Gordon, Social Insurance and Public Assistance: The Influence of Gender in Welfare Thought in the United States, 1890-1935 *	CLG Synopsis
7	Oct 11 (Class time changed for this week: TBA)	<b>WRITING FOR PUBLICATION,</b> Part III: Structuring Your Article (continued)  Discussion of individual students’ policy papers.		Plan for Policy Article

8	Oct 18	<p><b>Problem Definition, Agenda Setting, &amp; Policy Formulation</b>  <b>Part III. The Case of The War on Poverty</b></p> <p><b>IN-CLASS VIDEO:</b> The War on Poverty, Vol. 1., In this Affluent Society</p>	<p><u>America's Struggle Against Poverty</u>, Part III (Chapters 6-9), Doors to Opportunity, 1960-1965, Chapters 12, 14</p> <p>Katz, Redefining the Welfare State [1996] *</p>	CLG Synopsis
9	Oct 25	<p><b>Problem Definition, Agenda Setting, &amp; Policy Formulation</b>  <b>Part IV. The Role of Knowledge</b></p> <p><b>IN-CLASS VIDEO:</b> Poverty, Welfare and America's Families</p>	<p><u>Public Policy</u>, Part II, Meso Analysis, p. 153-243</p> <p><u>The Social Health of the Nation</u>, Chapters 1-3, 7-9; <i>choose 2 or 3 indicators of your choice</i> in Chapters 4-6</p>	CLG Synopsis
10	Nov 1	<p><b>Analysis of the Decision Making Process</b></p> <p><i>Frameworks for understanding the decision making process (how policy choices are made), including power, rational, institutional, and psychological approaches—with a particular emphasis on the interaction of facts and values in the decision-making process.</i></p> <p><b>GUEST SPEAKER:</b> The Decision Making Process That Shaped Welfare Reform Legislation in Texas, Patrick Bresette, Center for Public Policy Priorities</p>	<p><u>Public Policy</u>, Part III, Decision Analysis</p> <p>(Note: Review readings on US policy listed on the syllabus for prior weeks as you think about the application of theories of decision making.)</p>	CLG Synopsis
11	Nov 8	<p><b>WRITING FOR PUBLICATION</b>  <b>Part IV: Drafting Your Article</b></p> <p>Discussion of individual students' policy papers.</p>		First Draft of Policy Article

12	Nov 15	<p><b>Delivery Analysis</b>  <b>Part I. Analysis of Implementation and Delivery Systems</b></p> <p><i>The analysis of (a) policy implementation and the delivery of goods and services and (b) policy evaluation, including how policy is measured against the goals it set out to attain and against the actual impact of the policy.</i></p> <p><b>IN-CLASS VIDEO:</b> The Family Support Movement</p>	<p><u>Public Policy</u>, Part IV, Delivery Analysis, p. 457-542</p> <p>Winn, Understanding <i>How</i> Change Occurs: Implementation Research in the TANF Era *</p> <p>Quint, Big Cities and Welfare Reform: Early Implementation and Ethnographic Findings from the Project of Devolution and Urban Change *</p>	CLG Synopsis
13	Nov 22	<p><b>Delivery Analysis</b>  <b>Part II. Analysis of Evaluation and Impact</b></p> <p><b>IN-CLASS VIDEO:</b> Ending Welfare as We Know It</p>	<p><u>Public Policy</u>, Part II, Delivery Analysis, p. 542-616</p> <p><u>Poverty Research News</u> [Evaluations of the 1996 Welfare Reform] Vol. 1, No. 3 *</p>	CLG Synopsis
14	Nov 29	Student Policy Paper Presentations	Keene, Chapter 20, Oral Reports and Poster Presentations *	
15	Dec 6	Student Policy Paper Presentations		
	Dec 8	<p>(*<u>Project Binder</u>: Along with the final draft of the policy article, students should compile all the assignments leading to the final paper, including the thesis statement, outline, first draft, reviewer comments, journal guidelines, etc., and submit them as a package in a binder. See the handout on the “Policy Article Assignment” for the complete list of materials that should be included in the binder.)</p>		Final Draft of Policy Article (& Project Binder*)

## **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.

Edin, Kathryn, and Laura Lein. (1997). Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work. New York: Russell Sage Foundation.

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

Figueira-McDonough, Josefina. (1993). Policy Practice: The Neglected Side of Social Work Intervention. Social Work (38)2: 179-188.

Gensler, Howard. (1996). The American Welfare System: Origins, Structure, and Effects. Westport, CT: Praeger.

Gilbert, Neil, and Paul Terrel. (1998). Dimensions of Social Welfare Policy. Needham Heights, MA: Allyn & Bacon.

Harrington, Michael (1963). The Other America: Poverty in the United States. Baltimore: Penguin Books.

- Heffernan, W. Joseph. (1992). Social Welfare Policy: A Research and Action Strategy. New York: Longman. Chapter 10, Histories of Policy
- 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.
- 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.
- Patton, Carl, and David Sawicki (1993). Basic Methods of Policy Analysis and Planning. Englewood Cliffs, NJ: Prentice Hall.
- Rein, Martin. (1983). Social Policy: Issues of Choice and Change. New York: M.E. Sharpe.
- Reisch, Michael. (1997). Social Work in the 21st Century. Thousand Oaks, CA: Pine Forge Press.
- 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.

**ADDITIONAL WRITING REFERENCES (AVAILABLE AT THE SSW LEARNING RESOURCE CENTER):**

An Author's Guide to Social Work Journals

American Psychological Association (APA) Publication Manual

## Policy Article Assignment

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Students will be required to submit a publishable article focusing on a policy issue or concern of their interest. You should consider writing about a topic 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.

**\* Save all the written parts of the assignment listed below in Parts I through V, and submit them as a package in a binder at the end of the semester.**

### 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 and the memo responding to the reviewer's comments). See Section V below for the requirements for the final draft. 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.

- 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. Clearly identify the target journal in the paper's title page.

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

##### GENERAL CRITERIA

- adherence to NASW Reviewer's Checklist (Hand-out. 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, including a comprehensive and up-to-date bibliography (no less than 3 full pages)

##### 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)

#### **VI. Final Product: PROJECT BINDER with all the parts of the project listed in Parts I - V.**

#### **Collaborative Learning Group Assignments**

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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**

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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 UT 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. 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.
  9. **Agency and Community Safety.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.
  10. **Academic Accommodations for Students with Disabilities.** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.