MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Fall 2018-2019
SW 303 Social Welfare Policy and Services II

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

Academic Term and Year:	**Fall 2018**
Course Prefix and Number:	SW 303
Course Title:	Social Welfare Policy and Services II
Days, Time and Location of class:	Sutton Administration Building, Thursday, 6-8:40 p.m.
Professor:	Mrs. Chetara Epps
Office Location:	Administration Building Suite 218
Office Hours:	**10:00 a.m.-1:00 p.m. (MW)** **1:00 p.m.-3:00 p.m. (Tuesday)** **2:00 p.m.-4:00 p.m. (Thursday)** **By Appointment as Requested**
Office Phone Number:	662-254-3054
Main Office Number	662-254-3365
Email Address:	chetara.hampton@mvsu.edu
Prerequisite:	SW 210 & SW 302
Required Technology Skills:	Basic computer and internet skills - The student must be able to access websites that provide descriptions of existing and proposed policies and course content.

CATALOG COURSE DESCRIPTION

An in-depth application of policy analysis and an introduction to policy, planning and evaluation.

COURSE DESCRIPTION

This course entails an examination of social welfare, policies, programs and services. This class serves as a continuation of SW 302, with the continued development of skills in policy analysis, advocacy, planning, and evaluation. This course will provide the student knowledge about the policy foundations of the social work profession. Students will learn to identify the different types of social welfare programs, particularly related to the types of benefits, the different eligibility requirements and methods of distribution. Students will also learn to connect the history of social policy development to the creation of current policies and services.

DEPARTMENT OF SOCIAL WORK/BSW 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 Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in student's 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 in which the University is located and committed to serve, as well as rural areas globally.

BSW PROGRAM GOALS

1. Educate students for entry level social work positions for generalist 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 which incorporates the values and ethics of the profession.

Competencies	Competencies Description
Competency 1: Demonstrate Ethical and Professional Behavior	Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.
Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice	Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.
Competency 3: Engage in Policy Practice	Social workers understand that human rights and social justice, as well as social welfare

	and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.
Competency 5: Engage in Policy Practice	Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the

	historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the

	implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect assessment and decision-making.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for

	evaluating outcomes and practice effectiveness.
Rural Competency 10	Demonstrate knowledge and skills to apply a bio-psychosocial-cultural-spiritual perspective in advanced social work practice with children and families.
Rural Competency 11	Integrate knowledge of rural values and customs into autonomous social work practice with children and families.

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Course Practice Behaviors	Assessment of Practice Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	A. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; C. Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication.	1. Exams 2. Oral Presentations 3. Classroom Discussions
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	A. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1. Exams 2. Oral Presentations 3. Classroom Discussions
Competency 5: Engage in Policy Practice	a. understands the forms and mechanisms of oppression and discrimination.	1. Exams 2. Oral Presentations 3. Classroom Discussions 4. Role plays

Competency 5: Engage in Policy Practice	A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; B. Assess how social welfare and economic policies impact the delivery of and access to social services.	1. Exams 2. Oral Presentations 3. Classroom Discussions 4. Role plays

COURSE REQUIREMENTS

Required Textbook:

Chapin, Rosemary. (2015) *Social policy for effective practice. A strengths approach.* (4th ed.) New York & London: Routledge.

Supplemental Texts:

Readings will be assigned from other sources which will be on reserve in the J.H. White Library.

All students must have the most recent textbook for this course, as it is a road map to help students successfully navigate through the course**

Classroom Guidelines/ Professional Conduct
Everyone will give respect and act in a professional manner. Students are to dress appropriately each class meeting. Students are not allowed on cellular devices or any other electronic devices (laptops) during class sessions, a letter grade of zero (0) will be given without being notified!

Respect: Please respect everyone in the classroom. When students are presenting or asking a question, please refrain from talking because important information may be missed!

Class Attendance Policy:
Class attendance is required. 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. More than three unexcused absences will affect your grades. You are not expected to be late to class. However, please NOTE 3 tardiness= one absences. A tardy is defined as being 5 minutes late for class. If you are more than 10 minutes late for class, it is best that you consider not attending class so that you will not disturb the flow of class. If you are absent from class for any reason, you are responsible for all work you missed, as well as for any assignments missed on the day(s) of your absence (s). Ten points will be deducted each time is class is missed and students are tardy!

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 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. Please refrain from using paraphrasing sites to paraphrase copied/paste internet sources. Turnitin will be required for all assignments. A submitted assignment on Turnitin.com percentage cannot exceed 10%. If over 10%, the assignment will receive a grade of a zero (0).

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 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 wrongdoing, 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 wrongdoing or that no

mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

Academic Integrity Policy for Inclusion in Syllabi

Academic integrity is a commitment to the values of honesty, trustworthiness, fairness, respect and responsibility in academia. Academic integrity is violated by any dishonest act that is committed in an academic context. Honesty and integrity are essential values of the Mississippi Valley State University's mission to pursue truth and knowledge. Academic excellence can be reached only with the cooperation and support of students. Students are expected therefore to accept responsibility for maintaining honesty and integrity in all acts inside and outside the classroom, studio or laboratory.

For a detailed description of sanctions and appeal procedures, consult Student Handbook pg.59. https://www.mvsu.edu/sites/default/files/student_handbook_

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.

Maternity Policy:
It is the policy of this class to accommodate students in need of maternity leave. However, students must arrange with the professor to successfully complete this course. Students must complete a progress plan before beginning maternity leave. A copy of this plan will be given to the student and placed in the student's folder. Students in need of leave should inform the professor at the beginning of the course.

Teaching/Learning Strategies:
Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing. Guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting-edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

Required Tasks/Activities:
Class Attendance and Participation: In order for the class to discuss the readings, it is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class. Students are expected to attend all classes. Each time a student misses a class they will lose 10 points for attendance. Each time a student comes late or leaves early he/she will lose 5 points.

PowerPoint Presentations: The class will be divided into groups. Each group will be assigned chapters from the textbook. Groups are required to complete PowerPoint presentations about the content of their assigned chapters. PowerPoint presentations are worth 100 points each. PowerPoint presentation should be presented to the class at their designated due date, failure to do so will result in the loss of a letter grade. All PowerPoint handouts are due before presenting. If the group do not submit a hard copy to the instructor when it is due, then they will not receive a grade. Please follow the PowerPoint rubric.

Exams: Six exams will be given during the term. The exams will consist primarily of multiple choice and/or true/false questions, based on content presented in the textbook chapters.

The student is expected to take all exams at the scheduled time. Missing an exam without either prior permission or an accepted excused absence will result in a grade of zero (0) on that exam. Make up exams will be given at the instructor's discretion. If given, the instructor will schedule make-up exams. It is the student's responsibility to take all make-up exams at the designated time. Students may take a missed exam within five (5) days under normal circumstances.

Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description in the syllabus or the in-class handouts. No assignment will be accepted after the due date (Please do not ask for special consideration). Assignments will be submitted via Turnitin.com.

Evaluation Procedures:

Grading for this course will be based upon the following:

Research Paper	100 points
Six Exams	600 points
Syllabus Quiz	100 points
Group Chapter PP presentations	200 points
Total Points for Class:	**1000 points**

Performance Standards:

Grading Scale
1000 – 940 points = A
939 – 879 points = B
878 – 818 points = C
817 – 757 points = D
756 < points = F

Americans With Disabilities Act: Services for Students with Disabilities (SSD)
Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES

Week One 8/23/18	Syllabus	**Review of syllabus**
Week Two 8/30/18	Assigned Reading: **Chapter 1:** Social Work and Social Policy: A Strengths Perspective	**Class Discussion: Role Play** **Syllabus Quiz**
Week Three 9/6/18	Assigned Reading: **Chapter 2:** The Historical Context, Basic Concepts and Early Influences	**Class Discussion: Role Play**
Week Four 9/13/18	Assigned Reading: **Chapter 3:** The Historical Context, and the Development of Our Current Welfare System ****Assign groups for PP presentations**---Chapter 4	**Class Discussion: Role Play**
Week Five 9/20/18	**CHAPTERS 1-3 EXAM**	**CHAPTERS 1-3 EXAM**
Week Six 9/27/18	Assigned Reading: **Chapter 4:** The Economic and Political Contests ****Be sure to look at the guidelines for the PowerPoint Presentations****	**Group PowerPoint Presentations on Chapter 4** ****All students PowerPoint Presentations Print-Outs are due today**** ****No emails allowed to be sent****
Week Seven 10/4/18	**MID-TERM EXAM**	**MID-TERM EXAM**
Week Eight	Assigned Reading:	**Class Discussion: Role Play**

10/11/18	**Chapter 5:** Basic Tools for Researching Need and Analyzing Social Policy **Research paper is due on Turnitin.com by 8:40p.m.** **No late assignments will be accepted** **No exceptions**	**Research paper is due on Turnitin.com!** **Bring hard copy to class for presentation**
Week Nine 10/18/18	Assigned Reading: **Chapter 6:** Social Policy Development, Research and Policy Practice **Assign groups for PP presentations**---Chapters 7-9	**Class Discussion: Role Play**
Week Ten 10/25/18	**CHAPTERS 4-6 EXAM**	**CHAPTERS 4-6 EXAM**
Week Eleven 11/1/18	**Chapter 7:** Civil rights **Chapter 8:** Income and Asset–Based Social Policies and Programs **Chapter 9:** Policies and Programs for Children and Families Assigned Readings:	**Group PowerPoint Presentations on Chapters 7-9** **All students PowerPoint Presentations Print-Outs are due today** **No emails allowed to be sent**
Week Twelve 11/8/18	**CHAPTERS 7-9 EXAM**	**Homework: Read chapter 10** **CHAPTERS 7-9 EXAM**

| Week Thirteen

11/15/18 | Assigned Readings:
Chapter 11: Policies and Programs for Older Adults | **Class Discussion: Role Play** |
|---|---|---|
| Week Fourteen

11/19-23/18 | **FALL BREAK & THANKSGIVING HOLIDAY** | **FALL BREAK & THANKSGIVING HOLIDAY**

Homework: Read chapter 12 over the break |
| Week Fifteen

11/29/18 | **CHAPTERS 10-12 EXAM** | **CHAPTERS 10-12 EXAM** |
| Week Sixteen

12/6/18 | **FINAL EXAM** | **FINAL EXAM** |

GRADING

PowerPoint Presentation Rubric
Feedback Component

_____Presentation is 15-20 minutes in length
_____Did not copy word to word out the textbook
_____Provided explanations
_____Provided statistics
_____Provided pictures (graphs, charts, etc.)
_____Provided eye contact
_____At least three (3) or more questions to ask the class

	Successful Completion		Has Not Completed		
	Exemplary **Grade=A**	**Satisfactory** **Grade=B**	**Developing/ Emerging Grade=C**	**Resubmission Necessary Grade=D**	**Not Submitted Grade=F/0**
Format/ Appearance	Adheres to all guidelines for a good PowerPoint This includes Extensive knowledge of the material to be presented, well-designed slides, use of graphics and photos to enhance presentation produce a professional looking presentation.	Adheres to most of the guidelines for a good PowerPoint presentation.	Adheres to some of the guidelines for a good PowerPoint presentation. Did not develop well designed multiple-choice questions.	Did not adhere to guidelines to produce a good PowerPoint presentation. Did not respond to the assignment appropriately.	Fails to submit presentation.

Design of PP	Presentation is designed, not written. Outstanding use of what is known about the audience. Addressing their level of interests, knowledge and needs from the presentation.	Exhibits sufficient organizational and design skills in the preparation of the presentation.	Exhibits minimal organizational and design skills in the preparation of the presentation.	Exhibits no design skills in the preparation of the PP.	Fails to submit PP.
Completeness	Create a fluid and flexible outline of the PP presentation, incorporating an Opening, Objective, Main Points, Q&A for the class, Conclusion and Closing. Devised ways and means for the audience members to respond to the presentation. Devised ways to engage audience.	Meets most requirements for a complete PP presentation.	Meets some requirements for a successful PP presentation.	Does not meet the requirements for a successful PP presentation. Did not submit the assignment the night before the in class presentation.	Fails to submit the PP presentation.
Student Growth	Demonstrates exceptional depth in academic and/or personal growth.	Demonstrates sufficient depth in academic and/or personal growth.	Demonstrates limited depth in academic and/or personal growth.	Does not demonstrate depth in academic and/or personal growth.	Fails to submit PP.

Mechanics	Assignment is free of spelling, grammar, and punctuation errors. All sources were properly cited according to APA style. Student was able to pronounce key terms and names. Student knows the definition and meaning of key terms. All of the students test questions were well designed multiple-choice questions.	Assignment contains one or two spelling, grammar, and punctuation errors. Most sources were properly cited according to APA style. Student could pronounce ley terms and names and know the meanings of key terms.	Assignment contains some spelling, grammar, or punctuation errors. Many sources were inappropriately cited. Student could not pronounce some key terms and did not know the meaning of some terms.	Assignment contains several spelling, grammar, or punctuation errors. Most sources were inappropriately cited. Student displayed some difficulty in reading and prepared materials.	Assignment contains many spelling, grammar, or punctuation errors. Student failed to use sources. Student did not submit test questions and had real difficulty reading and pronouncing key material.

Instructions

Selecting your bill: The **first step** is to think about one of the general topics to find an area of interest. **Next**, you will need to find a specific **bill** that addresses the chosen issue (topic listed below). For bills introduced in the U.S. Congress, please visit: www.thomas.gov. For bills introduced in the state Mississippi, visit: www.ms.gov .

The title and reference page are not included in the five pages and half pages does not count as whole pages

Make sure to address the following in your research paper and be sure to include each question to be sure that everything is answered:

- Choose a bill
- With the chosen bill, include the bill number and the website
- In your own words, describe the bill (overview) and introduce your audience to the bill stating its importance for social welfare policy in Mississippi or the nation.
- Who is the sponsor(s) (meaning who wrote the bill) and what political party are they from (democratic/republican)?
- What is the current status of this bill?
- What does the policy do exactly? Is this a controversial piece of legislation? Why?
- What are the short term and long-term goals of the policy?
- Does this bill have any funding or appropriations attached to it?
- What evidence are the advocates of this policy using in their claims that it will solve this problem? (Based on research findings? If not, what is it based on?)
- The winners and the losers affected by this bill/policy?
- Who will be charged with implementing and/or evaluating the policy?
- What is the social problem being addressed by this legislation, according to the sponsors of this legislation?
- Who is the target population?
- How widespread is the problem?
- Who is affected by this problem, and how? How many people are affected by it?
- How does this problem affect vulnerable populations?
- What are the causes of the social problem? (People may have different opinions on this, so explain these various opinions. For example, conservatives and liberals often disagree on the causes of poverty)
- What does the research say about the causes of this social problem? Make sure to cite a few important studies.
- How do we compare with other countries on this policy issue? Have they approached this issue in a different way?
- Provide some good data and statistics!

Research Paper Guidelines

1. Must be in APA format (begin to research if not familiar)

2. Typed, 12 font, Times New Roman, & Double-spaced

3. Title page (excluded from the pages)

4. Reference page (excluded from the pages)

5. Must have "5" references----Be sure to properly cite the author & year in the body of the

paragraphs. Wikipedia, or similar sources, should **NOT** be used as a source in this paper.

6. Must submit through Turnitin.com to receive a grade

7. Will receive a "0" if not submitted via Turnitin.com…Turnitin.com has several maintenance

issues; therefore, it is best to submit before the due date because it will be your responsibility to

submit your assignment.

8. Research paper must be five (4) or more pages

**Visit the Writing Center on campus if assistance is needed with grammatical errors,
organization of the paper, etc.**

Turnitin Information

1. Visit Turnitin.com
2. Register or log-in
3. Enroll in "Social Welfare Policy II-02 (night class)"
4. Class ID: 18686306
5. Enrollment key: herbie34

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