

# College of Continuing Education

## The University of Oklahoma

### Advanced Programs

**Course Title:**

Social Welfare Policy Practice and Analysis

**Course Number:**

SWK 5313-101

**Course Description:**

A graduate level historical and descriptive review of federal and state social welfare programming, introduction to social welfare policy analysis, and the role of the social work profession in affecting change in social welfare policy. Three (3) Credit Hours. Prerequisite: Graduate Standing or Consent of Instructor

**Purpose:**

This is a required course in the curriculum of the Master of Social Work degree program. The purpose of this course is to provide students with an understanding of federal and state social welfare programming, policy analysis and policy practice. The historical foundations and current forms of social welfare are presented as societal responses to identified social problems. The skill of policy analysis is presented in order to foster creative and analytical thinking and to engage students in examining how different policy decisions have differential impacts on diverse client populations while assessing their own personal philosophy of social welfare.

**Class Dates, Location and Hours:**

Dates: March 17 – 18, 31 – April 1, April 14 – 15, & 28 – 29, 2017

Location: Room 120, Zarrow Hall, 700 Elm Avenue, Norman OK

Hours: Friday 5:00-9:00 p.m.; Saturday 9:00 a.m.-5:00 p.m.

Last day to enroll or drop without penalty: March 16, 2017

**Site Director:**

Email: [apnorman@ou.edu](mailto:apnorman@ou.edu). Phone: 405-325-3333.

**Professor Contact Information:**

Course Professor: Anthony P. Natale, MSW, PhD

Mailing Address: School of Social Work  
Zarrow Hall 120

Telephone Number: 405-325-1408

E-mail Address: [anatale@ou.edu](mailto:anatale@ou.edu)

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, or by appointment.

**Campus Map and Parking Information:** A map of the campus can be found on the OU website at: <http://www.ou.edu/map/>. The entire campus is open for parking from Friday at 4:00 pm until Monday at 7:00 am. Students can park almost anywhere on campus including the parking garages, permits are not required and meters do not have to be paid. OUPD will ticket illegal parking such as fire lanes, handicap areas and yellow curbs.

### **Textbook(s) and Instructional Materials:**

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. American Psychological Association. (2009). *Publication of the American Psychological Association* (6<sup>th</sup> ed.). New York: Author. ISBN 9781433805615.
2. Karger, H.J. & Stoesz, D. (2014). *American social welfare policy: A pluralist approach* (7<sup>th</sup> ed.). Boston, MA: Allyn & Bacon. ISBN 9780205848973.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

### **Educational Outcomes:**

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students will, at the conclusion of the course, have the ability to:

1. Identify and describe the historical development of social welfare as a social institution at the federal level.
2. Identify and describe the basic organizational structure and services of the major social welfare provisions in the United States, with particular emphasis upon social welfare programming in Oklahoma.
3. Apply knowledge on political processes relevant to the achievement of social work goals in generalist practice and to critical analysis of social and economic justice.
4. Gain an understanding of how social policies direct social programs and how these policies and programs affect the clients with whom they will be working as generalist social work practitioners.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues, as demonstrated through the knowledge of the history of social welfare and written analysis of existing public social policy.
6. Apply critical thinking skills to analyze, formulate and influence social policies, as demonstrated by: the use of a framework to analyze social welfare policy and applicable social problem according the principles of social and economic justice; informed decision-making around current proposed social policy legislation, based upon principles of social and economic justice; and engagement in informed, planned strategy aimed at social policy advocacy or social action.
7. Use communication skills differentially across client populations, colleagues, and communities as demonstrated through a formal presentation of analysis of public social policy, social problems, and advocacy alternatives.

### **Social Work Competencies And Practice Behaviors Assessed:**

#### **Competency 1:**

Students know the profession's history and are committed to social work core values and principles. They recognize that social work as a profession is unique in its focus on social justice and person in environment.

**Associated Behaviors:**

- F 1.2 - Recognize the importance of identifying the influence of their own values on practice (Assessed in Assignment 2, 4, 5)
- F 1.3 - Identify and discuss professional roles and boundaries (Assessed in Assignment 2, 4, 5)
- F 1.4 - Identify and discuss professional demeanor in behavior, appearance, and communication (Assessed in Assignment 2, 4, 5, 6)

**Competency 2:**

Students have read and discussed the social work Code of Ethics. They are knowledgeable of the value base of the profession, its ethical standards, and relevant laws.

**Associated Behaviors:**

- F 2.1- Recognize and manage personal values in a way that gives priority to professional values in guiding practice (Assessed in Assignment 2, 4, 5, 6)
- F 2.2- Make ethical decisions by identifying the relevant standards of the NASW Code of Ethics (Assessed in Assignment 2, 4, 5, 6)
- F 2.3- Tolerate ambiguity in resolving ethical conflicts (Assessed in Assignment 2, 4, 5)

**Competency 3:**

Students are knowledgeable about scientific inquiry, and the importance of critical reading of research.

**Associated Behaviors:**

- F 3.1- Identify and appraise multiple sources of knowledge, including research-based knowledge (Assessed in Assignment 2, 4, 5)
- F 3.3- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (Assessed in Assignment 2, 4, 5, 6)

**Competency 4:**

Students understand how diversity shapes the human experience. Diversity is understood as the intersection of multiple factors, which include: age, class, gender, color, culture, disability, ethnicity, gender identity, immigration status, political ideology, race, religion, and sexual orientation.

**Associated Behaviors:**

- F 4.1- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (Assessed in Assignment 2, 4, 5, 6)

**Competency 5:**

Students understand that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.

**Associated Behaviors:**

- F 5.1- Describe theories of social justice and the mechanisms of oppression and discrimination (Assessed in Assignment 2, 4, 5)
- F 5.2- Advocate for human rights and social and economic justice (Assessed in Assignment 2, 4, 5, 6)

**Competency 6:**

Students understand quantitative and qualitative research along with the scientific and ethical approaches to building knowledge.

**Associated Behaviors:**

- F 6.3 - Use research evidence to inform practice (Assessed in Assignment 2, 4, 5)
- F 6.4 - Evaluate a community's use of evidence-based practices in a specific practice area (Assessed in Assignment 2, 4, 5)

**Competency 7:**

Students are knowledgeable about human behavior across the life span. They can describe theories pertaining to biological, social, cultural, psychological, and spiritual development.

**Associated Behaviors:**

- F 7.1 - Discuss conceptual frameworks that guide the processes of assessment, intervention, and evaluation (Assessed in Assignment 2, 4, 5, 6)
- F 7.2 - Understand the complex interrelatedness of individuals and the various systems that comprise their social environment (Assessed in Assignment 2, 4, 5)

**Competency 8:**

Students know the history and current structures of social policies, services, and service delivery.

**Associated Behaviors:**

- F 8.1- Analyze, formulate, and advocate for policies that advance social well-being (Assessed in Assignment 2, 4, 5, 6)
- F 8.2- Collaborate with colleagues and clients for effective policy action (Assessed in Assignment 4, 5, 6)

**Competency 9:**

Students recognize that the context of practice is dynamic, and ever changing.

**Associated Behaviors:**

- F 9.1- Continuously discover, appraise, and respond to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (Assessed in Assignment 2, 4, 5, 6)
- F 9.2- Advocate for sustainable changes in service delivery and practice to improve the quality of social services (Assessed in Assignment 2, 4, 5, 6)

**Teaching/Learning Methods**

This course is designed to include a number of teaching/learning activities that includes a seminar format with in-class lecture/discussion, required readings, in-class exercises and structured assignments. All students are responsible for contributing to class discussion. Structured assignments are outlined and intended to provide experience in policy related social work skills.

**Major Course Divisions:**

1. History and development of the American social welfare state
  - Making government policy
    - Federal, state, local, and tribal policymaking
    - Policymaking in the legislative, judicial, and executive branches
  - Poverty and oppression in America
  - Historical role of the social work profession
  - Sectors of policy practice: Public/governmental agencies, private nonprofits, the voluntary sector/ faith-based services/privatization
  - Voting and citizen participation
2. Policy practice context and methods
  - Social work roles in policy practice
  - Pathways and limitations of social work policy practice
  - Framing social problems: Language, media, and public opinion
  - Policy analysis frameworks
  - Policy advocacy and issue activism – practice using social work generalist model
  - Applying ethical frameworks to social welfare policy decision-making
3. Social welfare policy foundations
  - US political spectrum

- US political economy and tax policy
  - Social insurance and public assistance programs
4. Social work fields of policy practice. Possible areas (instructors should cover at least six of these major policy areas):
- Health care policy
  - Mental health and substance abuse policy
  - Criminal justice policy
  - Juvenile justice
  - Child and family welfare policy
  - Housing/homelessness policy
  - Food and agriculture policy
  - Education
  - Disability
  - Immigration

**Course Outline:**

<b>Date</b>	<b>Topics Covered</b>	<b>Assigned Readings</b>	<b>Assignments Due</b>
March 17 Session 1	Syllabus and Course Overview American Welfare state Discrimination	Karger and Stoez 1 and 4	na
March 18 Session 2	Poverty in America The Voluntary Sector Human Service Privatization	Karger and Stoez 5, 6, 7	na
March 31 Session 3	Making Government Policy Social Policy analysis Religion and Social Welfare	Karger and Stoez 2, 3, 8	Bring 3 potential bills <b>to class</b> for approval
April 1 Session 4	Tax Policy and Income Distribution Social Insurance Programs Public Assistance Programs	Karger and Stoez 9, 10, 11	<b>Policy Brief</b> due to Peer by <b>Wednesday 4/5 by noon</b> Peer Review Completed by <b>Friday 4/7 by noon</b> Policy Brief due to Instructor <b>Monday, 4/10 by noon</b>
April 14 Session 5	American Health Care Policy HIV/AIDS Policy Mental Health and Substance Abuse Policy	Karger and Stoez 12, 13	na
April 15 Session 6	Criminal Justice Policy Child Welfare Policy Housing Policy Food Policy and rural life International Perspective	Karger and Stoez 14, 15, 16, 17, 18	<b>Policy Analysis</b> due to Peer by <b>Wednesday 4/19 by noon</b> Peer Review Completed by <b>Friday 4/21 by noon</b> Policy Brief due to Instructor <b>Monday, 4/24 by noon</b>
April 28 Session 7	Student Presentations	na	Policy Brief and Analysis Presentations
April 29 Session 8	Student Presentations	na	Policy Brief and Analysis Presentations Peer Review Evaluation Form Participation form

**Assignments, Grading and Due Dates:**

**Writing Format:**

All assignments are to be double spaced, in a readable 12 pt. font, with **Normal** margins. Do not submit a cover page or abstract. Be sure to submit in a (.doc) format.

### **Policy Brief (5-7 pages):**

Write a policy brief on a substantial social welfare problem that the bill is intended to affect. Be concise, clear, and organized in choosing what to include and how to present the information so that a professional colleague less familiar with the topic will understand it and be persuaded by your analysis and conclusions.

1. The headings and subheadings of the policy brief should adhere to the guide below.
2. You must utilize at least **8 scholarly and/or credible sources** for your policy brief. (These can be journal articles, legitimate websites, and/or various policy oriented texts or reports from government or advocacy organizations).

### **Current Policy Issue (2 pages):**

Introduce the bill and the social welfare issue:

1. Provide an overview of the bill, including a brief background of who introduced it, and how many have supported the bill in each chamber of the legislature.
2. Briefly introduce the key social welfare issue(s) the bill is designed as a macro intervention for. Be sure to include:
  - a. Social welfare issue incidence and prevalence at the national and state level
  - b. Undesirable impacts on individuals, families, communities due to the social welfare issue
3. Describe how the bill will address the social welfare issue and overview the intended impacts of the bill.
4. Describe the influence of political party ideology on the framing of the social welfare issue and the bill meant to resolve it.
5. Describe advocacy positions or efforts (e.g., social service agency, advocacy groups, professional organizations, or special interest groups) for or against the bill.

### **Policy Scope (3 pages):**

Review the background relevant to this policy issue and summarize it.

1. Identify and describe current laws intended to affect the social welfare issue.
2. Analyze how effective or ineffective these policies have been for addressing the component of the social welfare issue that it was intended to (be specific and be sure to support your analysis throughout)
3. Identify and describe other current state bills that are also meant to address the social welfare issue.
4. Describe the component of the social welfare issue the bill is intended to address.
5. Assess the likelihood of the bill's passage.

### **Policy Analysis (9-11 pages):**

Complete an analysis of a current bill intended to impact the social welfare problem described in the policy brief. Be concise, clear, and organized in choosing what to include and how to present the information so that a professional colleague less familiar with the topic will understand it and be persuaded by your analysis and conclusions.

1. The headings and subheadings of the policy should adhere to the guide below.
2. You must utilize at least **15 scholarly and/or credible sources** for your policy brief. (These can be journal articles, legitimate websites, and/or various policy oriented texts or reports from government or advocacy organizations).

### **Contextual Analysis (6 pages):**

Describe the current social, political, economic and ideological context of the social welfare issue.

1. Identify and describe economic factors that are contributing to the social welfare problem. Explain how these economic factors can impact policy responses to the problem.
2. Overview Public opinion/social context on the social welfare issue and bill by providing answers to these questions: How does the general public perceive the issue? How is it framed in the

media? What are people saying about the issue and policy responses to it? Are there any advocacy positions or efforts for or against for the bill?

3. Describe current programs and services intended to address the social welfare problem. Explain how the bill, if passed, will address the social welfare issue.
4. Describe the impact on the social work profession if the bill is passed.
5. Identify potential negative consequences of the bill being passed (state comparisons are helpful).
6. Apply ecological systems theory and describe how this macro system intervention (the bill) is intended to affect each level (exosystem, mesosystem, microsystem).

### **Policy Recommendations (3 pages):**

Describe policy alternatives and **your** formal proposal for change.

1. Describe the specific bill or policy change you believe will solve the issue you have defined.
2. Overview policy alternatives that could better achieve the intended outcome. For example, what have other states/locations done?
3. Describe the intended impact(s) for affected individuals and communities of your proposed solution.
4. Make a case that supports your proposed solution as the best option, despite the alternatives (be sure your proposal is economically sound given very limited state dollars).
5. Explain *how* social work values are embodied in your proposed policy solution.

### **Peer Review:**

You will be randomly assigned to review the Policy Brief and Analysis of a peer. You will complete the review through Canvas.ou.edu – Click on the below link for peer review instructions.

1. <https://guides.instructure.com/m/42121/54363?data-resolve-url=true&data-manual-id=4212>
2. Be sure to point out any missing or underdeveloped areas in addition to general cohesion, readability and how well they supported their assertions. Review partners are provided a form to rate each other on timeliness, depth of review, and clarity of suggestions.
3. Your peer is **not** your editor – correct all grammar and spelling errors before the review. The instructor will assign partners. Adhering to the timelines provided is critical to this assignment.

### **Professional Policy Presentation (14-15 minutes maximum, 2 minutes for questions):**

Orally present your policy brief and policy analysis presentation via a professional PowerPoint presentation.

1. Prepare **no more** than 20 slides
2. Make sure your attire is **business professional not business casual**) - see the link below which overviews the differences  
[http://paper.i21st.cn/image\\_news/21st\\_1102/21st\\_1102\\_68\\_88983330555408ad98c38d.jpg](http://paper.i21st.cn/image_news/21st_1102/21st_1102_68_88983330555408ad98c38d.jpg)
3. Present a clear and concise overview of your policy brief and analysis **without** notes or note cards (rehearse, rehearse, rehearse).
4. Maintain audience engagement through eye contact with the audience, clear rate of speech, clarity of ideas.
5. Field questions from the audience in a clear and prepared way.

### **Bibliography:**

- Beverly, S. G. (2002). What social workers need to know about the Earned Income Tax Credit. *Social Work*, 47(3), 259-266. doi: 10.1093/sw/47.3.259
- Cancian, M. (2001). Rhetoric and reality of work-based welfare reform. *Social Work*, 46(4), 309-314. doi: 10.1093/sw/46.4.309
- Daguerra, A. (2011). US social policy in the 21<sup>st</sup> century: The difficulties of comprehensive social reform. *Social Policy and Administration*, 45(4), 389-407. doi: 10.1111/j.1467-9515.2011.00781.x
- Midgley, J., & Livermore, M. (2009). *The Handbook of Social Policy*. (2nd ed.). Thousand Oaks, CA: Sage.

- Popple, Philip R., and Leighninger, Leslie (2004). *The Policy-Based Profession*. Third Edition. Boston, MA: Pearson Education.
- Rome, S.H. & Hoechstetter, S. (2010). Social work and civic engagement: The political participation of professional social workers. *Journal of Sociology and Social Welfare*, 37(3), 107-129. Retrieved from <http://scholarworks.wmich.edu/jssw/vol37/iss3/7>
- Sherraden, M.S., Slosar, B., & Sherraden, M. (2002). Innovations in social policy: Collaborative policy advocacy. *Social Work*, 47(3), 209-221. doi: 10.1093/sw/47.3.209

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

**Methods of Evaluation:**

Evaluation of student is based on a qualitative assessment of written materials submitted, in class presentations of course related material, and overall participation in class discussion and activities.

**Breakdown of Class Grading:**

Assignment	Percent of Grade
Policy Brief	25%
Peer Review	5%
Policy Analysis	30%
Policy Brief Presentation	20%
Preparation Quiz	10%
Participation	10%

**Grading Scale:**

- 100-91 = A: Excellent: Work exceeds course expectations  
 90-81 = B: Good: Work meets course expectations  
 80-75 = C: Fair: Work marginally meets course expectations  
 74-70 = D: Poor: Work minimally meets course expectations  
 69 or below = F: Failure: Work does not meet course expectations

**Class Policies:**

**Academic Conduct:**

Each student should acquaint themselves with the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be obtained at [studentconduct.ou.edu](http://studentconduct.ou.edu). Students should also be familiar with the Anne and Henry Zarrow School of Social Work Student Performance Policy and the NASW Code of Ethics.

**Provost-Approved University Activities and Religious Observances:**

It is university policy “to excuse student absences that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.” Therefore, a make-up exam will be given when it falls on a practiced religious holiday and/or for religious observances and “Provost-approved University-sponsored activities such as scholarly competition, fine arts performances...” and legally required activities, such as emergency military service and jury duty... (Student Codebook, p. 26)

**Statement of Reasonable Accommodation:**

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities must be registered with the Disability Resource Center (Norman) or the Office of Disability Resources (Tulsa). These offices then determine and notify the student and instructor of any accommodations in this course.

Norman	Tulsa
Disability Resource Center 620 Elm Avenue – Suite 166 Goddard Health Center Norman, OK 73019-2093 405- 325-3852 (voice) 405-325-4173 (voice) Email: <a href="mailto:drc@ou.edu">drc@ou.edu</a>	Office of Disability Resources Schusterman Center 4502 East 41st Street Tulsa, OK 74135-2512 (918) 660-3100

### **Health Insurance Portability and Accountability Act Statement (HIPAA):**

In line with HIPAA regulations concerning protected health information, it is important that you understand that any client information that you share, either verbally or written, will need to be de-identified. This means that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates, but may also contain other information that is so unique to the person that it could allow for identification, including, but not limited to diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if it will not allow for identification.

### **Adjustments for Pregnancy/Childbirth Related Issues:**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact the instructor as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see [www.ou.edu/content/eoo/pregnancyfaqs.html](http://www.ou.edu/content/eoo/pregnancyfaqs.html) for commonly asked questions.

### **Title IX Resources:**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no contact orders, scheduling adjustments and disciplinary sanctions against the perpetrator. For access to these resources please contact:OU Advocates\* ([formerly known as SART](#)) 24/7: (405) 615-0013 Tulsa OU Advocates\* (formerly known as SART) (918) 660-3163 - After Hours: (918) 743-5763

In Norman, If you have a report of a potential policy violation, you should report it directly to the Sexual Misconduct Officer: Kathleen Smith (405) 325-2215, Four Partners Place, 301 David L. Boren Blvd., Suite 1000, Norman, Oklahoma 73019, or [smo@ou.edu](mailto:smo@ou.edu); or you may report it to the Interim Title IX Officer: Bobby Mason (405) 325-3549, Four Partners Place, 301 David L. Boren Blvd., Suite 1000, Norman, Oklahoma 73019, or [bjm@ou.edu](mailto:bjm@ou.edu) or the Associate Title IX Coordinator for the Health Sciences Center Campus: Bobby Mason (405) 271-2110, 755 Research Parkway, Building 4, Suite 429, Oklahoma City, OK 73104, or [bobby-mason@ouhsc.edu](mailto:bobby-mason@ouhsc.edu).

### **Attendance:**

Excused absences are defined in your student codebook. Outside of the exceptions in the codebook, you are expected to attend every class session. The lecture material and discussions are central to your learning.

More than 6 hours of absence for the entire course will result in a reduction of your overall grade by 10 percent.

If you miss between 7-9 hours, you will be responsible for completing a 10 page make-up assignment reflecting on the assigned readings for the missed class session.

If you miss more than 9 hours of course in any semester, you will be asked to drop the course or alternatively receive a failing grade.

You are responsible for all course information presented and/or materials passed out regardless of an absence. Be sure to contact a few students for updates.

**Inclement weather:**

Campus closures are determined and communicated by the University President. If campus is closed for an extended period due to inclement weather, I will communicate with students about alternate arrangements.

**Class Distractions:**

Electronic devices that distract the class by beeping, ringing, or prompting a student to leave the classroom must be off during class time. Other contacts can be made during the regular class break times. Students who do not adhere to this rule during class will be asked to leave and incur an absence upon a second warning. Refrain from non-class related activity - Reading during lecture or class activities, working on non-class material, texting, holding side conversations, sleeping (either sitting up or head down), and/or excessive doodling are examples of unaccepted classroom behavior.

In addition to your attendance, your professional presence is required for each class session. This means that you should come prepared to engage in and foster professional dialogue having read content relevant to the course. Refrain from cross-talking. Return from breaks punctually.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

Anthony P. Natale, MSW, Ph.D.

### Education

- 1997 Bachelor of Social Science, Washington State University
- 1999 Master of Social Work, Portland State University
- 2005 Doctor of Philosophy, Social Work, University of Denver

### Current Positions

- Associate Professor, Graduate Programs Coordinator
- Anne and Henry School of Social Work, University of Oklahoma 2005-present
- Advanced Programs Professor since 2007

### Frequently Taught Advanced Programs Courses

- SWK 5313 Social Welfare Policy
- HR 5113 Cultural Diversity in Human Relations
- HR 5013 Current Problems in Human Relations
- HR 5093 Introduction to Graduate Studies in Human Relations

### Major Areas of Teaching and Research Interest

- Administration and Community Practice
- Social Policy
- Evaluation of Prevention Programs
- HIV/AIDS
- Global Health

### Representative Publications and Presentations

- Natale, A. P. (2008). **HIV Transmission Factors: Denver MSM Culture and Contexts.** *Journal of HIV/AIDS and Social Services*, 7 (3) 241-264. DOI: 10.1080/15381500802307500
- Natale, A. P., & Moxley, D. P. (2009). Service engagement with high-risk men who have sex with men: Challenges and implications for social work. *Journal of Social Work in Healthcare*, 48 (1), 38-56. DOI: 10.1080/00981380802440536
- Natale, A. P. (2009). HIV and AIDS: MSM needs, wants and desires for HIV prevention. *Journal of Gay and Lesbian Social Services*, 21 (1), 149-72. DOI: 10.1080/10538720802494768
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### Representative Honors and Awards Received

- 2005 Faculty Member of the Year - University of Denver
- 2010 Graduate Faculty Member of the Year- Anne and Henry School of Social Work, University of Oklahoma

### Major Professional Affiliations

- Council for Social Work Education – CSWE
- Society for Social Work Research - SSWR