University of Maine at Presque Isle  
College of Professional Programs  
Social Work Program  

SWK 200: Introduction to Social Work and Social Welfare

Spring 2013, online  Kim-Anne Perkins, LCSW  
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Office Hours: Monday, 9-10:30am and Thursday, 1:30-3pm or by appointment

University of Maine at Presque Isle

Statement of Commitment

As a member of the university, I pledge to  
Pursue academic excellence,  
Support open inquiry and civil expression,  
Participate responsibly in the life of the community,  
Conserve and enhance the beauty of the campus, and  
Help members of the university realize their potential.

I. Course Description
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.

Pre-requisite: Introduction to Sociology and/or General Psychology

II. Educational Objectives
At the end of the course, students will be able to:  
A. Define and describe what social work practice with individuals, groups, families, communities and organizations with the generalist framework. (2.1.10)  
B. Be able to articulate the values and ethics related to the social work profession. (2.1.2)
C. List settings in which social workers are employed and social work skills, values, and ethics that pertain to these settings (2.1.2)

D. Define and understand empowerment, self-determination, advocacy, and transformation. (2.1.2)

E. Develop an understanding of rural populations and communities, populations at risk, and cultural diversity issues. (2.1.4)

III. University and Course Policies

A. In complying with the letter and spirit of applicable laws and pursuing its own goals of diversity, the University of Maine System shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status or gender expression, national origin, citizenship status, age, disability, or veterans status in employment, education, and all other areas of the University System. The University provides reasonable accommodations to qualified individuals with disabilities upon request.

B. The University regards freedom from discrimination and discriminatory harassment as an individual employee and student right which will be safeguarded as a matter of policy. Any employee or student will be subject to disciplinary action for violation of this policy. Retaliation against anyone who makes a complaint of discrimination or harassment or who is involved in a complaint process will not be tolerated. (Http://www.maine.edu/system/policy_manual/policy_section401.php)

C. Questions and complaints about discriminations in any areas of the University should be directed to Barbara DeVaney, Director of Affirmative Action and Equal Employment Opportunity, South Hall Room 205, 181 Main Street, Presque Isle, Maine 04769-2888, phone (207) 768-9750. TTY is available on request. Inquiries or complaints about discrimination in employment or education may also be referred to the Maine Human Rights commission. Inquiries or complaints about discrimination in employment may be referred to the U.S. Equal Employment Opportunity Commission.

D. 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 with disabilities must present current and complete documentation to receive accommodations.

E. Tutoring: Student Support Services offers tutoring to all students for all courses via experienced professional and peer tutors. If you are interested in receiving tutoring, please contact Meghan Lightbown, SSS Assistant Director, at 768-9614.

F. Located on the first floor of South Hall, the writing center offers one-on-one consultations for writers at all levels of coursework, at all stages of the writing process. Call 768-9615 or stop by to set up an appointment. For more information
you can also check out our web page:  

G. Minimum grade: Students majoring in Social Work must obtain a minimum of a C in this class in order to graduate from the BSW program. If the student earns a lower grade than C, he/she has the option to repeat the course once or to consider another major. A discussion with the advisor is recommended.

H. Course expectations: I believe that most matters related to the course and assignments can be resolved in the appropriate discussion forums. All students are welcome to be in touch with me regarding problems, or issues of a personal nature.

STUDENT CONDUCT: An aspect of social work education is developing a professional self and professional behavior and this begins in the classroom.

a. Show respect to all persons, including fellow classmates, guests, and instructor.

b. Expression of divergent opinions and views is encouraged.

c. Technology use during the class must be respectful and not violate confidentiality or privacy of the people in the class. As an online class, technology is integral to the learning environment. Remember that respect for privacy and confidentiality must be practiced during all aspects of the class.

d. The University of Maine at Presque Isle has a student conduct code of conduct which all students are expected to follow. Civility, mutual respect and discourse are expected and behaviors or actions disruptive to the class will be addressed.

e. Completion of readings, assignments, and course work by assigned dates is an example of how the classroom models workplace expectations. Exceptions to published due dates of assignments must be discussed with the instructor. Without communication with the instructor there is no obligation for the instructor to accept late work.

IV. Teaching Methods

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.
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 skills 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.

V. Course Requirements

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

A. DISCUSSION POSTINGS 25% of final grade. Over the course of the semester 20 questions will be posted under the discussion board feature of blackboard. All questions come from the text and focus on a particular aspect of service area or issues. Students are expected to make a minimum of one posting for each discussion using the textbook as a point of information in their response. Each posting will be graded either "0", ".5", or "1-1.25". A "0" grade indicates no student presence in the discussion. A ".5" grade means the student responded but the response only met the minimum requirement. A grade of "1-1.25" will be given when postings to the discussion reflect understanding of the text material and contribute to the overall class discussion. In summary, students could earn up to 25 points toward the final grade. The instructor reserves the right to change the discussion questions from what is currently in the syllabus if the discussions indicate the need of the class to have different discussions.

B. 2 TESTS and CHAPTER QUIZZES 15% each toward final grade: All tests and quizzes are multiple choices.

   Midterm posted the week of March 05 over Chapters 1-8
   Final, posted the week of May 07 over Chapters 9-16.

   Each chapter of the text has a 15 question quiz that can be taken online and sent to the instructor. Students are expected to complete all sixteen quizzes during the week the chapter is posted for discussion. The average grade of the 16 quizzes will be counted as 15% toward the final grade. The midterm and final each count as 15% toward the final grade.
C. **INTERVIEW PAPER 10% of final grade**: 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 Families, Older Adults, Disabilities, Health Care, Mental Health, Substance Abuse, Youth and Schools, Criminal Justice.

Each student must write a paper about the agency setting. The paper is due in the week the service area is being discussed. 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 services?
7. What are seen to be the strengths and weaknesses of the program?

If the agency has any brochures, pamphlets, or a website, students are expected to distribute them to the class during that week’s materials. This paper is worth 10% of the final grade.

D. **RESEARCHED PAPER 20% toward final grade**: 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:
• 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 textbooks. 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. This assignment is worth 20% of the final grade.

VI. Required and Recommended Texts


VII. Course Outline

Week One: 22-28 January

Review syllabus and other course documents.

Register on student site for textbook resources and quizzes and complete the Chapter One quiz, sending to the instructor once completed.

Read Chapter 1 of the Kirst-Ashman text and complete CT 1.2: Where Do You Stand on the Conservative-Liberal Continuum?, p. 14. Assess your survey results and post them under the CT 1.2 Discussion.

Week Two: 29 January - 04 February

Read Chapter 2; Social Work Values and Ethics and complete the quiz and send it to the instructor

Complete CT 2.1: What Should a Social Worker Do? P. 37, by answering one of the scenarios and posting it on the discussion board.

Complete CT 2.2: Identifying Personal Values, p 54 by briefly responding to the eight questions raised and posting those responses to the discussion board.

Week Three: 05 - 11 February

Read Chapter 3; Empowerment and Human Diversity. Complete the quiz and send.
Complete CT 3.1; Racial Self-Awareness, p. 62. Post an assessment of your 9 answers to the discussion board. In addition, please answer CT 3.2 on p. 70, completing the three questions at the end of the segment.

**Week Four: 12 – 16 February**

Read Chapters 4 and 5; The Process of Generalist Practice & Practice Settings and complete the quizzes for each chapter and send them to the instructor.

In CT 4.1, pp. 114-115 there are 5 of the most common ‘fallacy traps’ that we all fall for. Pick a minimum of one of the listed traps and describe your own experience having fallen into it, posting it under the discussion question. I am confident you have all had at least one experience, be it a TV infomercial or listening to someone or something that proved to be wrong or unreliable. It is important to understand that EVERYONE does this.

Complete CT 5.1, p. 139. Your Community and post your responses on the discussion board.

Review the Interview paper assignment which is due by **March 05**.

**Week Five: 17-23 February** February break/ no work due

**Week Six: 26 February – 04 March**

Read Chapter 6: An Overview of Social Welfare and Social Work History and complete the quiz, sending it to the instructor


**Week Six: 05 – 11 March**

Read Chapters 7; Policy, Policy Analysis, Policy Practice, and Policy Advocacy: foundations for Service Provision and Chapter 8: Policies and Programs to Combat Poverty. Complete the quizzes for both chapters and send them to the instructor.

Interview paper due. Send paper as an e-mail attachment to: 
kimanne.perkins@umpi.edu
Complete CT, 7.1, p. 220 - Which Benefits Are Most Beneficial to Poor People by answering one of the questions in the discussion board. Also, complete CT, 7.2, p. 225 answering the question, Should benefits be available to everyone or only to a select group?

Complete CT 8.1, p. 244 What Is It Like to Be Poor? In addition, answer CT 8.2, Residual versus Institutional Perspectives on Poverty, p. 248. Post your response on the appropriate discussion board.

Week Seven: 12-18 March

Midterm test, posted on Blackboard - 50 multiple choice questions. To be submitted no later than March 18, midnight.

Week Eight: 19-25 March

Read Chapter 9; Social Work and Services for Children and Families, completing the quiz and submitting it to the instructor.

Complete CT 9.1; Advocacy and Child Maltreatment in the Macro Arena, p. 290 answering both questions on the discussion board.

Week Nine: 26 - 30 March

Read Chapter 10; Social Work and Services for Older Adults, completing the quiz and submitting it to the instructor

Complete CT 10.2; How Would You Fix Social Security?, pp. 320-321 By picking a minimum of one of the five critical thinking questions areas discussed. Answer the questions under that area on the discussion board.

Week Ten - No work due during the second break, 01 - 07 Spring break/ no work due.

Week Eleven: 08-15 April

Read Chapter 11; Social Work and Services for People with Disabilities, completing the quiz and submitting it to the instructor

Complete CT 11.1; Residual Versus Institutional Approaches to Service Provision for People with Disabilities, p. 348 and post your responses on the discussion board.
Week Twelve 16 - 22 April

Read Chapter 12; Social Work and Services in Health Care AND Chapter 13; Social Work and Services in Mental Health, completing the quizzes for both chapters and submitting them to the instructor.


Week Thirteen: 23-29 April

Read Chapter Fourteen: Social Work and Substance Use, Abuse, Dependence completing the quiz for the chapter and submitting it to the instructor.

Complete CT 14.1; The Dynamics of Substance Use and Abuse, p. 445 posting your responses on the discussion board.

Week Fourteen: 30 April - 06 May

Read Chapter Fifteen AND Sixteen: Social Work and Services for Youths and in the Schools and Social Work and Services in the Criminal Justice System. Complete the quizzes, sending them quiz to the instructor.

Complete CT 15.1; The Pregnancy Rate for Adolescents in the United States, p. 480 and post your response on the discussion board.

Complete CT 16.1; An Ethical Dilemma: Punishment Versus Empowerment, p. 496 answering the three questions and posting on the discussion board.

Week Fifteen: 07-13 May

Final Exam posted on blackboard– 50 multiple choice questions.

Submit Research Paper via e-mail to the instructor.

Complete the class evaluation form.
# Suggestions for Research Paper Topics

## Social Welfare Policies

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<thead>
<tr>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td>“Don’t ask, don’t tell” policy</td>
<td>501(c)</td>
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<tr>
<td>Americans with Disabilities Act</td>
<td>Medical disability</td>
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<td>Canada Health and Social Transfer Program</td>
<td>Children’s Aid Society</td>
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<td>Child Support Enforcement</td>
<td>Customs and Border Protection</td>
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<td>Developmental Disability Deinstitutionalization</td>
<td>Subsidized housing</td>
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<td>Economic Opportunity Act of 1964</td>
<td>CHAMPUS</td>
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<td>Education for All Handicapped Children Act</td>
<td>Unemployment benefits</td>
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<td>Family Medical Leave Act</td>
<td>Headstart</td>
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<td>Family Welfare Association (of the United Kingdom)</td>
<td>Workman’s Compensation</td>
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<td>Immigration</td>
<td>Children services</td>
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<td>Income Tax programs</td>
<td>Elder services</td>
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<td>Indian Child Welfare Act</td>
<td>Foster care</td>
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<td>Indian Self-Determination and Education Assistance Act</td>
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<td>Medicaid (Mainecare) - Title XIX</td>
<td>Veteran’s services</td>
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<td>Medicare - Title XVIII</td>
<td>Adoption</td>
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<td>Mental Health Deinstitutionalization</td>
<td>Food Stamps</td>
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<td>Refugee services</td>
<td>TANF</td>
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<td>Social Security Act of 1935</td>
<td>U. S. Patriot Act</td>
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<td>Supplemental Security Income (SSI)</td>
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## People Important in Social Welfare

- Edith Abbott
- Dorothy Day
- Mary McLeod Bethune
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Grace Abbott</td>
<td>W.E.B. Du Bois</td>
<td>John Collier</td>
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<td>Jane Addams</td>
<td>Richard Cabot</td>
<td>William Beveridge</td>
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<td>Saul Alinsky</td>
<td>Ida Cannon</td>
<td>Thomas Coram</td>
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<td>Arthur Altmeyer</td>
<td>Mary Cannon</td>
<td>Eileen Blackey</td>
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<td>Emily Balch</td>
<td>Mary Carpenter</td>
<td>Edith Cowan</td>
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<td>Thomas Barnardo</td>
<td>Harry Cassidy</td>
<td>Charles Booth</td>
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<td>Samuel Barnett</td>
<td>Edwin Chadwick</td>
<td>Grace Coyle</td>
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<td>Janie Barrett</td>
<td>Thomas Chalmers</td>
<td>Charles Loring Brace</td>
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<td>Harriet Bartlett</td>
<td>Carolina Chisholm</td>
<td>Katherine Bement Davis</td>
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<td>Clara Barton</td>
<td>St. John Chrysostom</td>
<td>Sophonisba Breckinridge</td>
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<td>Daisy Bates</td>
<td>Vincent, de Paul</td>
<td>Rosemary Dybwad</td>
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<td>Bert Beck</td>
<td>Richard Cloward</td>
<td>Zebulon Brockway</td>
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<td>Clifford Beers</td>
<td>Frances Power Cobbe</td>
<td>Ophelia Settle Egypt</td>
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<td>Bertha Capen Reynolds</td>
<td>Wilbur Cohen</td>
<td>Eveline Burns</td>
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<td>Annie Besant</td>
<td>Stanton Coit</td>
<td>Abraham Epstein</td>
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<td>Louise deMarillac</td>
<td>Sarah Fernandis</td>
<td>Mary Harris Jones</td>
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<td>Homer Folks</td>
<td>Norah Fry</td>
<td>Florence Kelley</td>
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<td>Carel Bailey Germain</td>
<td>Elbridge Thomas Gerry</td>
<td>Fatima Jinnah</td>
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<td>Mitchell Ginsberg</td>
<td>Lester Granger</td>
<td>Fanny Lou Hamer</td>
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<td>John Griscom</td>
<td>Steven Humphreys Gurteen</td>
<td>Elizabeth Haynes</td>
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<td>Hastings Hornell Hart</td>
<td>Robert M. Hartley</td>
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