

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SPRING 2012-2013
SW 511 SOCIAL WELFARE POLICY AND SERVICES II**

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year: Spring/2012-2013

Course Prefix and Number: SW 511

Course Title: Social Welfare Policy and Services II

Credit Hours 3

Days, Time and Location of class: Thursday, 6:00pm – 8:40pm
Hybrid/Online; William Sutton Administration Building, Rm. 203

Professor: David Stoesz, Ph.D.

Office Location: William Sutton Administration Building Rm. 209

Office Hours: Tuesday 1 – 3pm; 4 -6pm
Wednesday 1-3pm; 4 – 6pm
Thursday 1-3pm; 4-6pm
Other times by appointment only

Office Phone Number: (703)309-4098

Main Office Number (662) 254-3365

Email Address: David.Stoesz@mvsu.edu

Prerequisite: SW 510

Required Technology Skills:

Basic computer skills, working within Windows system environment, navigating the internet, and familiarity with E-mail.

Online Communication Observation of “Netiquette”:	Students MUST use Blackboard mail for contact with the instructor and other members of the class.
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	All your Online communications should be composed with fairness, honesty and tact. What you put into an Online course reflects on your level of professionalism.																				
Technology Infusion	<p><u>Hardware:</u></p> <table border="1" data-bbox="824 396 1523 638"> <tr> <td>Operating System:</td> <td>Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher</td> </tr> <tr> <td>Processor:</td> <td>200 MHz or higher</td> </tr> <tr> <td>Memory:</td> <td>32 MB of RAM</td> </tr> <tr> <td>H Drive Space:</td> <td>100 MB free disk space</td> </tr> <tr> <td>Modem:</td> <td>28.8 kbps or higher</td> </tr> <tr> <td>Monitor:</td> <td>800x600 resolution</td> </tr> </table> <p><u>Software:</u></p> <table border="1" data-bbox="824 737 1495 947"> <tr> <td>Internet Access:</td> <td>Any Internet Service Provider</td> </tr> <tr> <td>Browser:</td> <td>Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**</td> </tr> <tr> <td>Application</td> <td>Recommend Microsoft Word or application file name .doc</td> </tr> <tr> <td>Audio & Video:</td> <td>RealPlayer, Quick Time</td> </tr> </table>	Operating System:	Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher	Processor:	200 MHz or higher	Memory:	32 MB of RAM	H Drive Space:	100 MB free disk space	Modem:	28.8 kbps or higher	Monitor:	800x600 resolution	Internet Access:	Any Internet Service Provider	Browser:	Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**	Application	Recommend Microsoft Word or application file name .doc	Audio & Video:	RealPlayer, Quick Time
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Technical Problems:	If you experience technical/computer difficulties (<i>need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course</i>), contact MR. MACK PENDLETON at 662.254.3114 as well as your instructor.																				

CATALOG COURSE DESCRIPTION

Focus is on analysis of current social welfare policies and services, and development of alternative policies and service delivery systems (3).

COURSE DESCRIPTION

Focus is on analysis of current social welfare policies and services and development of alternative policies and service delivery systems. This course enables students to apply a policy analysis framework to a specific social program. Through this class, students will learn to formulate policies, as well as seek to advocate for the development and enactment of policies consistent with social work values and goals. This course will enable students to understand the financial, programmatic and administrative tasks that are necessary to deliver social services.

DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations-at-risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta which the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

PROGRAM GOALS

The goals of the Master of Social Work Program are:

1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

COMPETENCIES

1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.
6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.
7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.
8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. **Rural Competency: 2.1.11** Utilize appropriate interventions within a rural practice framework.

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Practice Behaviors	Assessment of Practice Behaviors
2.1.2 Apply social work ethical principles to guide professional practice.	a. recognize and manage personal values in a way that allows professional values to guide practice; and b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	Letters to editors of newspapers Legislation Watch Class discussion Discussion Board postings
2.1.3 Apply critical thinking to inform and communicate professional judgments.	a. evaluate, integrate, synthesize, and apply theories, incorporating strengths-based approaches to practice with children and families.	Scrapbook of lobbying activities Class discussion Discussion Board postings
2.1.4 Engage diversity and difference in practice.	a. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Legislation Watch Class discussion
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work practice	a. demonstrate the ability to effectively develop a budget, manage administrative processes, and engage in program planning and development (including grant and proposal writing) in child and family welfare organizations.	Policy analysis paper Class discussion
2.1.11. Utilize appropriate intervention within a rural practice framework.	a. recognizes the impact of the rural environment on service delivery in rural communities; b. utilizes knowledge of rural communities to develop appropriate interventions and services for clients in rural communities.	Policy Development Paper Class discussion

COURSE REQUIREMENTS

Required Textbooks:

Chambers, D.E. & Wedel, K.R. (2005). *Social policy and social programs: A method for the practical public policy analyst*. Boston: Allyn and Bacon.

Haynes, K.S. & Mickelson, J.S. (2006). *Affecting change: Social workers in the political arena*. Boston: Allyn and Beacon

Supplemental Material:

Child Welfare Monitoring. <http://www.acf.hhs.gov/programs/cb/cwmonitoring/index.htm>

Influencing State Policy website.

<http://www.statepolicy.org>

GovTrack.

<http://www.govtrack.us/congress/subjects.xpd>

Class Attendance Policy:

Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance,

structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair. (See page 33 for examples).

Make-up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:

The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a

safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

Required Tasks/Activities:

<p>Required Tasks/Activities</p> <p>1. Legislation Watch</p> <p style="text-align: right;">Part I Due: January 27, 2012</p> <p style="text-align: right;">Part II Due: March 17, 2012, April 21, 2012, or as assigned</p> <p>2. Lobby Efforts</p> <p style="text-align: right;">Due: March 17, 2012, April 21, 2012, or as assigned</p>	<p>Students will complete 4 major assignments. Note all written assignments must adhere to APA writing style and <u>Must</u> include citations and references from scholarly journals, texts, and or government sources.</p> <p>Legislation Watch <i>Legislation Watch is a two (2) part task. Each part is 50 points.</i></p> <p>Part I includes:</p> <ol style="list-style-type: none"> 1. Brief Biographical profile of self – include a picture of self 2. Select a piece of legislation of interest to follow through the semester. 3. Write a summary of the legislation of choice to be followed. 4. Brief explanation of why legislation is of interest to you. 5. Discuss the implications of legislation for rural areas and rural practice. 6. Must include scholarly literature to support how this legislation can impact rural areas and rural practice. <p><i>(3 page minimum – worth 50 points)</i></p> <p>Legislation Watch Part II includes:</p> <ol style="list-style-type: none"> 1. Legislation Update/Class Presentation <i>(worth 50 points)</i> <p>Students will <i>NOT</i> be scheduled for a Legislation Update <i>WITHOUT</i> the submission of Part I</p> <p>Lobby Efforts is a multi-activity assignment. All activities must have evidence of completion to receive any points for this assignment. 100 points</p> <p>Lobby Efforts</p> <ol style="list-style-type: none"> 1. Students will organize and/or participate in a lobbying effort to promote the enactment and/or implementation of a social policy.
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3. Policy Analysis Paper

2. Students will visit elected officials and present their views on social policy issues. (This assignment may be carried out at the NASW Annual Legislative Day at the state capitol in Jackson, Mississippi or carried out independently.)
3. Students will track activities and prepare a scrapbook of their lobbying efforts. Student will collect newspaper articles, meeting agendas, programs, notes, pictures, etc. to be placed in the scrapbook.
4. Students will draft a letter to send to local, state or national newspapers or hometown papers, such as the Greenwood Commonwealth, or Clarion Ledger, on a social policy related issue discussing the implication of this policy on rural areas. This information should be included in the scrapbook.
5. Students will give a presentation of his/her lobbying efforts and share scrapbook with the class.

(100 points)

Policy Analysis Paper

Students will analyze a policy of choice using 2 models defined and described in the text “Affecting Change” by Karen Haynes and James Mickelson, Chapter 5.

4. Policy Development Paper

The paper must include the following headings:

- I. Introduction
 - a. Legislation
 - b. Models to be used to analysis
- II. Analysis using model I
- III. Analysis using model II
- IV. Recommendations
- V. Conclusion

(5 – 7 pages) 100 points

Policy Development Paper

Students will identify a gap in a social policy or program and provide recommendations for corrective measures with particular emphasis on rural areas.

The paper must include the following headings:

- I. Introduction
- II. The Gap
- III. Recommendations for corrective measures
- IV. Conclusion

(3 – 5 pages) 100 points

Evaluation Procedures:

Performance Standards/Grading:			Assessments			Points
A	≥ 630	90%	Legislation Watch			100
B	560 – 629	80%	Lobbying Project	2 Parts		100
C	490 – 559	70%		Part I	50	
D	420 – 489	60%		Part 2	50	
F	≤ 419	50%	MID-TERM EXAM			100
			Analysis Paper			100
			Development Paper			100
			Attendance & participation			100
			FINAL EXAM			100
			Total			700

AMERICANS WITH DISABILITIES ACT (Special Needs Policy)

Students who believe that they may need accommodations in this class are encouraged to contact the Americans with Disabilities (ADA) Coordinator at 662-254-3446.

It is the policy of the Department of Social Work to accommodate students with disabilities pursuant to federal and state law. Students, however, must self-identify with the ADA Coordinator at MVSU. Any student registered at the University with a disability and who needs special accommodations should inform the instructor at the beginning of the course.

COURSE ACTIVITIES

WEEKS	ASSIGNMENTS
Week I – January 9 – 14	Blackboard Orientation Introduction to course Review of course outline
Week II – January 16 – 21 In Class meeting Saturday, January 21	Selection of policy for Legislation Watch Simple lobbying efforts Review of each course assignments Assigned Readings: Chapters 1 & 3 Chambers and Wedel Chapters 1 & 2 Haynes and Mickelson
Week III – January 23 - 28 Legislative Watch Part I Due: January 27	Assigned Reading: Chapter 3 Haynes and Mickelson
Week IV – January 30 – February 4	NASW Lobbying Day Assigned Reading: Chapter 4 Chambers and Wedel
Week V- February 6 -11	Analyzing proposed policies Assigned Readings: Chapter 5 Haynes and Mickelson
Week VI – February 13 -18 In Class meeting Saturday, February 18	Policy Analysis Discussion Assigned Readings: Chapter 7 & 8 Haynes and Mickelson
Week VII – February 20 - 25	Lobbying efforts Legislation Watch
Week VIII – February 27 – March 3 Exam: February 27 - 29 Policy Analysis Paper Due: March 3rd	MID-TERM EXAM
Week IX – March 5 - 10	Spring Break
Week X – March 12 - 17 In Class meeting Saturday, March 17	Legislation Watch update/Due if assigned Lobbying efforts Presentations/Due if assigned Assigned Readings: Chapters 9 & 10 Haynes and Mickelson

Week XI – March 19 - 24	Assigned Reading: Chapter 11 Haynes and Mickelson
Week XII – March 26 - 31	Assigned Readings: Chapter 8 & 9 Chambers and Wedel
Week XIII – April 2 – 7	Assigned Reading: Chapter 12 Haynes and Mickelson
Week XIV – April 9 - 14	Social Work Conference Activities
Week XV – April 16 - 21 In Class Meeting Saturday, April 21	Legislation Watch update/Due if assigned Lobbying efforts Presentations/Due if assigned
Week XVI – April 23 – 28	Policy Development Paper due April 25
Week XVII – April 30 – May 4	Final Exam April 30 – May 2

GRADING RUBRIC

SW 511 Social Welfare Policy and Services II Legislation Watch

Element/s of Legislation Watch	Unsatisfactory Grade: (34 & below)	Satisfactory (35-39)	Proficient (40-45)	Exceptional (46-50)
Legislation Watch is a two (2) part task. This rubric represents grading for Part I (see syllabus for details)	Demonstrates no evidence of a meaningful framework for legislation; an underdeveloped summary of his/her personal assessment as demonstrated by integration of NO external scholarly sources or viewpoints	Establishes an average and predictable framework for legislation; and summarizes his/her personal assessment as characterized by integration of at least 1 external scholarly source and supporting views with no oppositional views	Establishes a defensible framework for analysis of legislation; and develops a logical and integrated summary of his/her personal assessment as characterized by integration of at least 2 external scholarly source and both supporting views and oppositional views	Establishes clear and defensible framework for research paper that reflects a logical integration of his/her summary of assessment as characterized by integration of at least 3 external scholarly sources and both supporting views and oppositional views
Evidence given of assessment, prevention, intervention, & evaluation	Fails to present a meaningful rationale to support his/her legislation, with NO examples of support for the chosen topic. Fails to evaluate strengths/weaknesses of legislation	Presents an average and predictable rationale to support his/her choice of legislation, supported by 1 or more examples of only pros or only cons affecting the choice. Satisfactory evaluation of strengths and weaknesses of legislation	Presents a forceful rationale to support his/her legislation, supported by 1 or more examples of both pros and cons of the choice. Solid logical evaluation of strengths and weaknesses of legislation	Presents coherent and convincing rationale to support his/her legislation, supported by 2 or more examples of both pros and cons of the choice. Reflects realistically and evaluates critically strengths and weaknesses of legislation
How does this assignment relate to your professional involvement within	Presents an elementary summary and self-evaluation, or	Presents evidence-based strategies for summary development	Demonstrates critical self-evaluation and presents proven	Demonstrates critical self-evaluation and presents evidence-

Element/s of Legislation Watch	Unsatisfactory Grade: (34 & below)	Satisfactory (35-39)	Proficient (40-45)	Exceptional (46-50)
the profession of Social Work?	unrealistic strategies for assessment development.		strategies for assessment development	based strategies for assessment development including a projected reading list
Discuss the implications of legislation for rural areas and rural practice.	Presents little or no evidence of the implications of legislation for rural areas and rural practice	Discusses at an average level the implications of legislation for rural areas and rural practice	Gives some examples of implications of legislation for rural areas and rural practice	Imaginatively integrates multiple implications of legislation for rural areas and rural practice
Demonstrate Competence of writing skills (includes use of APA)	Fails to use MVSU standards for written work and assignments; NO references	Presents document in a respectable format and style, using MVSU standards and APA, but with several errors; average references	Presents document in a respectable format and style, using MVSU standards and APA; with minimal errors; good references	Presents document in a respectable format and style; using MVSU standards and APA; few if any errors; great references

GRADING RUBRIC

SW 511 Social Welfare Policy and Services II Lobby Efforts

Element/s of Lobby Efforts	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-89)	Exceptional (90-100)
Lobby Efforts is a multi-activity assignment. All activities must have evidence of completion to receive maximum points for this assignment.	Completed 2 of the 5 assignments listed in the syllabus. Several grammatical errors in the written assignment.	Completed 3 of the 5 assignments listed in the syllabus. Some grammatical errors in letters presented.	Completed 4 of the 5 assignments listed in the syllabus. Minimal grammatical errors in letters presented.	Completed 5 of the 5 assignments listed in the syllabus. Few if any grammatical errors in letters presented.
Demonstrate Competence of writing skills (includes use of APA)	Fails to use Andrews standards for written work and assignments; NO references	Presents document in a respectable format and style, using MVSU standards and APA, but with numerous errors; average references	Presents document in a respectable format and style, using MVSU standards and APA; with minimal errors; good references	Presents document in a respectable format and style; using MVSU standards and APA; few if any errors; great references

GRADING RUBRIC

SW 511 Social Welfare Policy and Services II Policy Analysis Paper

Element/s of Policy Analysis Paper	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-89)	Exceptional (90-100)
Students will analyze a policy of choice using 2 models defined and described in the text “Affecting Change” by Karen Haynes and James Mickelson, Chapter 5. (5-7 pages)	Demonstrates no evidence of a meaningful framework for paper; an underdeveloped analysis of 2 models as demonstrated by NO use of required source.	Establishes an average and predictable framework for paper; and analysis of 2 models as demonstrated by little use of required source.	Establishes a defensible framework for analysis of research paper; and develops a logical and integrated analysis of 2 models as demonstrated by very good use of required source.	Establishes clear and defensible framework for research paper that reflects a logical analysis of 2 models as demonstrated by excellent use of required source.
Demonstrate Competence of writing skills (includes use of APA)	Fails to use Andrews standards for written work and assignments; NO references	Presents document in a respectable format and style, using MVSU standards and APA, but with numerous errors; average references	Presents document in a respectable format and style, using MVSU standards and APA; with minimal errors; good references	Presents document in a respectable format and style; using MVSU standards and APA; few if any errors; great references

GRADING RUBRIC

SW 511 Social Welfare Policy and Services II Policy Development Paper

Element/s of Policy Development Paper	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-89)	Exceptional (90-100)
Students will identify a gap in a social policy or program and provide recommendations for corrective measures with particular emphasis on rural areas.	Demonstrates no evidence of meaningful identification of a gap in a social policy or program. No recommendations given. No emphasis on rural areas.	Demonstrates little evidence of meaningful identification of a gap in a social policy or program. Provided only 1 recommendation. Very little emphasis on rural areas.	Demonstrates good evidence of meaningful identification of a gap in a social policy or program. Provided 2 recommendations given. Good emphasis on rural areas.	Provided excellent evidence and meaningful identification of a gap in a social policy or program. Provided 3 or more recommendations. Very good emphasis on rural areas.
Evidence given of assessment, prevention, intervention, & evaluation	Fails to present a meaningful rationale to support his/her topic, with NO examples of support for the chosen topic. Fails to evaluate strengths/weaknesses of development paper	Presents an average and predictable rationale to support his/her choice of topic, supported by 1 or more examples of only pros or only cons affecting the choice. Satisfactory evaluation of strengths and weaknesses of development paper	Presents a forceful rationale to support his/her topic, supported by 1 or more examples of both pros and cons of the choice. Solid logical evaluation of strengths and weaknesses of development paper	Presents coherent and convincing rationale to support his/her topic, supported by 2 or more examples of both pros and cons of the choice. Reflects realistically and evaluates critically strengths and weaknesses of development paper
Demonstrate Competence of writing skills (includes use of APA)	Fails to use Andrews standards for written work and assignments; NO references	Presents document in a respectable format and style, using MVSU standards and APA, but with numerous errors; average references	Presents document in a respectable format and style, using MVSU standards and APA; with minimal errors; good references	Presents document in a respectable format and style; using MVSU standards and APA; few if any errors; great references

BIBLIOGRAPHY

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