

**The University of Tennessee
College of Social Work
(BSSW Program)
Fall 2003**

SW 250 - Introduction to Social Welfare (3 credits)

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Class Times: T/Th, 5:05-6:20
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Program Mission:

The BSSW program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained generalist social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing society. There is a focus on the reciprocal relationships between persons and their environments. Social workers are doers; they are problem-solvers who are able to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by a broad knowledge-base, code of ethics, and professional values. Social workers are educated and trained to do things right as well as to do the right thing.

The mission of the BSSW Program is to develop generalist social workers who are strategic thinkers, life-long learners and opinion shapers. The knowledge-base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development and prepares students for critical thinking throughout their careers. We are dedicated to preparing practitioners for the challenges of the twenty-first century. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on-going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

Program Goals:

Provision of education and training that enable students to become generalist social work practitioners who:

- 1) are committed to advancing social and economic justice and the principles, values, and ethics that guide the social work profession;
- 2) are grounded in systems theory and operate within a person-in-the-environment framework;
- 3) use the problem-solving process to intervene in multiple-level client systems;
- 4) have an understanding of human diversity and special populations that informs practice interventions;

- 5) use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing society; and
- 6) are committed to continuous development of professional self.

Rationale:

The first course in the Undergraduate Social Work Program (SW 200) emphasized an introduction to the profession of social work. SW 250 will focus on the central domain of social work practice, the social welfare institution. Although not all services in this institution are delivered by social workers, this is the dominant professional group in this arena. An understanding of the structure and functioning of social welfare is relevant, however, not only to social workers, but to all citizens since the institution affects the quality of life for all members of our society. Also, citizens have various opportunities to influence this social institution. To influence this institution in an informed manner, there is a need for accurate knowledge rather than just opinions or strong feelings.

Course Description:

Examines the development, structure, and function of the social welfare institution. Analysis of social welfare programs and impact of the institution on society.

COURSE OBJECTIVES

The objectives of this course are to provide students the opportunities and environment to understand and analyze:

1. the scope of the social welfare institution and its increasing importance in the social structure;
2. discrimination due to race, culture, gender, age or physical or emotional abilities;
3. 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;
4. the major social, cultural, political and economic motivations which influenced and continue to influence the social welfare institution;
5. the idea that social values affect the social welfare system;
6. social welfare programs in a rational, data-based approach;
7. the impact of organizational settings or workplaces on those delivering and receiving social services;

8. the social welfare institution's response or lack of response to current issues and problems.

Behavioral Objectives:

As a result of actively participating in this course, the student should be able to:

1. discuss current policies, attitudes, and programs in terms of past and current economic, political, religious, and social developments in social welfare;
2. discuss the emergence, growth and importance of the social welfare institution and the relationship with the social work profession;
3. differentiate between social welfare and public welfare;
4. discuss the meaning of "blaming the victim" and "creaming the poor" and how these concepts influence the social welfare institution;
5. identify and utilize a framework to critically analyze social welfare programs;
6. identify trends and drastic shifts in social welfare through the utilization of a historical investigation;
7. list the attributes of a profession and a bureaucracy and discuss some of the problems faced by professionals in a bureaucratic environment;
8. discuss the importance of paraprofessionals and volunteers in the social welfare institution;
9. discuss social problems in terms of definition, contributing factors, interventive strategies and programs;
10. articulate what one needs to know and be able to do for effective professional practice within the social welfare institution.

TIMETABLE

WEEK MAJOR DISCUSSION TOPIC (**)

#1, Aug 21 ** Introductions
 ** Overview of course and assignments
 ** Group assignments (SPIOD)

#2, Aug 26 ** The Scope of the Social Welfare Institution
 Aug 28 ** Relationship between social work and social welfare
 ** Deficit and non-deficit perspectives (world views) in social welfare
 ** Outgroups and the implications of "false consciousness" (i.e., racism, sexism, homophobia, ageism, "disabilism," religious discrimination) in social work and social welfare.

Reading Assignments:

Johnson, Schwartz & Tate

pp. 1-28, "An Introduction to the Social Welfare System in the United States."

pp. 53-74, "Poverty, Human Needs, and Social Welfare."

Day

pp. 1-26, "Values in Social Welfare"

pp. 27-53, "The Institution of Social Welfare"

#3, Sep 2 ** Reading assignments and topics from week #2, continued.
 Sep 4

#4, Sep 9 ** The role of values in social welfare
 Sep 11 ** poverty, human needs, and social welfare

Reading Assignments:

Johnson , Schwartz & Tate

pp. 53-74, "Poverty, Human Needs, and Social Welfare"

Popple & Leighninger

pp. 1-26, Politics, rationalism, and social welfare: Basic Concepts"

Day

pp. 2-10, "Values in Social Welfare"

#5, Sep16 ** The structure of social welfare services in the U.S.
 Sep 18 **Mechanisms for meeting human needs
 **Social workers as change agents

Reading Assignments:

Johnson, Schwartz & Tate

pp. 77-87, "Social Welfare Resources"

Poppo & Leighninger

pp. 25-52, "Social Welfare: Basic Concepts"

#6, Sep 23 **Diversity and multiculturalism issues in social welfare
 Sep 25

Reading Assignments:

Johnson, Schwartz & Tate
DiNitto

pp. 89-114, "Discrimination and Racism"
 pp. 345-393, "Racism and Sexism"

Poppo & Leighninger
Day

pp. 132-176, "Responses to Human Diversity"
 pp. 12-26, "Issues of Discrimination"

#7, Sep30 **America's Social Welfare Roots
 Oct 2

Reading Assignments:**Day**

pp. 82-115, "Feudalism and the Welfare State"

#8, Oct 7 **America's Social Welfare Roots, Cont.
 Oct 9

Reading Assignments:

Day
Jansson

pp. 119-150, "The Other Side of the World"
 pp. 44-54, "Harsh Treatment of Outgroups: The Native
 Americans, African Slaves, The Status of Women,
 Ominous Signs."

#9, Oct 14 *** Midterm Examination ***

Oct 16 *** Fall Break ***

#10 Oct 21 **The Civil War and Progressive Eras
 Oct 23

Reading Assignments:**Day**

pp. 192-263, "The American Welfare State Begins"
 "Progressive Era, War and Recovery"

#11 Oct 28 **The Great Depression, New Deal and Beyond

Reading Assignment:

Day, pp. 267-302, "Great Depression/Social Security"

Jannson pp. 185-190, "Outgroups in the New Deal: African
Americans, Women, Latinos, Asian
Americans."

Oct 30 Video: "Welfare Reform: Social Impact"

#12 Nov 4 **The Great Depression, New Deal, and Beyond, Cont.
Nov 6

Reading Assignment:

Day pp. 306-339, "Civil and Welfare Rights"

#13 Nov 11 **Return to Political Conservatism
Nov 13

Reading Assignment

Day pp. 343-401, "The Reactionary Vision"

#14 Nov 18 SPIOD Presentation #1 (Term Papers Due)
Nov 20 SPIOD Presentation #2 (Term Papers Due)

#15 Nov 25 Video: "Checks and Balances: Wisconsin Welfare Reform"
Nov 27th Thanksgiving Holiday

#16 Dec 2

Exam II (SPIOD Content)

Student Evaluation Criterion:

Student grades in this course will be based on four (4) major assignments/examinations. The specific assignments/examinations, percentage of the final grade they represent, and test dates/submission deadlines are as follows:

<u>Course Requirement</u> <u>Date/Submission Deadline</u>	<u>Percent of Final Grade</u>	<u>Test or Event</u>
Group Term Paper (SPIOD)	30%	Nov 18 & 20
Midterm Examination	30%	Oct 14
Group Presentations (SPIODs)	30%	Nov 18 & 20
Examination II	10%	Dec 2
Total =	100%	

Examinations I and II:

The class examinations will be administered at approximately the midpoint of the semester (Oct 14, 2003) and near the end of the semester (Dec 2, 2003). Examination II will cover material presented by the groups during their SPIOD presentations. The format for the examinations will be true/false, multiple choice, definitions, short answer questions, and/or extended essay questions.

Group Presentations: Social Problem Investigation and Oral Defense (SPIOD):

Students will work in teams of approximately five (5) individuals to conduct a comprehensive investigation of a specific social problem in East Tennessee, and a private, non-profit agency or government program that is attempting to address the social problem. One student will serve as representative of each investigative team, and will serve as the team spokesperson. Social problem areas investigated can involve substance abuse, racism, gender discrimination, poverty, youth violence, immigration or refugee issues, terrorism, homelessness, crime, nutrition, health and health care, the HIV/AIDS epidemic, mental health, urban decay, housing, teenage pregnancy, civil liberties, and so forth. The topic selected by each group must be approved by the instructor before proceeding with the assignment.

*****The SPIOD Assignment will result in two group assignments: (1) A group term paper which addresses specific issues about the social problem selected, and (2) a group presentation and oral defense.**

The following information is to be collected by each team for the SPIOD :

- I. What is the identified need or social problem being investigated?
 - A. Define the need or social problem (this includes a scholarly literature review).
 - B. Provide information on the prevalence of the need or problem locally and on a national level. Use statistical and other data to support your statements.
 - C. What attempts have been made to address the problem locally and nationally (This includes efforts by the specific agency you are investigating, as well as other organizations)?

- II. What is the name, location, and philosophical/historical foundations of the agency you will analyze?
 - A. When did the program come into being and why? What is its mission?
 - B. Who were the individuals or group that founded the program or agency?
 - C. What is the philosophical premise of the program or agency? What is its mission?
 - D. Provide a brief summary of the agency's history and major milestones.
 - E. Who funds the agency or program and what is the size of their budget?

- III. What are the overall goals of the agency or program?
 - A. What are the specific objectives outlined for achieving this goal?
 - B. How are these objectives translated into program services, i.e., exactly what services are provided by the agency, and by whom? What are the qualifications of the staff members? Be specific.
 - C. What are the intervention methods used by social workers and other agency personnel?

- IV. Who are the specific individuals and families who receive the services provided by the agency or program?
 - A. What are the geographical target areas or neighborhoods served?
 - B. What are the specific demographic characteristics of the community served and/or the clients served by the agency or program? Use data from the U.S. Bureau of the Census for support.
 - C. Who is eligible for the services delivered by the agency or program?
 - D. How is the community or target population made aware of the services?

- V. How does the agency or program representatives know that their program or agency is responsive to the needs of the community? What is their evidence?
- VI. How does the agency prepare their workers to work with diverse and multi-cultural client populations? What mechanisms, if any, exist to attract diverse and multi-cultural clients to the agency (e.g., outreach activities)? To what extent does diversity exist among agency staff and the Board of Directors? What does the agency do to assess their effectiveness in working with diverse and multi-cultural client groups? If efforts to diversify the staff or client population are not taking place, how do agency personnel justify the lack of action on their part?
- VII. How does the agency or program evaluate their services?
- A. Who are the specific individuals responsible for evaluation?
- B. Exactly what do they do to assess program outcomes?
- C. How are the clients involved in the evaluation?
- VII. What are projected reforms for the agency or program?
- A. What specific programmatic reforms are planned in the future?
- B. What specific plans are being made for fiscally-related reforms?
- VIII. What is your assessment of the congruence between what the literature suggests for addressing the identified problem and what your agency or program does to address the problem? Be sure to have a rational basis for your response.
- IX. What social work values are reflected in the social service programming by the program or agency? Be specific and use examples to back up your statements.

In order to complete this investigation, the team is required to interview administrators and other appropriate personnel from the agency or program you selected. The rule of thumb is that you need to interview whomever can provide you with the information needed for the SPIOD. The literature review must include at least eight (8) professional hard copy journals and two(2) references from an electronic data base. This information is available through UT Library services. Each team will assign members to complete specific parts of the paper, and address those same areas during the oral presentation. This will be a coordinated group project, but **each student will be graded individually for their part in the group term paper and presentation and each group member's section must be 4-5 pages in length, not including their reference section.**

Students will complete their own individual sections of the group paper, and will be responsible for their own citations of references used and personal communications. Students are required to rigidly adhere to the guidelines of the APA writing and citation guidelines (5th Edition).

Students will also be responsible for proof reading, sentence construction, grammar and spelling. Specific evaluative criterion will be provided for the term papers and the group presentations.

It is estimated that each group presentation, class questions, and discussion will take approximately 60 minutes.

Note: All group papers must include the name, title, and telephone number of any individuals you interviewed for this assignment.

The groups are required to select their social problem to be investigated and notify the instructor in writing by the beginning of class on Sept 9, 2003. Each group is required to have at least five (5) team planning meetings to properly plan for SPIOD. If any group member does not attend a meeting, they must meet with the instructor and explain their absence, and it must be legitimate and verifiable or the student will lose 3 points for each incident. The group is required to provide the instructor with written summaries of team meetings, including who was present, what was discussed, the location, what time, what assignments were given to whom, and the status of previous assignments. Each Group will elect a spokesperson who will be the primary liaison between the group and the instructor.

INSTRUCTOR'S POLICY:

The assignments and examinations that are not completed will be recorded as "0"; therefore, a missed examination or assignment will not result in a grade of "I" (incomplete). Only in case of an a verified emergency will make-up examinations or assignment extensions be permitted. If there are extenuating circumstances, the instructor must be informed **prior** to the date/time of the examination or the due date of the assignment.

GRADING SCALE:

100-90	A
89 -85	B+
84 -80	B
79 -75	C+
74 -70	C
69 -60	D
59 -0	F

Extra Credit:

It is the BSSW Program's expectation that all social work majors will participate in the BSSW Student Social Work Organization (SWO). All students, regardless of major who are enrolled in sw 200 (Introduction to Social Work) and/or SW 250 (Social Welfare) are welcome. This organization meets every Tuesday from 11:10 -12:25 in Room 209, Henson Hall. This time slot is built into the class schedule as a lab. Given the time of the meetings, students are encouraged to bring their lunch.

The BSSW-SWO 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. This organization and its activities are viewed as an extension of the BSSW curriculum.

Students in this class will have the opportunity to earn five (5) final grade points for extra credit by attending and participating in the BSSW-SWO this semester. Your attendance and participation must be documented. Attendance will be taken at each meeting. You must attend seven (7) or more meetings during the term. Also, you must participate in one of the organization's standing committees. Both attendance and participation are required for extra credit. You will need to complete a form listing your activities in the organization throughout the term. The form will be signed by a committee chairperson and the faculty liaison to the BSSW-SWO. The completed, signed form must be handed in to the instructor one week prior to the end of class. Without the signed form verifying your attendance and participation, the extra credit will not be provided. No extra credit is available in this class.

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 Office of Disability Services at 191 Hoskins Library at 974-6087. This will ensure that you are properly registered for services.

ATTENDANCE POLICY:

Absences and tardiness are not permitted in this class. The consequences of a combination of more than three (3) absences and/or tardiness is the final course grade being lowered one letter grade. Emergencies, illness, accidents and inclement weather do occur. You may need to be late or be absent sometime during the semester. This policy allows three absences and/or tardiness for such events before your final grade is lowered.

HONOR STATEMENT:

The University of Tennessee is proud of its student's commitment to academic integrity and their pledge to abide by the Honor Statement found in *Hilltopics*. "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 personal commitment to honor and integrity." This tradition of intellectual

honesty is maintained by the cooperation of students and faculty members. "Each faculty member", according to *Hilltopics*, "is responsible for defining, in specific terms, guidelines for preserving academic integrity in a course."

REQUIRED TEXTS (3)

Day, P. (2001). *A new history of social welfare*. 4th Ed. Needham Heights, MA: Allyn and Bacon.

Johnson, L. C., Schwartz, C. & Tate, D. (1997). *Social welfare: A response to human need*. Fourth Edition. Boston: Allyn and Bacon.

American Psychological Association(2001). *Publication manual of the American Psychological Association* (5th Ed.). Washington, DC: Author.

ON RESERVE IN HODGES LIBRARY:

DiNitto, D.M. (2000). *A new history of social welfare* (5th Ed.). Boston: Allyn & Bacon.

Jansson, B. S. (1997). *The reluctant welfare state: A history of American social welfare policies*. 3rd Edition: Pacific Grove, CA: Brooks/Cole.

Mehr, J.J. (2001). *Human services: Concept and intervention strategies*. 8th Ed. Needham Heights, MA: Allyn and Bacon.

Popple, P. R. & Leighninger, L. (1996). *Social work, social welfare and American society*. 3rd Edition. Boston: Allyn and Bacon.

BIBLIOGRAPHY OF SUGGESTED BOOKS

Axinn, J. & Stern, M.J. (2001). *Social welfare: A history of the American response to need*. 5th Edition. Needham Heights, MA: Allyn and Bacon.

Dolgoft, R. & Feldstein, D. (2000). *Understanding social welfare*. 5th Edition. Needham Heights, MA: Allen and Bacon.

Johnson, H. W. (1998). *The social services: An introduction*. 5th Edition. Itasca, Ill.: F.E. Peacock.

Johnson, L. C., Schwartz, C. & Tate, D. (1997). *Social welfare: A response to human need*. 4th Edition. Boston: Allyn and Bacon.

Kirst-Ashman, K.K. (2001). *Generalist practice with organizations and communities (2nd Ed.)*. Belmont, CA: Brooks/Cole.

Lum, D. (2000). *Social work practice and people of color: A process-stage approach*. 4th Ed. Belmont, CA: Brooks/Cole.

Morales, A.T. & Sheafor, B.W. (1998). *Social Work: A profession of many faces*. 8th Ed. Needham Heights, MA: Allyn and Bacon.

Trattner, W. I. (1999). *From poor law to welfare state: A history of social welfare in America*. 6th Edition. New York: Free Press.

Van Wormer, K. (1997). *Social Welfare: A world review*. Chicago: Nelson-Hall Publishers.

Wells, C.C. (1999). *Social work day to day: The experience of generalist social work practice*. 3rd Edition. New York: Longman.

Whitaker, W. H. & Federico, R. C. (1997). *Social welfare in today's world*. 2nd Edition. New York: McGraw-Hill

Zastrow, C. (1996). *Introduction to social work and social welfare*. 6th Edition. Pacific Grove, CA: Brooks/Cole.

BIBLIOGRAPHY OF SUGGESTED ARTICLES

Bowie, S.L., & Potocky, M. (1998). Social service and health organizations in Haiti: A resource assessment. *Social Development Issues*, 20(1), 1-20.

Carlton-LaNey, I. (1997). Elizabeth Ross Haynes: An African-American reformer of womanist Consciousness, 1908-1940. *Social Work*, 42(6), 573-583.

Dudley, J.R. (2000). Confronting stigma within the services system. *Social Work*, 45(5), 449-455.

Dupper, D.R. & Poertner, J. (1997). Public schools and the revitalization of impoverished communities: School-linked, family resource centers. *Social Work*, 42(5), 415-422.

Gutierrez, L., Glen Maye, L. & DeLois, K. (1995). The organizational context of empowerment practice: Implications for social work administration. *Social Work*, 40(2), 249-258.

Halter, A. P. (1994). Chipping away at general assistance: A matter of economics or an attack on poor people? *Social Work*, 39(6), 705-709.

- Huff, D. D. & Johnson, D. A (1993). Phantom welfare: Public relief for corporate America. *Social Work*, 38(3) 311-316.
- Jones, M. L. (1993). Role conflict: Cause of burnout or energizer. *Social Work*, 38(2), 136-141.
- Jones, R. M. (1995). The price of welfare dependency: Children Pay. *Social Work*, 40(4) 496-505.
- Ligon, J. (1997). Spelling out managed care. *The New Social Worker*, 4 (2), 14.
- Lundblad, K. S. (1995). Jane Addams and social reform: A role model for the 1990's. *Social Work*, 40(5) 661-669.
- Moore, S. T. & Kelly, M. J. (1996). Quality now: Moving human services organizations toward a consumer orientation to service quality. *Social Work*, 41(1), 33-40.
- Morrison, J.D., Alcorn, S., & Nelums, M. (1997). Empowering community-based programs for youth development: Is social work education interested? *Journal of Social Work Education*, 33(2), 321-333.
- Peterson, K. J. (1991). Social workers knowledge about AIDS: A national survey. *Social Work*, 36(1), 31-37.
- Rosenthal, M. G. (1994). Single mothers in Sweden: Work and welfare in the welfare state. *Social Work*, . 39(3), 270-279.
- Rycraft, J. R. (1994). The party isn't over: The agency role in the retention of public child welfare caseworkers. *Social Work*, 39(1), 75-80.
- Samantrai, K. (1992) Factors in the decision to leave: Retaining social workers with MSWs in public child welfare. *Social Work*, 37(5), 454-458.
- Turem, J. S. & Born, C. E. (1983). Doing more with less. *Social Work*, 28(3), 206-210.
- Van Wormer, K. (May,1994) A society without poverty - The Norwegian experience. *Social Work*, 39(3), 324-327.
- Wolk, J. L., Sullivan, W. P. & Hartmann, D. J. (1994). The managerial nature of case management. *Social Work*, 39(2), 152-159.