THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
BSSW Program
Fall 2016

SW 250 – Social Welfare
3 credit hours

Instructor: Mary Rogge, BSW, MSW, PhD  Email: mrogge@utk.edu
Section: 001      Phone:   974-7500 (w)
Class Times: (5:05 – 6:20 p.m., T – Th)   Fax:       974-4803
Class Room: Henson Hall 322    Office:    424 Henson Hall
Office hours:  Wednesdays, 10 a.m. – noon
(others by appointment)

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (http://www.csw.utk.edu/docs/BSSWHandbook.pdf). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct
There are certain cognitive, emotional and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, http://www.state.tn.us/sos/rules/1365/1365-01.20100729.pdf

- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients and professionals in spoken, written and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.

- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.

- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society’s resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.

- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
• **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in *Hilltopics*, code of conduct violations will be addressed through the CSW Professional Standards Committee.

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### Academic Standards of Conduct

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor’s approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in “*Hilltopics*”. These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an “F” for an assignment or examination or to assign an “F” in the course. See “*Hilltopics*” for more detailed information.

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### The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity (*Hilltopics*).

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### University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: [http://civility.utk.edu/](http://civility.utk.edu/)

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### Disability Services

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

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### Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender
identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Inclement Weather
Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

Course Description/Information
The introduction course in the BSSW program focuses on the profession of social work. This course is intended to assist the prospective social workers in gaining awareness and understanding of the breadth and depth of the profession by providing opportunities to study its historical evolution, fields of practice, consumers of service, delivery of service, rewards and challenges and relationship with social welfare. Topics covered in this course include the emergence of the social work profession, professional mission, knowledge, skills, and values of social workers, social work practice settings, various client groups, helping services, career patterns, and practice methods.

Course Description
This course (SW250) examines the development, structure, and function of the social welfare institution. The course provides analysis of social welfare programs and impact of the institution on society.

Rationale
The first course in the Undergraduate Social Work Program (SW 200) emphasized an introduction to the profession of social work. SW 250 will focus on the central domain of social work practice, the social welfare institution. Although not all services in this institution are delivered by social workers, this is the dominant professional group in this arena. An understanding of the structure and functioning of social welfare is relevant, however, not only to social workers, but also to all citizens since the institution affects the quality of life for all members of society. Since citizens have various opportunities to influence this social institution and to do so in an informed manner, there is a need for accurate knowledge rather than just opinions or strong feelings.

Course Competencies
By the completion of this course, students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Describe the scope of the social welfare institution and its increasing importance in the social structure. 5.1, 5.2
2. Identify diverse, oppressed, and at-risk populations (see also the CSW Dimensions of Diversity Statement). 2.1
3. Describe the historical evolution of the social welfare institution in terms of society’s concern with the needs of people, poor as well as rich, urban as well as rural, minority as well as majority. 5.2
4. Explain the major social, cultural, political, environmental, and economic motivations which influenced and continue to influence the social welfare institution. 3.1
5. Understand how social values affect the social welfare system. 1.1
6. Describe social welfare programs in a rational, data-based approach. 5.1, 5.2, 7.1
7. Describe the impact of organizational settings or workplaces on those delivering and receiving social services. 5.1, 5.2
8. Describe the social welfare institution’s response or lack of response to current issues and problems. 5.1

Blackboard

Computer and internet access is required for this class. We use many Blackboard features through Online@UT (http://online.utk.edu). Please be sure that the UTK email address listed for the course is your current one. If you would like additional help to access or use Blackboard, contact helpdesk@utk.edu or 974-9900.

Readings and Resources

Required Text


Additional Readings and Resources


Required readings, other than required texts, from professional, peer reviewed journals, websites, and other sources are listed in the Course Outline below and are available in Course Materials on the Blackboard site. Additional readings, such as the U.S. National Association of Social Workers’ Helping Starts Here website (see http://www.helpstartshere.org/ ), may be assigned. Some required readings or videos might be changed over the course of the semester.

Please familiarize yourself with these additional useful resources:


Course Requirements
The course format will be a combination of lectures and class discussion, PowerPoint/Prezi, videos, online assignments, guest speakers, and class activities. Each class, the instructor will highlight main points and important issues. Students are expected to read, critically analyze, and discuss assigned readings and other materials. Grades will be based on individual and group assignments, two exams, and class participation.

Grading Scale
Grades reflect the number of total points earned. There are no extra credit options.

The grading scale is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course Points/%</th>
<th>Performance Level</th>
<th>Quality Points Per Semester</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.9</td>
<td>Intermediate Grade</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>86-89.9</td>
<td>Very Good</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>83-85.9</td>
<td>Good</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>80-82.9</td>
<td>Intermediate Grade</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>76-79.9</td>
<td>Fair</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>73-75.9</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
<td>Unsatisfactory</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>66-69.9</td>
<td>Unsatisfactory</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>63-65.9</td>
<td>Unsatisfactory</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
<td>Unsatisfactory</td>
<td>.7</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
<td>Failure</td>
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Grade Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
</tr>
<tr>
<td>Advocacy Letter</td>
<td>10</td>
</tr>
<tr>
<td>Position Paper</td>
<td>20</td>
</tr>
<tr>
<td>Social Service Pres. &amp; Handout</td>
<td>20</td>
</tr>
<tr>
<td>Unit Quizzes (4 @ 10 ea.)</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Assignments
Deadline extensions are made rarely, at the discretion of the instructor, and only in extenuating circumstances. Late assignments will be penalized 10% for each calendar day past the due date, unless alternative arrangements are made with the instructor in advance.

Well-written assignments that demonstrate good writing skills (e.g., critical thinking, conceptualization, organization, sentence and phrasing structure, grammar, punctuation, spelling) and adherence to APA-style guidelines for paper structure (e.g., running head with page numbers, 12 pt. font size, double-spacing, appropriate referencing) will receive higher grades. [All written assignments address Course Competency (CC) 5.]

All written assignments must be submitted through the course Blackboard site and (1) MUST be submitted as Word documents, (2) MUST be named using the format of “Lastname Firstname
Assignment.docx” (e.g., “Addams Jane Treatment Group Observation”), and (3) MUST include a RUNNING HEAD that includes your last and first name, assignment name, and page numbers, or points will be deducted.

**Attendance and Participation** (10 pts. *Course Competencies: 1 – 8*)

**Attendance:** Regular attendance is essential. Students are expected to be on time, attend all class sessions, and stay until the end of class sessions. If you miss a class, you are responsible for what you missed. Students are allowed two unexcused absences from class without point deductions. Each additional unexcused absence will result in a one (1) point reduction. Otherwise, students will only be excused for documented emergencies, or in rare circumstances, if other arrangements have been made in advance with the course instructor. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance via email or voicemail. Students arriving late to class (after the class presentation and discussion has started) or leaving early without instructor permission will be counted as absent.

Attendance sign-in sheets will be available at the beginning of each class. It is the student’s responsibility to sign in and document attendance. Students may not sign the roster for other students. Doing so is unethical and will result in an automatic ten (10) point course grade reduction and referral to the CSW Professional Standards Committee for any students who are involved.

Please note that trouble finding a parking spot is not a valid excuse for being tardy to class.

**Preparation and Participation:** You are expected to participate regularly, actively, and constructively. We will as a group establish additional agreements for how we want to work together in class. To make meaningful contributions to class discussions, it is essential that you study assigned readings and videos and explore assigned Internet resources prior to class. Communicating your critical thinking is an important component in developing your understanding of course content and group work is a significant part of the processes we use. Thus, working and sharing experiences with other class members outside of class time is also strongly encouraged.

Class activities are designed to help you reflect on important concepts and involve you in sharing views and debating ideas. As emerging professionals, it is important to participate constructively, actively, and to use class time to build sound generalist practice skills together. These skills are basic to relationship building and communication with clients and client systems, and with peers, supervisors, and others in the organizations and communities with which you’ll engage.

Respect the ideas and thinking of other class participants by listening to their comments and constructively and critically, questioning their thinking and reasoning, and asking for clarification or more information. Work cooperatively with others and fully contribute to the workload of each group in which you are a member.

Professionalism also requires an understanding of personal boundaries that limits the amount and type of communication amongst students and the instructor. Offering personal histories of abuse and trauma is not appropriate for the classroom setting. Students may benefit from the Student Counseling Center at 1800 Volunteer Blvd. Knoxville, TN 37996-4250, phone: 865-974-2196.

You may bring your laptops to class to take notes and for other appropriate classroom work. It is not appropriate to surf the Internet, check your email, or use electronic devices for any non-
class related activity while in class. The instructor reserves the right to disallow the use of laptops in class if students use them inappropriately (e.g., instant messaging, typing emails, or web surfing). Participation points may be deducted or students asked to leave the classroom if laptops, phones or other electronic devices are used inappropriately. All cell phones and smart phones must be silenced and put away during class. Text messaging is strictly prohibited. If you have a special circumstance, talk to the instructor in advance. All mp3 players (iPods, etc.) are to be off and stored during class. This includes removal of all headphones, ear buds, and other listening devices from ears, head, and neck during class time.

**Advocacy Letter** (10 pts. Course Competencies 4, 5, 8)

Write a letter to a local, state or national elected official regarding a policy issue. Relate an understanding of your own personal values and how those lead to the position presented. Be clear and compelling in communicating the need for changes in policy, funding, and services. Use evidence-based, referenced data to back up this position. Be concise, informative, and persuasive. You may use the same social welfare issue for the Position Paper, if the instructor approves the topic.

**Position Paper** (20 pts. Course Competencies 1 – 8)

The purpose of this paper is for you to display knowledge of a specific social welfare topic in the United States and to use that knowledge to create a position on a debatable facet of that welfare issue. For example, you may argue there is a need for affordable long-term care for older adults. You would then offer historical and present day information backing this position and strategies to resolve this need. There’s likely to be at least one model for affordable long-term care that already exists and that you think is a good model. Thus, you would focus your arguments on: 1. long-term care is needed. 2. long-term care should be more affordable. 3. There are working models that could create more affordable long-term in America. All three points would need evidence-based documentation, such as why long-term care is needed, how much it currently costs, and why it’s a hardship on individuals, families, and communities. If you make a point or state your opinion, BACK IT UP. How? Make your claims with clear explanations and with legitimate, well-cited, evidence-based sources.

**Requirements:**

1. Paper must be 7 pages total. This includes the title page and the reference page(s), so the body of your paper must be 5 pages long.
2. Paper must be in APA format. This means there MUST be in-body citations for quotes and ideas that are not your own, a reference page, and a title page. An abstract is not required for this paper.
3. There must be at least 5 references, two of which must be peer-reviewed articles from professional journals. More than five references may be warranted depending on your topic.
4. An additional objective of this paper is that you write succinctly! It may be difficult to argue for, support, and defend your position in a short paper, so make each thought process/sentence count!

If any of these requirements are not met, expect a 0.

This assignment will be further discussed in class, but I encourage you to ask questions about this and other assignments throughout the semester.

**Address the following areas:**

1. Your thesis and position are clear throughout your paper. Well-written, organized, spell-checked, grammatically correct. PROOF READ. See Writing Rubric. (2.5 pts.)
2. History of issue. Be direct and concise. If the issue is the need for more physical activity in schools, do not offer the history of sports in America. Instead, discuss the history of physical education in schools. (2.5 pts.)

3. Political climate/Legislative/Policy Issues (2.5 pts.)

4. Social Trends & Social Values influencing the issue (2.5 pts.)

5. Social/Economic/Environmental Justice Issues. Why does this issue matter? Are there issues of discrimination, systems issues causing concerns? (2.5 pts.)

6. Relevance of the NASW Code of Ethics. (2.5 pts.)

7. What does the US offer, TN, Knoxville? Critically analyze relevant services (2-5); discuss service delivery (2.5 pts.)

8. Ways to improve and cover gaps in policies and services. Who/what groups are already working on this need? (2.5 pts.)

This paper should take some time; start early in the semester.

Social Service Presentation and Information Handout (20 pts. Partner Project; Course Competencies 1, 4, 6, 7, 8)

Depending on the number of students in our class, class members will be randomly assigned to groups of 2 or 3 for this assignment. The purpose of this assignment is to provide an in-depth evaluation of a social service organization in Tennessee. A list of services that you may assess will be passed out during class. Presentations should be 10-15 minutes long. Presentations and handouts will be graded on professionalism, quality of information communicated, and application of an evaluation schema.

The evaluation schema in Ch. 7 of Dolgoff & Feldstein’s Understanding Social Welfare is helpful with conceptualizing and critiquing how the organization is operated, funded, and managed. Apply vocabulary from your readings to show your understanding of the concepts.

The following information must be addressed in the presentation:

1. Name of organization
2. Address and contact information
3. Mission history
4. Client criteria
5. Selective or universal, horizontal and vertical adequacy
6. Number of programs (If agency has more than 5 programs, pick ONLY 5 to evaluate)
7. Role(s) social workers have in the organization’s program(s)
8. Funding type
9. Role in social, economic, environmental justice
10. Diversity and cultural affiliations (see also the CSW Dimensions of Diversity Statement)

The handout should include a brief summary of services with contact information.

Unit Quizzes (4 at 10 pts. each)
Quizzes will be given at the end of each unit. The quizzes will cover in-class discussion and assigned readings and will be a combination of multiple choice, true/false, and short answer questions. Quizzes typically will open for 3 days (Friday, Saturday, Sunday) after the last Thursday class in a Unit. Each quiz will close Sunday at 4:00 p.m. Once you begin a quiz, you will have 30-45 minutes to complete it.

Unit Quiz 1: Social Welfare & Social Justice (Course Competencies 1-8).
Unit Quiz 2: Child Welfare (*Course Competencies 1-8.*)

Unit Quiz 3: Adult and Geriatric Welfare (*Course Competencies 1-8*).

Unit Quiz 4: Health Care (*Course Competencies 1-8*).
Course Outline:

Week 1  
Session 1: August 18  
Review of syllabus, class expectations, course outline, and assignments.

UNIT 1: SOCIAL WELFARE AND JUSTICE (Weeks 2 – 4)

Week 2  
Session 2: August 23  
Basics of Social Welfare: Terms, Ideologies  
Social Welfare: Global & American History, Theories & Politics  
Reading: Dolgoff & Feldstein, Understanding social welfare pp. 1-16.

Session 3: August 25  
The Poor Laws to TANF/AFDC  
Reading: Katel, P. (2009, July 31). Straining the safety net. CQ Researcher, 19, 645-668. (On Blackboard Unit 1)

Week 3  
Session 4: August 30  
Access, Discrimination and Privilege  
Social Trends Impacting Social Welfare  
Reading: Dolgoff & Feldstein, Understanding social welfare pp. 116-126.

AND  
People and Communities who are Poor and Near Poor  
“Culture” of Poverty  
Reading: Dolgoff & Feldstein, Understanding social welfare pp. 86-97.

Session 5: September 1 (no class today because of UT football)

Week 4  
Session 6: September 6  
Social, Economic, and Environmental Justice  
Reading: National Association of Social Worker’s (NASW) Code of Ethics and the International Federation of Social Workers Ethical Principles

Session 7: September 8  
Evaluating Social Welfare Programs for small group and community level services  
Reading: Dolgoff & Feldstein, Understanding social welfare, pp. 129-151.

Unit 1 Quiz due before 4:00 p.m. Sunday September 11
UNIT 2: CHILD WELFARE (Weeks 5 – 7)

Week 5
Session 8: September 13
Global & American Issues
UNICEF
Economic Challenges

Reading: UNICEF. (2014, November). The state of the world’s children: Executive summary. (On Blackboard Unit 2)

Session 9: September 15
The Children’s Defense Fund
How does TN rank in Child Welfare services?
Protection and Placement: Federal, State and Local Services
CPS, DCS, Foster Care

Reading: Dolgoff & Feldstein, Understanding social welfare, pp. 348-353.

Week 6
Session 10: September 20
Prevention Services: Federal, State and Local
Family Preservation/Re-unification Services
Public Education


Session 11: September 22
Children’s Mental Health Services
In/Out Patient
Case Management
“Buffer” Services
Emergency Care Policies


Week 7
Session 12: September 27
Children’s Welfare Wrap-up
Children’s Case Study Day

Advocacy Letter due via Blackboard before 4:00 p.m. Tuesday September 29

Session 13: September 29

PANEL: Children’s Services

Unit 2 Quiz due before 4:00 p.m. Sunday October 2
UNIT 3 ADULT AND GERIATRIC WELFARE (Weeks 8 – 10)

Week 8
Session 14: October 4
Self-determination and Ageism
APS

Reading: Dolgoff & Feldstein, Understanding social welfare, pp. 360-362.

Position Paper Topic due via Blackboard before 4:00 p.m. Tuesday October 11

October 6 FALL BREAK

Week 9
Session 15: October 11
Federal, State and Local Services:
DHS, CAC, Housing & Emergency Shelters
Debatable Issue: Drug Testing for Food Stamps

Session 16: October 13
Disability
VA Services

Reading: Dolgoff & Feldstein, Understanding social welfare, pp. 353-359.

Week 10
Session 17: October 18
Adult Mental Health Services
In/Out Patient
Case Management
Emergency Services Policies

(On Blackboard Unit 3)

Session 18: October 20
Adult Services Wrap-up
Case Study Day

(On Blackboard Unit 3)

Unit 3 Quiz due before 4:00 p.m. Sunday October 23

UNIT 4: HEALTH CARE (Weeks 11 – 13)

Week 11
Session 19: October 25
Health Care: Global, America History
How does the US rank now?

(On Blackboard Unit 4)
**Session 20: October 27**  
Long and Short-Term Care  
Caregiver Support Services

**Week 12**  
**Session 21: November 1**  
Medicare, Medicaid/TNCare Advantage Plans  
State and Local Services: Treatment and Medication Assistance


**Position Paper is due via Blackboard before 4:00 p.m. Thursday November 3**

**Session 22: November 3**  
Affordable Care Act (ACA): Changes and Costs  
Accountability in Health Care  
Debatable Issue: Nutritional Requirements for Dialysis Patients


*(Dr. Rogge is in Atlanta for the Council on Social Work Education’s Annual Program Meeting. We will have a guest lecturer)*

**Week 13**  
**Session 23: November 8**  
Health Care Wrap-up  
Case Study Day

**Social Service Partner Project due via Blackboard before 4:00 p.m. November 10**

**Session 24: November 10**

**PANEL: Adult and Health Services**

*Unit 4 Quiz due before 4:00 p.m. Sunday November 13*

**UNIT 5: Group Presentations (Weeks 14 – 15)**

**Week 14**  
**Session 25: November 15** *(presentations may start today, depending on how many students are in our class)*

Session 26: November 17

**Social Service Presentations**

**Week 15**  
**Session 27: November 22**

**Social Service Presentations**

Session 28: November 24

**THANKSGIVING BREAK**
Week 16
Session 28: November 29
Social Service Presentations

Session 29: December 1
Social Service Presentations
Course Wrap-up!

ASSIGNMENT DATES: (All assignments are due before 4:00 p.m. on the designated class day)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>September 11</td>
<td>Sunday</td>
<td>Unit 1 Quiz</td>
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<tr>
<td>September 29</td>
<td>Thursday</td>
<td>Advocacy Letter</td>
</tr>
<tr>
<td>October 2</td>
<td>Sunday</td>
<td>Unit 2 Quiz</td>
</tr>
<tr>
<td>October 11</td>
<td>Tuesday</td>
<td>Paper Topic</td>
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<tr>
<td>October 23</td>
<td>Sunday</td>
<td>Unit 3 Quiz</td>
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<tr>
<td>November 3</td>
<td>Thursday</td>
<td>Position Paper</td>
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<tr>
<td>November 10</td>
<td>Thursday</td>
<td>Social Service Project</td>
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<tr>
<td>November 13</td>
<td>Sunday</td>
<td>Unit 4 Quiz</td>
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<tr>
<td>November 15, 17, 22, 29, Dec. 1</td>
<td>Social Service Presentations (depending on how many students are in our class)</td>
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<tr>
<td>December 1</td>
<td>Last Class</td>
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## Writing Rubric

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<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td><strong>A</strong> Structurally very well written with no grammar errors.</td>
<td>No more than 2 grammar errors.</td>
<td>No more than 4 minor grammar errors or 1 major error.</td>
<td>Difficult to read due to poor paper organization and 2 or more major grammatical errors or more than 5 minor errors.</td>
<td>Confusing to read. Lacking in correct, consistent sentence structure.</td>
<td>A subject may be presented, but no real position or thesis is clear.</td>
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<td></td>
<td>Focused and clear thesis throughout the paper.</td>
<td>Easily understood focus throughout the paper.</td>
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<td><strong>A</strong> Well organized.</td>
<td>Mostly well organized.</td>
<td>Body of paper is organized fine, but connection to sources is lacking as is development of original thought.</td>
<td>Mostly opinion of writer, poorly supported, if at all by sources.</td>
<td>Mostly opinion of writer, poorly supported, if at all by sources.</td>
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<td>Connects information and thesis in a way that is interesting and thought provoking.</td>
<td>Thoughtful discussion of issues presented.</td>
<td>Sources clearly connected.</td>
<td>Uses “Gold Standard” information/data. (i.e., peer reviewed journals, respected news sources). Mostly excellent quality references.</td>
<td>Uses “Gold Standard” information/data. (i.e., peer reviewed journals, respected news sources). Majority high quality references.</td>
</tr>
<tr>
<td><strong>A</strong> Has a strong voice throughout.</td>
<td>Uses “Gold Standard” information/data. (i.e., peer reviewed journals, respected news sources). Satisfies most of the assignment requirements.</td>
<td>Satisfies a majority of the assignment requirements.</td>
<td>Uses unknown or sub-par sources such as a Facebook poll or a personal blog. Few high quality references</td>
<td>Uses unknown or sub-par sources such as a Facebook poll or a personal blog. No or few high quality references.</td>
<td></td>
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<tr>
<td><strong>A</strong> Uses “Gold Standard” information/data. (i.e., peer reviewed journals, respected news sources). All excellent quality references.</td>
<td>Satisfies most of the assignment requirements.</td>
<td>Satisfies a majority of the assignment requirements.</td>
<td>Missing listed requirements of the assignment. But is APA format.</td>
<td>Does not satisfy APA format and/or other assignment requirements.</td>
<td>Does not reference sources and/or use in body citations.</td>
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<td><strong>A</strong> Completing all of the assignment requirements.</td>
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### Writing Tips:

1. Read writings out loud.
2. Peer reviews are often helpful.
3. Give yourself time for re-writing, use multiple drafts.
4. Spell check AND grammar check
5. Take time to find the best possible sources, not the first article to pop up on an internet search. Get familiar with and use library services, including our SW Library Liaison.
6. Enjoy it! Make it your own quest for knowledge, as it should be!
Social Work Organizational Resources

**Professional Practice:**
Tennessee NASW Chapter, at http://www.naswtn.com/
U.S. National Association of Social Workers (NASW), at http://www.socialworkers.org/
International Federation of Social Workers (IFSW), at http://www.ifsw.org

See also:
Association for Community Organization and Social Administration, at http://www.acosa.org
International Consortium for Social Development, at http://www.socialdevelopment.net/

**Professional Education**
International Association of Schools of Social Work (IASSW), at http://www.iassw-aiets.org/

**Legal Regulation and Standards**
Tennessee Board of Social Workers, at https://www.tn.gov/health/topic/sw-board

**Additional Resources**
Community Toolbox, from http://ctb.ku.edu/en
Mind Tools, at http://www.mindtools.com/fulltoolkit.htm
National Coalition on Dialogue and Deliberation, at http://ncdd.org/
Information for Practice, from http://blogs.nyu.edu/socialwork/ip/
Living Proof Podcast Series, University of Buffalo School of Social Work, from http://www.socialwork.buffalo.edu/podcast/
The New Social Worker Online, from http://www.socialworker.com/