

**Alliance of Social Workers in Sports (ASWIS)  
Sport Social Work Certificate Program**

**SSW 515: Introduction to Sport Policy**

<b>Section:</b> Cohort Two	<b>Instructor:</b> Matt Moore, PhD, MSW
<b>Semester and Year:</b> Spring 2020	<b>Virtual Office Hours:</b> By Appointment
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**COURSE DESCRIPTION**

This course will outline the tasks, skills, and values required for social workers to effectively influence athletic policies at the organizational and legislative level. This course aims to introduce students as “policy practitioners” within the context of athletics.

**REQUIRED READINGS**

Courses offered through the ASWIS Sport Social Work Certificate Program will not utilize traditional textbooks. Instructors will assign peer-reviewed articles, web-based resources, videos, and other medial as necessary throughout the course. These resources will be available through the Google Classroom platform.

**COURSE OBJECTIVES**

As a result of successfully completing this course, students will be able to:

1. Understand the skills/mechanics of policy advocacy within the realm of sports.
2. Develop policy persuasion/presentation skills to advance well-being of athletes.
3. Demonstrate understanding of complex political, social, economic, and cultural factors that shape the policy making process within sports.
4. Develop, analyze, and present policy analysis proposals that seek to promote social and economic justice within sports.

**TEACHING METHOD/CLASS FORMAT**

Lectures, videos, discussion boards, and online-class exercises will be used. Students are expected to complete all reading materials, participate in online platforms discussions, and actively engage in activities.

Materials for this class will be placed on Google Classroom or emailed directly to students. Students are expected to frequent the Google Classroom website to check announcements from the instructor

and/or download course materials. There will also be a weekly Google Hangout requirement.

### **CLASS ASSIGNMENTS**

Due dates will be noted on the syllabus. Details regarding each assignment will be placed on Google Classroom. A short description of assignments are below. *NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR CREDIT UNLESS REASONABLE CIRCUMSTANCES EXIST.*

#### ***Discussion Boards: 40 Points***

There will be discussion board posts made available to students (one per week). These questions will relate to current events within the wide world of sports. These discussion board posts will require students to think critically about how existing or missing policies influence the current event. Students will respond to each discussion board question in its entirety. These posts will also help initiate Google Hangout conversation too.

#### ***Organizational Policy Review: 40 Points***

Each student will select one organizational document created by the National Collegiate Athletic Association (NCAA). Documents might include: NCAA Board of Governors Policy on Sexual Violence, NCAA Best Practices in Mental Health, NCAA Diagnosis and Management of Sport-Related Concussion Best Practices, NCAA Drug-Testing Policy, etc. After selecting an organizational document, students will analyze the strengths of the policy, how the policy relates to Sport Social Work, and possible areas for future development in the selected area.

#### ***Legislative Presentation: 40 Points***

You will develop a PowerPoint presentation covering a piece of state or federal legislation related to athlete well-being (e.g., Public Law No. 115-126, Senate Bill 786, etc.). Your PowerPoint should provide a summary of the bill, how the bill addresses matters of athlete well-being, how the bill relates to Sport Social Work, etc.

#### ***Personal Reflection: 30 Points***

At the end of the semester, you will write a personal reflection outlining the steps you will take to influence sport policy in the future. This reflection should include the skills you bring to policy advocacy, policy platform foci, and networks you plan on developing both now and in the future.

### **GRADING PROCEDURES**

The final course grade will be based upon the total points earned by a student. Assignments will be compared against the established grading criteria for each assignment and the quality of each assignment. The student is responsible for completing the assignments necessary to receive his/her goal grade. Students must score above a 70% to achieve “pass” status.

Assignment	Due Date	Points Possible	Your Grade
Discussion Board One		10	
Discussion Board Two		10	
Organizational Policy Review		40	
Discussion Board Three		10	
Legislative Presentation		10	
Discussion Board Four		10	
Personal Reflection		10	

**COURSE AGENDA:**

DATE	TOPIC(S)	READING(S) AND ASSIGNMENT(S)
<b>Week One</b>	<p>Understanding Sport Social Work Policy</p> <p>Sport Social Work Ethical Policy Screen</p>	<p><b><u>Readings:</u></b></p> <p>Moore and Gummelt (2018)</p> <p>Moore, Ballesteros, &amp; Hansen (2018)</p> <p><b><u>Assignment:</u></b></p> <p>Discussion Board One</p>
<b>Week Two</b>	<p>Organizational Policies and Recommendations</p> <p>Organizational Governance</p>	<p><b><u>Readings:</u></b></p> <p>NCAA Board of Governors Policy on Sexual Violence</p> <p>NCAA Best Practices in Mental Health</p> <p>Provided Web Links</p> <p><b><u>Assignment:</u></b></p>

		Discuss Board Two Organizational Policy Review
<b>Week Three</b>	Governmental Policies and Laws  Sport Social Work Legislative Tracker	<b><u>Readings and Lectures:</u></b>  Provided Web Links  <b><u>Assignment:</u></b>  Discussion Board Three Legislative Presentation
<b>Week Four</b>	Sport Social Work Policy Platform  Influencing Sport Policy	<b><u>Readings and Lectures:</u></b>  McCoy, Oregon, & Sullivan (2017)  Bertolas, Krejci, & Stanley (2018)  <b><u>Assignment:</u></b>  Discussion Board Four Personal Reflection

### **CERTIFICATE PROGRAM POLICIES**

#### ***Participation Policy***

With all certificate courses considerable learning occurs throughout weekly assignments and cannot easily be “made up.” Students are expected to complete all assignments per assigned due dates and engage in weekly communications. Students failing to do this will receive deductions in their course grades. Ongoing challenges with participation could result in disciplinary actions from the ASWIS Education Committee and possible removal from the course and/or program.

#### ***Funeral and Bereavement Leave***

Students are excused from class for funeral leave in the event of the death of a member of the student’s immediate family or household. The student will provide documentation to each

instructor. Given proper documentation, the instructor will excuse the student from the online class and provide the opportunity to earn equivalent credit for assignments missed.

### ***Policy Regarding Course Incompletes***

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. The ASWIS Education Committee and the instructor must approve the granting of an Incomplete “I.”

It is the responsibility of the student to request an Incomplete *prior* to the final class session, and to complete the *Memorandum of Incomplete Grade* form. This form specifies the work the student must finish including the time frame for submission. The student is required to sign the form and all work must be completed by the deadline specified by the instructor on the *Memorandum of Incomplete Grade*. Should the student fail to meet the time limitation, the instructor may assign a grade without the required work being completed.

### ***Professional Writing Standards***

*Professionals are often judged by others based upon the quality of their written work. Carelessness in spelling and editing suggests that there may also be mistakes in the substance of the work.*

All typed work submitted in this program should be prepared in accordance with the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed). All students should purchase a copy of the APA manual or utilize available online resources.

<http://www.apastyle.org/learn/faqs/index.aspx>

Written assignments are expected to address the content/ideas in a clear and concise manner. Written assignments will be graded for sentence and paragraph structure, organization, grammar, punctuation, and spelling. Students are expected to use a computer in preparing written assignments. Additional guidelines are at the discretion of the instructor.

### ***Academic Integrity Policy***

Honesty, trust, and personal responsibility are fundamental attributes of the ASWIS community. Academic dishonesty by a student will not be tolerated, for it threatens the foundation of the Alliance and our dedicated pursuit of knowledge. To maintain its performance, ASWIS is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Academic dishonesty includes violations of procedures that protect the integrity of assignments.

### ***Professional Conduct Policy***

Students in a professional program should conduct themselves as professionals in relation to the class and assignments. Full participation is encouraged as long as it is appropriate to the course content. Respect for the opinions of others is expected. Professionally unbecoming class conduct is likely to result in a lowered grade. Students are evaluated on their personal and professional behavior or conduct in this class as described in the *NASW Code of Ethics*.

### ***Equal Opportunity and Affirmative Action Policy***

ASWIS provides equal opportunity to all students and applicants for admission in its education programs, activities, and facilities without regard to race, religion, color, sex (except where sex is a bona fide qualification), sexual orientation, physical or mental disability, national origin, ancestry, or age. Concerns regarding this policy should be referred to the Education Committee at (800) 567-1178.

Furthermore, all ASWIS programs are subjected to the non-discrimination and affirmative action standards embodied in the Council on Social Work Education's *Education Policy Statement* (<http://www.cswe.org/File.aspx?id=13780>) and the professional standards found in the National Association of Social Work's *Code of Ethics* (<http://www.socialworkers.org/pubs/code/default.asp>).

### ***Americans with Disabilities Act Policy***

If you need course adaptations or accommodations because of a disability, please contact your instructor as soon as possible. Proper accommodations will be made to assist students in the learning process. The Education Committee can also assist in deciding upon accommodations.

### ***Release of Information Policies and Procedures***

ASWIS accords all rights under the Family Educational Rights and Privacy Act of 1974 to students of the certificate program. ASWIS will not disclose any information from students' educational records without the written consent of the student except to certificate program officials within ASWIS who have been determined to have legitimate educational interests, to officials of other institutions in which the student seeks to enroll or seek employment, to certain federal and state officials for federal program purposes, to persons in compliance with a judicial order or lawfully issued subpoena, or to protect the health or safety of students or others in an emergency.