I. Course Overview

This course is an introduction to social work with an emphasis on the fields of practice with special attention to services in a rural context, and populations at risk of societal oppression. It provides an overview of historical and contemporary social welfare and social work in the United States in response to societal problems and needs. Systems theory and the ecological perspective, as well as strategies appropriate to the empowerment process and strengths perspective, will be presented as the context for generalist social work practice. The various social work methods and fields of practice will be discussed and explored. In addition a brief exploration of the Canadian social welfare with comparisons will take place.

II. Council on Social Work Education Evaluative Standards

6.2 The baccalaureate curriculum prepares students for generalist social work practice; it is based upon a liberal arts perspective and must include the professional foundation.

6.3 The methods of instruction must reflect the cognitive, affective and experiential components of learning appropriate to the attainment of the specified goals of the program. Instructional methods are to be designed to stimulate students’ capacities and to involve students in their professional learning.

III. Objectives

This course is the first of two courses in the BSW program's social welfare policy and services sequence. The goal of this class is to provide students with knowledge, perspective and a philosophical and historical understanding about the social welfare response to human need. It is also designed to help students to critically examine the policies and issues affecting social welfare as a part of society. Upon completion of this course, the student will be expected to achieve the following objectives:

Knowledge Objectives:
1. Define and describe what social work practice with individuals, families, groups, communities and organizations looks like within the generalist framework. (EP 2.1.10(a)-(d)
2. Define and understand empowerment, self-determination, advocacy, and transformation. (EP 2.1.2)
3. Become aware of different needs of diverse populations, particularly in rural environments. (EP2.1.9)
4. Understand the purpose of research and how it informs professional social work practice. (EP 2.1.6)
5. Define the difference between being a professional and being an employee in the context of social work. (EP 2.1.1)

Values and Ethics Objectives:
1. Be able to articulate the values and ethics related to the social work profession. (EP 2.1.2)
2. Develop a conscious awareness of the student’s own values and value system(s) and how those values influence an individual's professional strengths and challenges. (EP 2.1.3)
3. Understand the client’s right to self-determination. (EP 2.1.7)
4. Begin to develop and maintain a non-judgmental attitude when affecting change in all systems and working with clients of different backgrounds. (EP 2.1.1)
5. An understanding of their own (the student’s) ethical conduct. (EP 2.1.2)

Skills Objectives:
1. Develop an understanding of rural populations and communities, populations at risk, and cultural diversity issues, (EP 2.1.4)
2. List settings in which social workers are employed and social work skills, values, and ethics that pertain to these settings. (EP 2.1.2)
3. Define and understand research methods utilized by social workers, particularly those used in agency settings. (EP 2.1.6)

IV. Student Expectations
During the course itself, students will achieve certain learning outcomes. All performance assessment depends upon the accomplishment of these outcomes. Students are graded on achievement, rather than effort.

I believe that most matters related to the course and assignments can be resolved in the appropriate discussion forums. However, all students are welcome to stop by my office regarding questions, problems, or issues of a personal nature.

V. Teaching/Learning Methodology
The primary philosophy employed throughout this course will be:

“Your choices, your responsibility”

The educational philosophy of this course is based on the belief that everyone has something to offer. Every member of the class has a base of formal and informal education, which contributes to their current knowledge base. This course will utilize a variety of teaching/learning methods including lecture, large and small group discussion, news and TV media, periodicals, presentations, and one text.
The instructor is not perceived as the 'giver' or 'imparter' of knowledge to an uninformed and wholly receptive group of students. The instructor is responsible for establishing, nurturing, and monitoring the learning environment while the learner/participant is responsible for taking initiative and expanding his/her areas of knowledge, attitude and skill development. This class assumes a teaching/learning partnership that is mutual and a challenging, creative and dynamic environment. Therefore, the instructor will take the role of facilitator of learning.

**VI. Required Materials**


Recommended:


**VII. Course requirements**

**Disability Services:** Students with disabilities needing accommodations or assistance with coursework or testing should contact Mary Kate Barbosa, Director of Student Support Services, at 768-9613. Please note that students who identify as disabled must present current and complete documentation to receive accommodations.

**Tutoring:** Student Support Services offers tutoring to all students via experienced professional and peer tutors. If you are interested in receiving tutoring, please contact Student Support Services at 768-9614.

**VIII. Evaluation**

**Tests.** There will be three exams during the semester. Each test will cover material reviewed in the previous three to four weeks. These tests will consist of multiple choices, true/false, matching terms; fill in the blank and short essay questions.

When a student is unable to take the examination on the day it is offered a five point deduction is taken on the exam grade for every class day the exam is postponed. Taking the deduction is not an option to taking the exam. Acceptable reasons for not taking the test when scheduled is weather which keeps a student away from campus or illness that prevents them (per physician order), from attending class.

*A final examination will be given during the formal examination week as an option for those students who wish to replace their lowest test score taken during the semester.* The final is a comprehensive exam on the entire semester’s materials. Students who take the final and obtain a score higher than one of three previous tests may use that final grade to replace the lower grade. The final may also serve as a make-up exam if a student misses one of the three previous exams.
Social Welfare Interview Paper Students will interview someone from a human service delivery setting and write a paper that describes the social welfare setting where the interviewee works. An assignment sheet will be made available to explain these steps of this paper in more detail. People to be interviewed should work in one of the areas of human service delivery discussed in the Kirst-Ashman text:

- Children and Family Services
- Substance Use, Abuse, and Dependence
- Older Adults
- Youth and Schools
- Disabilities
- Criminal Justice System
- Health Care
- Occupational Services (download)
- Mental Health

Part 1 - Students select one of the nine service areas to find someone to interview. The person being interviewed does not have to be a social worker, but someone who can speak knowledgeably about the human service delivery they provide. Due to class size, two to three people will be conducting interviews from the same service areas. However, no person should be interviewed by more than one person. Therefore, coordination between fellow classmates conducting interviews from the same service area is mandatory. Coordination means evidence of collaboration and teamwork to assure the subject area is covered as well as possible. Problems with this component of the assignment should be brought to the instructor’s attention as soon as possible.

Part 2 - Each student must write a paper about the agency setting. The paper is due on the day the speaker from that service area presents in class. A minimum of seven questions must be covered in the topic paper. The questions are a guide to the minimum amount of information needed in the paper. If you don’t understand the questions, ask before the interview so you can explain them. The questions are:

1. What is the program's purpose?
2. What are the program’s eligibility requirements?
3. What benefits does the program provide?
4. What agency or organization is responsible for program administration and funding sources?
5. In what manner are the benefits provided?
6. What is the social welfare policy that governs the administration of the services?
7. What are seen to be the strengths and weaknesses of the program?

If the agency has any brochures or pamphlets, you are expected to have them for distribution to the class at the time of the presentation.

Researched Paper Each student will write a comprehensive researched paper of not less than seven (7) pages on a topic of social welfare in our society or a bibliography on an important person in the history of social welfare. The paper must contain four components:
SWK 200 - INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

- Coverage of the developmental and recent history of the policy/program/person and how it correlates with other social welfare policies and /or programs;
- What have you found to be true and not true about this particular service/person;
- Your understanding of the relatedness between history, policy, attitude and the primary components of the policy or the work of the person;
- Explanation about why the particular social welfare topic or person was selected by you and what the ramifications are for social work practice or your particular interest.
- General statements such as "because I am interested in this issue," or "because this is a big problem for social workers" left unsupported, are unacceptable.

Professional communication requires attention to form as well as content in written work. The paper must be written in clear, concise prose using standard, nonsexist, correct English. **The paper must be well organized, edited and proofread before being submitted.** Although the content of the paper is the most important consideration in grading, papers that are disorganized or contain multiple grammatical or spelling errors will be downgraded.

A minimum of four (4) sources are required, beyond your textbook. Sources must include at least two different types, such as text, media, interviews, and Internet and web sources. In other words, information from the internet is fine as long as you use other sources as well. There are several excellent guides for writing a research paper. If you have any concerns about your writing ability for a researched paper, please discuss them with the instructor.

All papers must follow an approved APA format of citation. No citation implies plagiarism, a form of academic theft of the words, ideas, or data of others by not giving proper acknowledgment of sources. It is a serious offense in academic work, which can result in sanctions being imposed by the professor, and/or the University. It is also identified as a violation of the National Association of Social Workers Code of Ethics. A paper that does not use appropriate citation will be rejected and the grade for the assignment will be zero. If you are not familiar with how to write a referenced paper, it is your responsibility to obtain the information. My recommendation is to go to website quickstudy.com and order “APA/MLA Guidelines for Students” or go to the library and request resource materials.

A list of examples of social welfare policy topics and people you could use for this assignment can be found at the end of the syllabus. These are only suggestions and you are free to use a topic not found on this list as long as you inform me of your selection. My expectation is that a student from this class will be capable of talking spontaneously on the concept of social welfare and human service delivery. These papers are written forms of these discussions. Hopefully, expertise will be gained in assessing issues in a thoughtful way rather than upon stereotypes and assumptions.
Attendance Policy  Regular attendance and time management are the responsibility of the student. A key part of this class is the work done during the class period. Lack of the attendance and chronic tardiness will impact the final grade and even the ability to finish the class.

There are no repercussions for up to 2 class absences. Three absences from class will result in a 1/2 step deduction in the overall grade from the class. Four absences will result in another 1/2 reduction. If a student has 5 absences from the class, an additional 1/2 step deduction will occur in the course overall grade. More than 5 absences will result in the student being directed to withdraw from the class. Tardiness is defined as coming into the class after the instructor has begun to present information. Three incidences of tardiness will result in the equivalent of one absence. If the student has some concern about this policy, it is the student’s responsibility to address these concerns with the instructor.

To summarize:
3 absences = 1/2 step deduction in the overall grade (B to B–)
4 absences = Total of 1 step deduction in the overall grade (B to C)
5 absences = Total of 1 1/2 steps deduction from overall grade (B to C–)
More than 5 absences will result in the student being directed to withdraw from class.

Final grade will be based on the following:
Grading Scale: A = 91-100; B = 81-90; C = 71-80; D = 61-70; F = Below 60
As one of the foundation classes for the BSW major, those who intend to attain a BSW degree must have a final grade of “C” or better.

3 tests @ 10% each = 30% of final grade
Practice Setting Paper = 25% of final grade
Researched Paper = 45% of final grade
Absences to be factored in

VII. Assignments
The following is an outline of the assignments during the semester including when tests take place and proposed presentations. The reading and presentation is listed beside the date on which the material will be reviewed and/or presented.

Sep 05  Introduction to class. Review of the syllabus. Read Chapter 1 in text for next class and complete the Critical Thinking survey, p. 14 “Where Do You Stand on the Conservative-Liberal Continuum?”

Sep 10 Discussion on Chapter 1, Kirst-Ashman. Introduction to Social Work and Social Welfare.
• What is Social Work?
• What is Social Welfare?
What is Critical Thinking?
What Are Your Views About Social Welfare? (p. 11)
Focusing on the Environmental Context of Problems (p. 27)

Read Chapter 2 for next class. Answer questions on critical thinking 2.1 “What Should a Social Worker Do?”, p. 37 for next class.

Sep. 12 Discussion on Chapter 2 and review questions from p. 27
• What are values? What are the 6 core values of social work?
• What are ethics? What are the six major categories of social work ethics?
• What are the concepts of self-determination and empowerment?
• What is the difference between personal values and professional values? (p. 54)

Read Ch. 3 for next class and answer questions from critical thinking exercise 3.1, p. 62.

SIGN UP FOR INTERVIEW PAPER SUBJECT AREA.

Sep. 17 Discussion on Chapter 3 and review of critical thinking exercise.
• What is the Strengths perspective and the concept of resiliency?
• Dimensions of Diversity, p. 66
• What is the difference between race, ethnicity, culture and class?
• Common cultural values for four diverse groups.
• What does ‘gender’ mean and what is ‘feminism’?

Read Chapter 4 for next class and pick one of the examples in critical thinking exercise 4.1, pp 114-115.

Sep. 19 Discussion on Chapter 4 and review of the critical thinking exercise.
• What is evidence based practice?
• The Planned Change process.

Sep. 24 Film “30 Days – Living on Minimum Wage” After watching the video, send your response to the film at my e-mail address, kimanne.perkins@umpi.edu. The film will be discussed briefly during the next class.

Read Chapter 5 and answer the questions on critical thinking exercise on Your Community, 5.1, p 139


Oct. 01 TEST # 1, over Chapters 1-5. For next class, read Chapter 6 and answer critical thinking questions 6.1, p 184 and 6.2, p. 190.

Oct. 03 Discussion on Chapter 6 and review of the critical thinking exercises.
Elizabethan Poor Laws of 1601
- The Speenhamland System and English Poor Law Reforms of 1834
- Dorothea Dix and Views about Mental Health and Mental Illness
- Manifest Destiny and the American Indian
- The Freedman’s Bureau and African Americans
- What were settlement houses, Charity Organization Societies and the relationship to generalist social work?

For next class, read Ch. 7 and answer critical thinking exercise 7.1, p 220 and 7.2, p. 225

October 08, 10 – Canadian Thanksgiving break.

Oct. 15 Discussion on Chapter 7 and review of exercises 7.1 and 7.2.
- Social Welfare Policy Development, the 4 stages.
- Structural components of Social Welfare programs, the 5 questions.
- The conservative paradigm versus the liberal paradigm, universal versus selective services provisions.
- 5 E approach to policy analysis.
Read Ch. 8 for next class and answer critical thinking exercises 8.2, p 248 and 8.3, p 253

Oct. 17 Discussion on Chapter 8 and Guest speaker on working with people in poverty.
For next class, read Chapter 9 and answer the questions on exercise 9.1, p 290

Read Ch. 10 and pick one of the questions in exercise 10.2, p 320 to answer for next class.

Oct. 24 Guest speaker on Older Adults and review of exercise 10.2. Older adult’s agency papers due today.  Review for Test # 2.

Oct. 29 TEST # 2, over Chapters 6-10.  For next class, read Chapter 11 and answer the critical thinking questions in exercise 11.1, p348 and 11.3, p 353.

Oct. 31 Guest speaker on working with people with disabilities and review of exercise 11.1 and 11.3.  People with disabilities agency papers due today.  For next class, read Ch. 12 and answer the critical thinking questions from exercise 12.1, p 377.

Nov. 05 Guest speaker on Health Care and review of exercise 12.1.  Health care agency papers due today.  For next class, read Ch. 13 and answer the critical thinking questions in exercise 13.1, p 406.
Nov. 07  Guest speaker on Mental Health and review of exercise 13.1. Mental HealthCare agency papers due today. For next class, read Chapter 14 and answer the critical thinking questions in exercise 14.1, p 445.

Nov. 12  Guest speaker from the Veteran’s community and the Military Child Education Coalition Veteran’s Day.

Nov. 14  Guest speaker on Substance Use, Abuse and Dependence and review of exercise 14.1. Substance abuse services agency papers due today. For next class, read Chapter 15 and answer one of the questions in exercise 15.1, p 413.

Nov. 19  Guest speaker on Youth and working in schools and review of exercise 15.1. Youth and school services papers due today. For next class, read Chapter 16 and answer one of the questions in exercise 16.1, p 426.

Nov. 26  Guest speaker on Criminal Justice and review of exercise 16.1. Criminal Justice services papers due today. For next class, download the document on blackboard, labeled, Occupational Social services.

Nov. 28  Guest speaker on Occupational Social Services. Occupational services papers due today. Preparation for Text # 3.

Dec. 03  TEST #3. Over Chapters 11-16. For next class, go to http://www.personalitypathways.com/MBTI_geyer.html

Dec 05  Myers-Briggs Personality review

Dec 10  Research paper presentations, group # 1.

Dec 12  Research paper presentations, group # 2.

Dec. 19  Optional Final. 3-5 pm Final day for research papers to be submitted.

Suggestions for Research Paper Topics

Social Welfare Policies

“Don’t ask, don’t tell” policy 501(c)
Americans with Disabilities Act Medical disability
Canada Health and Social Transfer Program Children’s Aid Society
Child Support Enforcement Customs and Border Protection
Developmental Disability Deinstitutionalization Subsidized housing
Economic Opportunity Act of 1964  
Education for All Handicapped Children Act  
Family Medical Leave Act  
Family Welfare Association (of the United Kingdom)  
Immigration  
Income Tax programs  
Indian Child Welfare Act  
Indian Self-Determination and Education Assistance Act  
Medicaid (Mainecare) – Title XIX  
Medicare – Title XVIII  
Mental Health Deinstitutionalization  
Refugee services  
Social Security Act of 1935  
Supplemental Security Income (SSI)  
  
**People Important in Social Welfare**  

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<td>Grace Abbott</td>
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