HUSV 333 SOCIAL POLICY & ADMINISTRATION SYLLABUS
IDEAL PROGRAM
COURSE SYLLABUS

Dear Student,

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in our classes build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:
1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, **it is recommended that you drop the course**.

Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C"). If a student misses two or more classes a grade of F will be entered as their final grade.

Cheating and Plagiarism
It is the student's responsibility to become familiar with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB http://www.bridgeport.edu/pages/2623.asp or the appropriate graduate program handbook

E-mail correspondence
It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

The IDEAL Program

HUSV 333 Social Policy and Administration
Summer, 2013
Wednesdays – 7/3/13 – 8/21/13
6:00 p.m. – 9:00 p.m.
Bridgeport Campus – Wahlstrom Library, Room 500B

Instructor:
Carol Piscitelli
(203) 912-7119
E-mail: cpiscite@bridgeport.edu

Required Text:
The Policy-Based Profession: An Introduction to Social Welfare Policy Analysis for Social Workers," by Popple and Leighninnger.
Allyn & Bacon, 5th Edition.
ISBN-13:978-0-205-76371-9

Note on accelerated courses:

Students can expect homework and reading each week of the course.

Required Text and materials:

Obtaining the text and completing the assignments is a requirement for this course.

Course Description:
The course identifies policy as central to the social work profession and demonstrates how practitioner policy analyses are done using examples from fighting poverty, aging, mental health, substance abuse, and child welfare. The course also provides an historical perspective on how social workers have influenced and continue to influence social welfare policy in the United States.

Learning Outcomes
➢ Attain knowledge of a beginning practice level of Social Welfare Policy.
➢ Attain skills and values that can develop into positions of leadership and influence as client advocates, policy planners/evaluators, administrators, or lobbyists.

➢ Analyze the policies and services given by local, state, national, and global agencies as well as the policy implications for social work practice.

➢ Develop a knowledge base that will prepare them for social policy changes that will improve social conditions, promote social and economic justice, and that will empower at-risk populations.

Course Requirements/Evaluation Criteria:

Note: All assignments and papers must be typed or word processed. Margins may be no wider than one inch on each side and top/bottom. Please use Times New Roman, font size 12. Assignments/papers are due on the due date at the beginning of class. Assignments that are turned in late (after midnight of the original due date) will have a reduction in grading points for late submission. Final papers/projects will not be accepted late.

COURSE VALUE – 100 POINTS

10 points – Attendance and In-Class Participation - Attendance and participation are key components to completing this course successfully. It is not possible to earn points in this area by simply showing up- you must also participate by asking questions and making thoughtful comments relevant to the reading and class material. Students who attend class late, or leave early earn pro-rated points for attendance.

15 points – Canvas: Discussion Board Forums: Students will give their opinions and reactions to the discussion questions posted by the instructor and their peers' commentaries on the Discussion Board in Canvas. The grading criteria is as follows: Each student will be required to post a response the question posted by the instructor. In addition to their response to the instructor's question, each student will be required to respond to responses from at least 2 of their peers. It is expected that the responses will be at least 2 paragraphs in length and that the responses will be a critical assessment of the issue based on the student's opinion. All responses must be posted to the Discussion Board by 12:00 a.m. the Tuesday preceding the next class. Students will be graded based on the above criteria. They will **not** be graded by their opinions but on how well they defend their opinions.

50 points – Reflection Journal Papers (5 Reflection Journal Papers – Minimum 3 pages in length for each paper) See the following class schedule for reflection paper topics and due dates. - A reflection paper is a formal essay that explains your thoughts, feelings, and reactions to the reading or experience. It is not a review of the material. It should be organized as any other formal essay and include an introduction, an analysis of your reaction and the expectations you had prior to the reading or experience, and a summary of your conclusions. You may incorporate personal experience with the concrete details from your reading or viewing. In your reflection on the material, what questions come to mind to you that you would like to explore further in class with your classmates and instructor?

25 points – Social Policy Analysis Group Project (In-class consolidated group presentation and individual policy analysis paper – minimum 4 pages) – Students will participate in a group project that will analyze the policies related to one of the following social policies: Alzheimer's Respite Care Program, Child Support Enforcement Program, Choices at Home, Connect-Ability, Connect to Work Program, Families in Training, Federal Housing Assistance, Human Resource Development Program, Jobs First, National Family Caregiver Support

Program, Senior Community Service Employment Program, Traumatic Brain Injury Implementation Project, Women Infants and Children (WIC).

The project has two components as follows:

(a) An in-class consolidated group PowerPoint presentation of the key findings of the students' research including changes they would recommend to improve the delivery of benefits. In analyzing the policy, each group will incorporate the historical, social, economic, and political factors that influenced the development and delivery of the policy benefits to recipients.

(b) A 4 page individual narrative paper focused on each student's area of policy analysis and a discussion of what they learned from the process about social policy analysis.

Detailed instructions and/or grading rubrics will be distributed for each assignment.

NOTE: I reserve the right to make changes to the syllabus. All changes will be announced in class or through e-mail.
ASSIGNMENTS:

Date	Class Topic and Assignments Due
7/3/13	- Introductions - Syllabus & Grading Review - Read Chapter 1 – The Policy Based Profession - Read Chapter 2 – Defining Social Welfare Policy **Assignment Due**: **Reflection paper #1**: 3-Page paper reflecting on the following question: What are your family and your personal beliefs about work and success and how do those beliefs affect your view of dependency and individual role failue as described in the textbook?
7/10/13	- NASW Ethical Principles & Code of Ethics - History of social work as a profession. - Film: "Harvest of Shame" (migrant workers) Canvas Discussion Question: Question to be posted by the instructor. **Assignment Due: Reflection paper #2**: Read the NASW Ethical Principles and the Code of Ethics and write a 3-page paper reflecting on the following question: How do you see the NASW Ethical Principles and the Code of Ethics benefiting social workers and clients? Which of the NASW ethical principles (i.e. service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence) reflect your personal values and how do you demonstrate those ethical principles in your work?
7/17/13	- Read Chapter 3 – Social Welfare Policy Analysis: Basic Concepts - Read Chapter 4 – Policy Analysis from a Historical Perspective Canvas Discussion Question: Question to be posted by the instructor.

	Assignment Due: **Reflection paper #3**: Write a 3-page paper reflecting on the following question: Think about a current social issue and reflect on how an historical perspective on the issue can be helpful in finding solutions to the social problem today today.
7/24/13	• Read Chapter 5 – Social/Economic Analysis • Read Chapter 6 – Politics and Social Welfare Policy • In-class debate Canvas Discussion Question: Question to be posted by the instructor. **Assignment Due**: **Reflection paper #4**: Write a 3-page paper reflecting on the following question: From your perspective, how are the U.S. social values described in Chapter 5, influencing the current debate over expenditures for Federal and state social programs?
7/31/13	• Read Chapter 7 – Fighting Poverty: Temporary Assistance to Needy Families • Read Chapter 8 – Aging: Social Security as an Entitlement Canvas Discussion Question: Question to be posted by the instructor. **Assignment Due: Reflection paper #5**: Write a 3-page paper reflecting on the following question: What are your thoughts on the effectiveness of the Temporary Assistance to Needy Families and Social Security policies and what changes, if any, would you make to better service the recipients of these policies?
8/7/13	• Read Chapter 9 – Mental Health & Managed Care • Read Chapter 10 – Substance Abuse Policies Canvas Discussion Question: Question to be posted by the instructor.
8/14/13	• Read Chapter 11 – Child Welfare: Family Preservation Policy • Read Chapter 12 – Conclusion
8/21/13	Social Policy Analysis Group Project Presentations Assignment Due: Social Policy Analysis Group Project, In-class Group PowerPoint Presentation and Individual Policy Analysis Narrative Summary

Course Performance and Grading Criteria

In general, the end of course performance criteria or expectation for each letter grade can be defined as follows:

Grade	Requirements & Performance Criteria
A	**Students achieving this level will have demonstrated the following:**
	1. Accurate and sophisticated understanding of readings and issues with ability to

	do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources.
	2. Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well.
	3. Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.
	4. Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses.
	5. All assignments completed and submitted within the time allowed.
B	**Students achieving this level will have demonstrated the following:**
	1. All of the "A" work, but with less accomplishment.
	2. Accurate understanding of readings and issues, with the ability to do more than repeat the text.
	3. A critical stance, with some effort, not always successful, to defend that stance.
	4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought.
	5. Very clear expression of thoughts and ideas.
C	**Students achieving this level will have demonstrated the following:**
	1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.
	2. Some attempt to take a critical stance, but with little effort or success in defending that stance.
	3. Some attempt to find personal meaning.
	4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses, which create difficulties.
D	**Students achieving this level will have demonstrated the following:**
	1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.
	2. Generally lacking in critical stance or in a defense of that stance.
	3. Lack of understanding or an attempt to find personal meaning.
F	Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression.

ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

<u>IMPORTANT:</u>
- Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C").
- Any student who misses the first class session will be dropped from the course and tuition penalty and fee will apply.
- ***Missing two or more class sessions will be cause for a failing grade***.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:
http://www.bridgeport.edu/include/pdf/AddDropForm.pdf.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: http://www.bridgeport.edu/pages/2595.asp

Cell Phones
Cell phones must be turned off while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

> Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

> Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called "research papers" without full recognition of the source. Presenting as one's own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located in Dana Hall, Room 246. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: http://www.bridgeport.edu/webadvisor
1. Login in with your UBNet username and password.
2. Click on "Student Menu."
3. Click on "My Grades."
If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
You can access the library through the library's website: http://www.bridgeport.edu/library.
Research tools available:
- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

To access the online journals for research purposes, you will need a UBNet account (see above).

Using Computers
Open access computer labs are available at three campuses:
- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Dixie Eaton	(203) 576-4472	bursar@bridgeport.edu
Cashier	Janet Michlewski	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	Allessandra Castagnetto	(203) 576-4568	finaid@bridgeport.edu
Grade & Fee Report	Ernie Krajcik	203) 576-4692	grade_fee@bridgeport.edu
Registrar		(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email

Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	idealinfo@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243