

**The University of Tennessee
College of Social Work**

**(BSSW Program)
Fall 2006**

SW250 - Social Welfare (3 credits)

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Class Times: T/R, 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 world without borders. 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 today's complex pluralistic world. 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:

- are committed to advancing social and economic justice and the principles, values, and ethics that guide the social work profession
- are committed to evidence-based practice
- are grounded in systems theory and operate within a person-in-the-environment framework
- use the problem-solving process to intervene in multiple-level client systems
- have an understanding of human diversity, special populations, and domestic and international challenges, that informs practice interventions
- use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing global world
- 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.

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 2227 Dunford Hall, 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."

Instructor Expectations of Students:

- Demonstrated growth, development, and maturation in critical thinking capacity as it relates to the social work profession, social welfare institutions, the individuals and families affected by social policy, and current national and international events related to social welfare policy;
- Demonstrated ability to effectively work in teams to in order to complete a sophisticated and challenging Social Problem Investigation and Oral Defense (SPIOD) in a timely manner; and,
- Demonstrated ability to prepare for and actively engage in research and fact-gathering, interview with professional social workers, engage in public speaking in a classroom forum, and actively engage in discussions and debate regarding past and current social welfare policies and their impact on the public-at-large.

Required Texts:

Dolgoff, R., & Feldstein, D. (2007). *Understanding social welfare*. 7th Edition. Boston: Allyn and Bacon.

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

Note: The textbook and reserve reading content will be supplemented to a significant degree with Power Point class presentations by the instructor. The Power Point slides will include content from assigned reading, as well as current scholarly literature and research on social welfare institutions and structure. The Power Point slides will be provided to the class electronically and students are responsible for knowing the information.

Recommended Readings:

Bowie, S.L. (2004). Navigating the concrete jungle: African American children and adolescents in urban public housing developments. In Dulmus, C.D., & Sowers, K.M. (Eds.), *How institutions are shaping the future of our children: For better or for worse?* New York: Haworth.

DiNitto, D.M. (2005). *Social welfare: Politics and public policy* (6th Ed.). Boston: Allyn & Bacon.

Karger, H.J., & Stoesz, D. (2006). *American social welfare policy: A pluralistic approach* (5th ed.). Boston: Allyn and Bacon.

Marx, J.D. (2004). *Social welfare: The American partnership*. Boston: Allyn and Bacon.

Class Requirements, Assignments, and Grading:

The final grade in the class will be based upon the following criterion and their corresponding grade percentages:

<u>Event</u>	<u>% of Grade</u>	<u>Date Due</u>
Examination I	25%	Sept. 26 (T)
SPIOD* Group Term Papers	25%	Nov. 7 (T)
Examination II	25%	Nov. 14 (T)
SPIOD* Group Presentations	15%	Nov. 16, 21, 28, & 30
Peer Review Evaluation	<u>10%</u>	Nov. 30 (R)
Total =	100%	

* SPIOD = Social Problem Investigation and Oral Defense

Grading Scale:

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

Major Course Assignments and Examinations:

Examinations I and II: Exam I = 25% and Exam II = 25% of final grade

The class examinations will be administered on September 26 and on November 14, 2006. Examination I will cover course material from weeks 1-5, and Examination II will cover course material from weeks 6-11. The format for the examinations will be true/false, multiple choice, definitions, short answer questions, and/or extended essay questions.

Group SPIOD Presentations: 15% of final grade

Students will work in teams of three (3) 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 and liaison to the instructor. 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 group presentation will be comprehensive in scope and will follow the format as outlined in the SPIOD Assignment Specifications. In other words, the group presentation will answer the 14 main questions in the SPIOD Assignment Specifications, as well as the specific sub-questions listed under each one.

SPIOD Group Term Papers: 25% of final grade

The assigned teams will be required to do a collective term paper as part of the SPIOD. The term paper will be comprehensive in scope and will follow the format as outlined in the SPIOD Assignment Specifications. In other words, the group term paper will answer the 14 main questions in the SPIOD Assignment Specifications, as well as the specific sub-questions listed under each one. The SPIOD Assignment Specifications are as follows:

ASSIGNMENT SPECIFICATIONS:**Social Problem Investigation and Oral Defense (SPIOD)**

The following information is required to be reported and addressed in the group term paper and group presentations.

- 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.

SPIOD Interview with Social Work Profession in an agency setting:

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 one hour. The SPIOD presentations are expected to include audio visuals through the use of Power Point or other media. All presentations will be videotaped by the instructor. All group papers must include the name, title, and telephone number of any individuals you interviewed for this assignment.

Selection of Topics, Team Meetings, and Meeting Summaries:

The SPIOD groups are required to select their social problem to be investigated and notify the instructor in writing by the beginning of class on September 5, 2005. 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.

Peer Review Evaluation by SPIOD Group Members: (10% of final grade).

The BSSW Program goals include a deliberate process of developing "generalist social work practitioners who...are committed to continuous [personal] development of professional self." With that goal in mind, all SPIOD team members will be accountable to their peers in terms of handling their tasks, duties, and responsibilities related to the SPIOD project. At the end of the semester, each team member will conduct an anonymous Peer Review Evaluation Rating of other team members that addresses the following:

- Extent of participation at group meetings, including attendance and punctuality
- Extent of active involvement in planning and completing SPIOD Group Term Paper;
and,
- Extent of active involvement in planning and completing SPIOD Group presentation;
and,
- Extent that member handled their overall SPIOD responsibilities (i.e., "carried their weight") with both the Group term Paper and Group Presentation in a responsible and productive manner.

Extra Credit:

It is the BSSW Program's expectation that all social work majors will participate in the BSSW Student Social Work Organization (BSSW-SWO) and/or the University of Tennessee student Chapter of the National Association of Black Social Workers (NABSW-UT). All students who are enrolled in 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 NABSW-UT meetings are held on Fridays at 6:00 PM, dates to be announced.

The BSSW-SWO and NABSW-UT are student organizations that provide 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 and/or NABSW-UT this semester. Your attendance and participation must be documented. Attendance will be taken at each meeting. You must attend seven (7) or more BSSW-SWO meetings during the term. Also, you must participate in one of the organization's standing committees. NABSW-UT participants must attend seven (7) meetings, participate in one of the standing committees, and participate in at least one community service activity. 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 and NABSW-UT. 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.

TIMETABLE

WEEK	MAJOR DISCUSSION TOPIC
#1, Aug 24	<ul style="list-style-type: none"> – Student/Instructor Introductions – Overview of program goals, course, and required assignments – SPIOD group assignments
#2, Aug 29 Aug 31	<ul style="list-style-type: none"> – Socioeconomic structure, human needs, and mutual responsibility – Social work: functions, context, and issues – The relationship between social work and social welfare – Deficit/non-deficit perspectives (world views) in social welfare – Outgroups, defined, and the implications of "false consciousness" (i.e., racism, sexism, homophobia, ageism, ableism, religious discrimination, etc.) in social work and social welfare. – Social welfare in the news – SPIOD prep <p><u>Reading Assignments:</u> Dolgoft & Feldstein – Chapters 1, 13</p>
#3, Sept 5	<ul style="list-style-type: none"> – Social values, ideology, and social welfare

- Sept 7
- Social Welfare in the news
 - SPIOD prep

Reading Assignments:
Dolgoft & Feldstein – Chapter 2

- #4, Sept 12
 Sept 14
- Historical social welfare perspectives: The middle ages, Elizabethan
 - Poor Laws, and the American Experience I
 - Social welfare in the news
 - SPIOD prep

Reading Assignment:
Dolgoft & Feldstein – Chapters 3, 4

- #5, Sept 19
 Sept 21
- Historical social welfare perspectives: The American Experience II
 - Social welfare in the news
 - SPIOD prep
 - Examination preview

Reading Assignment:
Dolgoft & Feldstein – Chapter 5

- #6, Sept 26
 Sept 28
- **Examination I**
 - Social welfare concepts
 - Social welfare in the news
 - SPIOD prep

Reading Assignment:
Dolgoft & Feldstein – Chapter 6

- #7, Oct 3
 Oct 5
- Social welfare programs: Structure, characteristics, finances, and evaluation
 - Social welfare in the news
 - SPIOD prep

Reading Assignment:
Dolgoft & Feldstein – Chapter 7

- #8 Oct 10
- The welfare constituency: Clients, poverty, and public interventions
 - Social welfare in the news
 - SPIOD prep

Reading Assignment:
Dolgoft & Feldstein – Chapter 8

Oct 12 **** **Fall Break** - no class on Thursday ***

- #9, Oct 17
 Oct 19
- Contemporary social welfare programs: Economic/Food security
 - Social welfare in the news

- SPIOD prep

Reading Assignment:
Dolgoff & Feldstein – Chapter 9

- #10, Oct 24 – Contemporary social welfare programs: Sustaining quality of life
 Oct 26 – Social welfare in the news
 – SPIOD prep

Reading Assignment:
Dolgoff & Feldstein – Chapter 10

- #11, Oct 31 – Nonprofit and private social welfare agencies
 Nov 2 – Current social trends and future social welfare challenges
 – Social welfare in the news
 – SPIOD prep

Reading Assignment:
Dolgoff & Feldstein – Chapter 11, 14, 15

- #12, Nov 7 – **Examination Preview, SPIOD Term Papers Due**
 Nov 9 – “SPIOD prep day - mandatory group attendance”

- #13, Nov 14 – Examination II
 Nov 16 – SPIOD Presentation - Group #1

- #14, Nov 21 – SPIOD Presentation – Group #2
 Nov 23 **** **Thanksgiving Holiday - no class Thursday** ****

- #15, Nov 28 – SPIOD Presentation – Group #3
 Nov 30 – SPIOD Presentation – Group #4
 – Submit “Peer Review” Evaluations for Group Members

- #16 Dec 5 Final Class – SPIOD debriefing, course evaluation

Bibliography and Suggested Readings

- Anderson, J., & Carter, R.W. (Eds.) (2003). *Diversity perspectives for social work practice*. Boston: Allyn & Bacon.
- Axinn, J. & Stern, M.J. (2005). *Social welfare: A history of the American response to need*. 6th Edition. Needham Heights, MA: Allyn and Bacon.

- Carlton-LaNey, I. (1997). Elizabeth Ross Haynes: An African-American reformer of womanist consciousness, 1908-1940. *Social Work*, 42(6), 573-583.
- DiNitto, D.M. (2005). *Social welfare: Politics and public policy* (6th ed.). Boston: Allyn & Bacon.
- Dolgoff, R., & Feldstein, D. (2000). *Understanding social welfare* (5th ed.). Boston: Allyn and Bacon.
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- Dulmus, C.N., & Sowers, K.M. (Eds.) (2004). *How institutions are shaping the future of our children: For better or for worse?* New York: Haworth Press.
- Green, J.W. (1999). *Cultural awareness in the human services: A multi-ethnic approach* (3rd ed.). Boston: Allyn and Bacon.
- Gibbs, L.E. (2003). *Evidence-based practice for the helping professions*. Pacific Grove, CA: Brooks-Cole.
- Johnson, H. W. (1998). *The social services: An introduction*. 5th Edition. Itasca, Ill.: F.E. Peacock.
- Karger, H.J., & Stoesz, D. (2006). *American social welfare policy: A pluralist approach* (5th ed.). Boston: Allyn and Bacon.
- Kirst-Ashman, K.K. (2001). *Generalist practice with organizations and communities* (2nd Ed.). Belmont, CA: Brooks/Cole.
- Kirst-Ashman, K.K., & Vogel, V. (2003). *Introduction to social work and social welfare*. Thousand Oaks, CA: Brooks-Cole.
- Lum, D. (2000). *Social work practice and people of color: A process-stage approach*. 4th Ed. Belmont, CA: Brooks/Cole.
- Lundblad, K. S. (1995). Jane Addams and social reform: A role model for the 1990's. *Social Work*, 40(5) 661-669.
- Marx, J.D. (2004). *Social welfare: The American partnership*. Boston: Allyn and Bacon.
- O'Hare, T. (2005). *Evidence-based practices for social workers: An interdisciplinary approach*. Chicago: Lyceum Books.
- Rae, A., & Nocholas-Wolosuk, W. (2003). *Changing agency policy: An incremental approach*. Boston: Allyn and Bacon.
- Reisch, M., & Gambrill, E. (Eds.)(1997). *Social work in the 21st century*. Thousand Oaks, CA: Pine Forge Press.
- Rothman, J.C. (2005). *From the front lines: Student cases in social work ethics* (2nd ed.). Boston: 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.