

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
BSSW Program
Spring 2018

SW 250 –Social Welfare
3 credit hours

Instructor: Autumn L. Carusillo, PhD, LCSW

Section: 001

Class Times: 5:05-6:20, T & Th

Class Room: Henson Hall 322

Office hours: Immediately following class or by appointment

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Canvas: <http://online.utk.edu>

Prerequisite(s): None.

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (<http://www.csw.utk.edu/docs/BSSWHandbook.pdf>). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct

There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, <http://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01.20151222.pdf>
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.
- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in [Hilltopics](#), code of conduct violations will be addressed through the CSW Professional Standards Committee.

Academic Standards of Conduct

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor's approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "[Hilltopics](#)". These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an "F" for an assignment or examination or to assign an "F" in the course. See <https://hilltopics.utk.edu> for more detailed information.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity ([Hilltopics](#)).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability, and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:

<http://civility.utk.edu/>

Disability Services

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim" (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Inclement Weather

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

Course Description/Information

The introduction course in the BSSW program (SOWK 200) focuses on the profession of social work. This course (SOWK 250) is intended to assist prospective social workers in gaining awareness and understanding of the breadth and depth of the profession by providing opportunities to study its historical evolution, fields of practice, consumers of service, delivery of service, rewards and challenges and relationship with social welfare. This course examines the development, structure, and function of the social welfare institution. The course provides the opportunity to study the emergence of the social work profession, mission, as well as analysis of social welfare programs and impact of the institution on society. The instructor reserves the right to revise, alter or amend this syllabus (including course outline, assignments, and due dates) as necessary. Students will be notified of any such changes.

Course Competencies

By the completion of this course, students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Describe the scope of the social welfare institution and its increasing importance in the social structure. 5.1, 5.2
2. Identify diverse, oppressed, and at-risk populations (see also the CSW Dimensions of Diversity Statement). 2.1
3. Describe the historical evolution of the social welfare institution in terms of society's concern with the needs of people, poor as well as rich, urban as well as rural, minority as well as majority. 5.2
4. Explain the major social, cultural, political, environmental, and economic motivations which influenced and continue to influence the social welfare institution. 3.1
5. Understand how social values affect the social welfare system. 1.1
6. Describe social welfare programs in a rational, data-based approach. 5.1, 5.2, 7.1
7. Describe the impact of organizational settings or workplaces on those delivering and receiving social services. 5.1, 5.2
8. Describe the social welfare institution's response or lack of response to current issues and problems. 5.1

CANVAS

Computer and internet access is required for this class. We use many Canvas features through *Online@UT* (<http://online.utk.edu>). Please be sure that the UTK email address listed for the course is your current one. If you would like additional help to access or use Canvas, contact helpdesk@utk.edu or 974-9900.

Readings and Resources**Required Text**

Van Wormer, K.S. & Link, R.J. (2015). *Social Welfare Policy for a Sustainable Future: The U.S. in Global Context*. Thousand Oaks, CA: SAGE Publications. ISBN: 9781452240312

Student Study Site: <http://study.sagepub.com/vanwormer>

Recommended Text

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings and Resources

Be prepared to study and apply the U.S. National Association of Social Workers' Code of Ethics (2008; see <http://www.socialworkers.org/pubs/code/code.asp>) and the International Federation of Social Workers' Ethics in Social Work, Statement of Principles (2012; see <http://ifsw.org/policies/statement-of-ethical-principles/>) throughout the class.

Required readings, other than required texts, from professional, peer reviewed journals, websites, and other sources are listed in the Course Outline below and are available in Course Materials on the Canvas

site. Additional readings, such as the U.S. National Association of Social Workers' Helping Starts Here website (see <http://www.helpstartshere.org/>), may be assigned. Some required readings or videos might be changed over the course of the semester.

Other useful resources will be available on CANVAS.

Course Requirements

The course format will be a combination of lectures and class discussion, PowerPoint/Prezi, videos, online assignments, guest speakers, and class activities. Each class, the instructor will highlight main points and important issues. Students are expected to read, critically analyze, and discuss assigned readings and other materials. Grades will be based on individual and group assignments, quizzes, writing assignments, attendance, and class participation.

Grading Scale

Grades reflect the number of total points earned. There are no extra credit options.

The grading scale is:

Grade Course	Points	Performance Level
A	94-100	Superior
A-	90-93.9	Intermediate Grade
B+	86-89.9	Very Good
B	83-85.9	Good
B-	80-82.9	Intermediate Grade
C+	76-79.9	Fair
C	73-75.9	Satisfactory
C-	70-72.9	Unsatisfactory
D+	66-69.9	Unsatisfactory
D	63-65.9	Unsatisfactory
D-	60-62.9	Unsatisfactory
F	< 60	Failure

Grade Distribution

Assignments	Points
Attendance and Participation	5 attendance/ 5 participation
Advocacy Letter	10
Influencing Policy Development Paper	20
Non-profit Organization Group Presentation	20
Quizzes (4 @ 10pts ea.)	40
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Total Possible	100

Attendance and Participation (10 pts.)

Attendance: Regular attendance is essential. Students are expected to be on time, attend all class sessions, and stay until the end of class sessions. If you miss a class, you are responsible for any work missed. Students are allowed two unexcused absences from class without point deductions. Each additional unexcused absence will result in a one (1) point grade reduction. Otherwise, students will only be excused for documented emergencies, or in rare circumstances, if other arrangements have been made in advance with the course instructor. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance. Leaving early or arriving more than 30 minutes into a class session will result in you being marked as absent.

Attendance sign-in sheets will be available at the beginning of each class. It is the student's responsibility to sign in and document attendance. Students **may not** sign the roster for other students. Doing so is unethical and will result in an automatic ten (10) point course grade reduction and referral to the CSW Professional Standards Committee for any students who are involved.

Preparation and Participation: You are expected to participate regularly, actively, and constructively. We will as a group establish additional agreements for how we want to work together in class. We will work together to create an environment of open dialogue, openness to ideas, and where the ability to ask questions is welcomed. There will be no tolerance of teasing, bullying, or intimidation of each other, guests, or other individuals in the classroom. Students who are observed or reported as bullying other students will be referred to the CSW Professional Standards Committee.

You may bring your laptops to class to take notes and for other appropriate classroom work. It is not appropriate to surf the Internet, check your email, or use electronic devices for any non-class related activity while in class. The instructor reserves the right to disallow the use of laptops in class if students use them inappropriately (e.g., instant messaging, typing emails, or web surfing). Participation points may be deducted or students asked to leave the classroom if laptops, phones or other electronic devices are used inappropriately. All cell phones and smart phones must be silenced and put away during class. Text messaging is strictly prohibited. If you have a special circumstance, talk to the instructor in advance. All mp3 players (iPods, etc.) are to be off and stored during class. This includes removal of all headphones, ear buds, and other listening devices from ears, head, and neck during class time.

Assignment Information

Each assignment is linked with one or more of the course competencies (CCs). Assignment competencies are also linked with one or more of the Council on Social Work Education's (CSWE) Dimensions of Competence [CSWE Educational Policy and Accreditation Standards (EPAS), 2015]. You'll see these four measures (K, V, S, and CAP) identified in the syllabus as Dimensions of Competence Measures (DCMs):

- Knowledge (K)
- Values (V)
- Skills (S)
- Cognitive and Affective Processes (CAP), which include:
 - Critical Thinking: Process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information
 - Affective Reactions: Emotions that influence thinking and subsequent behavior
 - Judgement: Capacity to perceive and discern multiple sources to form an opinion
- Deadline extensions are made rarely, at the discretion of the instructor, and only in extenuating circumstances. Late assignments will be penalized 10% for each calendar day past the due date, unless alternative arrangements are made with the instructor in advance.
- We acknowledge students' right to privacy. Therefore, when dealing with personal information either in class or in an assignment, share only to the level at which you are comfortable.
- Well-written assignments are those that demonstrate good writing skills (e.g., critical thinking, conceptualization, organization, sentence and phrasing structure, grammar, punctuation, spelling) and adherence to APA-style guidelines for paper structure (e.g., running head with page numbers, 12 pt. font size, Times New Roman font, double-spacing, appropriate referencing).

All written assignments must be submitted through the course Canvas site and (1) MUST be submitted as Word documents, (2) MUST be named using the format of "Lastname Firstname Assignment.docx" (e.g., "Addams Jane Treatment Group Observation"), and (3) MUST include a RUNNING HEAD and page numbers, or points will be deducted.

BSWO

BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25 in 220 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

Course Assignments**Advocacy Letter** (10 pts. CCs 4, 5, 8; DCMs: K, V, S, and CAP)

Write a letter to a local, state or national elected official regarding a social welfare policy issue. This letter should relate an understanding of your own personal values and how those lead to the position you present. Be clear and compelling in communicating your ideas which might include: the need for changes, that are sustainable, in policy, funding, and services. Use evidence-based, referenced data to back up this position. Be concise, informative, and persuasive. You may use the same social welfare issue for your Influencing Policy Development Paper, if the instructor approves the topic.

To develop your letter, use the guidance, checklist, and examples in *Ch. 33: Conducting a Direct Campaign, Section 1. Writing Letters to Elected Officials* (KU Community Toolbox, 2016; see <http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/letters-to-elected-officials/main>).

For additional information, see also *Chapter 25: Changing Policies, Section 1. Changing Policies: An Overview* (KU Community Toolbox, 2016; see <http://ctb.ku.edu/en/table-of-contents/implement/changing-policies/overview/main>).

Influencing Policy Development Paper (20 pts. CCs 1 – 8; DCMs: K, V, S, and CAP)

Purpose: The purpose of this paper is for you to familiarize yourself with the Universal Declaration of Human Rights (UDHR), to utilize that document as a framework for critically analyze an existing state or federal policy and craft an argument regarding the merits of the policy or any changes that would need to be made in order for the policy to adhere to the UDHR. Alternatively, you might propose a new policy if none exist on the topic of your choice. **Each student will propose a policy topic to the instructor at a designated time (check the schedule below).**

For example, you may choose “Article 23, Section (2) Everyone, without any discrimination, has the right to equal pay for equal work” (emphasis added).

You might then review current policy on anti-discrimination policies currently in place to protect day labor employees. Perhaps there are no policies. You might then design a policy around the protection of day labor wages to insure day laborers are given an equal wage for their time. Questions to consider are: how would this policy be enacted? What level of government can approve this policy and make it a legal right? If there is a policy in existence, consider: do the tenets of the existing policy line up with the UDHR? Do NASW and IFSW ethical standards support this policy? How is the policy enforced? Is it sustainable? Is it feasible?

If you make a point or state your opinion, **BACK IT UP**. How? Make your claims with clear explanations and with legitimate, evidence-based sources.

Formatting Requirements:

1. Paper must be 7-10 pages total. This includes the title page and reference page; the body of your paper must be 5-7 pages long. **If it is longer, it will not be read.**
2. Paper must be in APA format. This includes a running header and page numbers, in-body citations for ideas that are not common knowledge or your own, page numbers for quotes, a

reference page, and a title page. However, an abstract is not required.

3. There must be *at least* 4 references, two of which must be *peer-reviewed articles from professional journals*. More than four references may be warranted depending on your topic.
4. Write succinctly. It may be difficult to argue for, support, and defend your recommended change in a short paper, so make each thought process and sentence count!

Specific areas to address will be available when the assignment is reviewed in class.

Here are links to the:

- U.S. NASW Code of Ethics (NASW, 2008; see <https://www.socialworkers.org/pubs/code/default.asp>).
- International Federation of Social Workers (IFSW, 2012; see <http://ifsw.org/policies/statement-of-ethical-principles/>
- See Topics and Policy Statements in “*Social Work Speaks*” (NASW, 2015; <https://www.naswpress.org/publications/practice/speaks.html>)
You *cannot* access individual policy statements online, but “*Social Work Speaks*” is on reserve for SW250 and SW315 in Hodges Library.

This paper will take some time; start early in the semester.

Group Presentation: Not-for-Profit Social Service or Social Change Organization (20 pts.; CCs 2, 5, 6, 7, 8; DCMs: K, S, V, CAP)

Purpose: To explore and understand certain important aspects of a non-for-profit, social service or social change organization in Tennessee. Depending on the number of students in our class, class members will be assigned to groups of 2 or 3 for this assignment. Each group will submit 2-3 intended organizations for approval. Presentations should be 10-15 minutes long. Apply vocabulary from your readings to show your understanding of the concepts. Presentations will be graded on content coverage; organization and structure; presenters’ professionalism, communication styles and skills; use of audiovisual and other aids, and shared and effective use of time. Groups will be assigned by the end of the first full week of class.

The following information must be addressed in the group presentation:

1. Organization name, address and contact information, non-profit status
2. Mission, vision, values, and history
3. Organizational chart, board of directors membership
4. Client criteria and numbers
5. Selective or universal, horizontal and vertical adequacy programming
6. Number and focus of programs
7. Role(s) social workers have in the organization’s program(s)
8. Funding sources and most recent yearly, income, assets, and expenditures
9. Relevance of social, economic, environmental justice
10. Diversity and cultural affiliations in clients, staff, and volunteers (see also the CSW Dimensions of Diversity Statement)
11. Relevance to the organization’s work of at least one policy statement in NASW’s (2015) “*Social Work Speaks*” (2015).

Sources for this information may include the organization’s website, organization staff, pamphlets and other public materials, organizational charts, strategic plans, annual report, IRS Form 990. See also the five resources below for additional background information. In class, we’ll review this and other guidance in a PowerPoint that will be posted on the course Canvas site.

- Guidestar, at <http://www.guidestar.org/Home.aspx>
- Foundation Center 990 Finder, at <http://foundationcenter.org/find-funding/990-finder>
- Independent Sector (2016). What is a Nonprofit Organization?, at <https://independentsector.org/nonprofit>
- Ch. 9, *Developing an Organizational Structure...*, Section 1. *Organizational Structure: An*

Overview (KU Community Toolbox, 2016; see <http://ctb.ku.edu/en/table-of-contents/structure/organizational-structure/overview/powerpoint>).

- *Chapter 43: Managing Finances, Section 4. Understanding Nonprofit Status and Tax Exemption.*
- *(KU Community Toolbox, 2016; see <http://ctb.ku.edu/en/table-of-contents/finances/managingfinances/nonprofit-status-taxexemption/main>)*

Quizzes (4 at 10 pts. each)

The quizzes, which will take place on Canvas, will cover in-class discussion and assigned readings/resources (see Course Outline) and may be a combination of multiple choice, true/false, and short answer questions. Each quiz will open on a Thursday at NOON and close the following Sunday at 5:00 p.m. Once you begin a quiz, you will have 60 minutes to complete it.

- Q1: Chs. 1, 2, and 3 (CCs 1, 2, 3,4, 5; DCMs: K, V, CAP)
- Q2: Chs. 4, 5 , other readings/resources (CCs 2, 4, 5, 8; DCMs: K, V, CAP)
- Q3: Chs. 6, 7, and 8 (CCs 2, 4, 5, 6, 7, 8; DCMs: K, V, CAP)
- Q4: Chs. 9, 10, 11, and 12 (CCs 2, 4, 5, 6, 8; DCMs: K, V, CAP)

Course Outline

*We might have guest lecturers join us for some class sessions, and might include additional or alternative videos, readings, or exercises related to the week's topics at the discretion of the instructor. Study required material **before** each class and **bring required readings to each class** (hard or electronic copy). Failure to demonstrate preparation for class sessions can result in lowered participation grades. Contact the instructor well in advance of a class session if you have any difficulty accessing required or recommended materials.*

Writing Tips

1. Read writings out loud.
2. Peer reviews are often helpful.
3. Give yourself time for re-writing, use multiple drafts.
4. Spell check AND grammar check
5. Take time to find the best possible sources, not the first article to pop up on an internet search. Get familiar with and use library services, including our SW Library Liaison.
6. Enjoy it! Make it your own quest for knowledge, as it should be!

Week	Dates	Topics	Required Readings	Assignments Due
Week 1	01/11/2018—Th	Welcome and course orientation, including course purpose, rationale, competencies, intro to the text, course schedule, and assignments.	<u>VW&L:</u> Preface (pp. xvi-xx) Part I (pp.1-2) Appendix B: Relevant Internet Sites	
Week 2	01/16/2018—T	(T) What is international social welfare? What are the universal questions: What is critical thinking? This chapter discusses sustainability as a broad concept. Definitions of Basic Terms. Globalization, power, exploitation, unintended consequences.	<u>VW & L:</u> Ch. 1: Social Work and Social Welfare Policy: A Sustainable Framework. <u>Canvas:</u> Universal Declaration of Human Rights (UDHR)	

	01/18/2018—Th	Group assignments (TH) Review the UDHR; linkage to international social welfare. Discussion of Policy Development Paper in class.		
Week 3	01/23/2018—T 01/25/2018—Th	(T): What are the historical foundations of social welfare? What has been the historical development of social work? (TH): World religions and environmental focus. Norwegian social welfare. American exceptionalism in values. Rise of the corporation.	<u>VW&L:</u> Ch. 2:Historical Foundations of Social Welfare Policy. <u>VW&L:</u> Ch. 3: Purpose and Structure of Social Welfare Policy.	Quiz 1 (Chs. 1, 2, and 3) available on Canvas from NOON Thursday January 25th to 5:00 p.m. Sunday the 28th.
Week 4	01/30/2018—T 02/01/2018—Th	(T): Review Quiz 1 Upcoming Assignments: a) Advocacy Letter b) Influencing Policy Development Paper c) Non-profit Organization Group Presentation – review submission plan (Brief Group Meetings) (TH): Soil, food, water, air. Modern agriculture. Corporate role in food production. Mass transit.	<u>KU Community Toolbox:</u> a) Ch. 33 Section 1 b) Toolkit 11 c) Ch. 9 Section 1 Ch. 43 Section 4 <u>VW & L: Ch 4:</u> Environmental Sustainability and the Social Work Profession	
Week 5	02/06/2018—T 02/08/2018—Th	United Nations' 17 sustainable development goals, indicators, and data. Definitions of sustainable development, environmental health, community capital, environmental justice. Local to international social work and sustainable development.	Canvas: a) United Nations Post-2015 Sustainable Development Goals (SDGs); b) Global Agenda for SW and Social Development (GA); c) Rogge/NASW: Environmental Justice	Group should submit three proposed organizations via Canvas for instructor approval. Due: Feb 8th at 5:00 pm.
Week 6	02/13/2018—T 02/15/2018—Th	Welfare programs: social insurance (Social Security, Medicare, disability benefits) vs. means-tested (TANF, Medicaid, SNAP, SSI).	<u>VW & L:</u> Ch 5: Poverty and Inequality	Quiz 2 (Chs. 4 and 5, SDG) available on Canvas from NOON Thursday February. 15 th to 5:00 p.m. Sunday Feb. 18 th

Week 7	02/20/2018—T 02/22/2018—Th	(T): Review Quiz 2 (T-Th) Privilege, oppression in the economic system. Women's rights. Backlash. Racism.	VW & L: Ch. 6: Minority Groups and the Impact of Oppression Canvas: Unite For Sight Webinar: Cultural Competency for Global Health	Advocacy Letter due on Canvas by NOON Thursday Feb. 22nd.
Week 8	02/27/2018—T 03/01/2018—Th	Convention on the Rights of the Child. Corporal punishment. Gun deaths. Child abuse. South Korea and family policy.	Part II: Policies to Meet Human Needs (pp. 211-212). <u>VW&L:</u> Ch. 7: Child Welfare Canvas: Children's Bill of Rights	Influencing Policy Development Paper <i>Topic</i> due on Canvas by NOON Thursday March 1st.
Week 9	03/06/2018—T 03/08/2018—Th	(T): History of U.S. health care. The ACA. Malaria control, in Zambia; Ebola. Women in Ghana (TH): In-class Group Work Session	<u>VW & L:</u> Ch. 8: Sustainable Health Care Policies <u>Canvas:</u> Summary of the ACA: http://www.ncsl.org/portals/1/documents/health/hraca.pdf	Quiz 3 (Chs. 6, 7, and 8) available on Canvas from NOON Thursday March 8 th until 5:00p.m. Sunday, March 11 th .
Week 10	03/13/2018—T 03/16/2018—Th	No Class—Spring Break!!	N/A	N/A
Week 11	03/20/2018—T 03/22/2018—Th	Review Quiz 3 (T&TH) Mental health care unmet needs. War, Trauma, Homelessness	<u>VW & L:</u> Ch. 9: Mental Health Care Policy See canvas for additional reading	
Week 12	03/27/2018—T 03/29/2018—Th	Older Americans Act. Hospice care. International policies.	<u>VW & L:</u> Ch. 10: Sustainable Policy for Older Adults See canvas for additional reading	
Week 13	04/03/2018—T 04/05/2018—Th	Women and human rights. Social work and challenges in its human rights focus. International perspectives. Final In-class Group Work Session— Attendance is Required	<u>VW & L:</u> Ch. 11: Human Rights Canvas: Universal Declaration of Human Rights	Quiz 4 (Chs. 9, 10, 11, Appendix A) available on Canvas from NOON Thursday Apr 5 th to 5:00 p.m. Sunday Apr 8 th .
Week 14	04/10/2018—T 04/12/2018—Th	Group Presentations	No readings	Influencing Policy Development Paper is due on Canvas by NOON Thursday, April 12 th . Group: PPTS due on Canvas and emailed to instructor before 5:00p.m.

Week 15	04/17/2018—T 04/19/2018—Th	Group Presentations	No readings	Group: PPTS due on Canvas and emailed to instructor before 5:00p.m.
Week 16	04/24/2018—T 04/26/2018—Th	Group Presentations Evaluations	No readings	Group: PPTS due on Canvas and emailed to instructor before 5:00p.m.

Social Work Organizational Resources

Professional Practice:

Tennessee NASW Chapter, at <http://www.naswtn.com/>

U.S. National Association of Social Workers (NASW), at <http://www.socialworkers.org/>

NASW List of Social Work Organizations, at

<http://www.naswdc.org/swportal/swo1/Default.asp?offset=10>

International Federation of Social Workers (IFSW), at <http://www.ifsw.org>

See also:

Association for Community Organization and Social Administration, at <http://www.acosa.org>

International Consortium for Social Development, at <http://www.socialdevelopment.net/>

National Association of Black Social Workers, at <http://www.nabsw.org/>

Network for Social Work Management, at <http://socialworkmanager.org/>

Professional Education

U.S. Council on Social Work Education, at <http://www.cswe.org/>

International Association of Schools of Social Work (IASSW), at <http://www.iassw-aiets.org/>

Legal Regulation and Standards

Tennessee Board of Social Workers, at <https://www.tn.gov/health/topic/sw-board>

Association of State Social Work Boards, at <http://www.aswb.org>

Additional Resources

Community Toolbox, from <http://ctb.ku.edu/en>

Mind Tools, at <http://www.mindtools.com/fulltoolkit.htm>

National Coalition on Dialogue and Deliberation, at <http://ncdd.org/>

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