

**The University of Tennessee  
College of Social Work  
BSSW PROGRAM  
Summer, 2003**

**S.W. 250: Introduction to Social Welfare**

**Instructor:** Cynthia Rocha, Ph.D

**Class:** Tuesdays and Thursdays  
1:30-4:45

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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.

## **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.

## **Honor Statement**

The University of Tennessee is proud of its students commitment to academic integrity and their pledge to abide by the Honor Statement found in Hilltopics. 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.

## **Course Rationale**

Whereas the first course in the Undergraduate Social Work Program emphasized an introduction to the profession of social work, S.W. 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 the arena. An understanding of the structure and functioning of social welfare is relevant, not only to social workers, but to all citizens because the institution affects the quality of life for all members of society. Since citizens have various opportunities to influence this social institution and to do so 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, cultural background, 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-base approach;
7. the impact of organizational setting or workplaces on those delivering and receiving social services;
8. the social welfare institutions 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 program;
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, intervention strategies and programs;
10. articulate what one needs to know and be able to do for effective professional practice within the social welfare institution.

## **Required Texts**

Axinn, June and Levin, Herman. (2001). Social Welfare: A History of the American Response to Need. 5th edition. New York: Longman.

Johnson, Louise, Schwartz, Charles & Tate, D. (1997). Social Welfare: A Response to Human Need. Fourth Edition. Boston: Allyn and Bacon.

## **Instructor's Policy**

Missed examinations will be recorded as "O". Only in case of an emergency will make-up exams be given. The instructor must be informed prior to the date of the exam.

Attendance: Unexcused absences and tardiness are not permitted in the class. Please contact the professor prior to the class period if an absence is expected.

Readings: Students are expected to finish readings before class time on the day they are assigned.

Writing: All written assignments must be typewritten, double-spaced, using headings and APA style.

## **Course Format**

The course will include lecture and class discussions. There will be two written assignments and two classroom exams.

Written Assignment: The written assignments are to identify and discuss a specific human need (e.g., companionship for at-risk children) and then analyze a particular program that

has attempted to meet this need (e.g., Big Brother/Big Sisters). To complete the assignment an interview with an administrator of the particular program chosen as well as appropriate library research is required. Appropriate references and bibliography are expected. You are responsible for proof reading. Sentence construction, grammar and spelling are considered in the grading process. All papers should be type-written and in APA style.

The written assignments are as follows:

**Assignment One:** The first paper will be a 1-2 page typewritten, double-spaced paper.

1. Identify a human need and the conditions which you believe may lead to the need not being met. (25%)
2. Identify a program that has been set up to meet this need. (25%)
3. Give the name of the administrator which you plan to interview about the program. (you should contact this person before this paper is due) (25%)
4. The paper should be typed, double spaced, no grammatical or spelling errors. (25%)

**Written assignment two:** The second paper, approximately 7-10 typed, double-spaced pages, answers the following questions:

1. What is the identified human need you are dealing with, and what corresponding problems is the program dealing with.(Literature review required). (20%)
2. What does the literature suggest may be a solution to the problem? (20%)
3. What is the philosophical and historical foundation of the program, (5%)
4. What are the goals of the program,(5%)
5. What services are offered,(5%)
6. Who delivers the services,(5%)
7. Who receives the services,(5%)
8. Are the services evaluated? how? (5%)
9. Are there projected reforms for this program?(5%)
10. Assess the congruence between what the literature suggests and what the program offers.(15%)
11. APA style, page numbers, headings, etc.(10%)

Be sure to include the interview in the bibliography. The model provided in Chapter 7, (pp. 131-153) of the Dolgoff, Feldstein and Skolnik text (fourth edition), on reserve as well as the material in the Whitaker & Federico text on reserve (pp.226-228) will be helpful for your analysis. A minimum of five citations are required for the second paper, two of which

should be research from professional journals.  
Specifically grades will be based on the following:

1. Written Assignment one. Due June 10 (10%).
2. Written Assignment two. Due June 26 (30%).
3. Exam one: readings through class 4: June 17 (30%).
4. Exam two: readings class 6-9: July 3 (30%).

### **Grading Scale**

A = 90-100  
 B+= 87-89  
 B= 80-86  
 C+= 77-79  
 C= 70-76  
 D+= 67-69  
 D= 60-66  
 F= <60

### **Course Outline**

#### **Class 1: June 3**

Introduction

Syllabus

Course objectives, assignments, course packets on reserve.

Honor Statement

Defining Social Welfare

The Scope and Nature of Social Welfare

Definitions: Residual vs Institutional

Defining Human Needs

Conditions that generate need

Readings:

Johnson & Schwartz, 3-27

Whitaker & Federiko, 28-35

Johnson & Schwartz- pgs. 77-87

Dolgoff, Feldstein, & Skolnik, pgs. 111-128

#### **Class 2: June 5**

Structuring of services

Characteristics of social institutions/programs

Program Evaluation

Adequacy, Equity, Efficiency, Coherence, Consequences.

Scope of Social Welfare services.

Who are Clients of social welfare programs?

Readings:

Dolgoff, Feldstein & Skolnik, 131-153

Whitaker & Federico, 226-228

Abromovitz (in Colby) pgs. 34-46

Huff and Johnson, pgs. 311-316

**Class 3 and 4: June 10 & 12: WRITTEN ASSIGNMENT ONE DUE, class 3**

Historical analysis

Colonial and Pre-Civil War

Influence of the English heritage

Civil War and the Progressive Era

Dominant Values and attitudes

Growing professionalism of social work

Video: "Women of Hull House"

Depression and the New Deal

Key developments, trends and changes

War and Prosperity

Stagnation and Social Retreat, 1960-present

Video: "The Great Depression"

Readings:

Axinn & Levin 37-62; 82-110;124-153;

Axinn & Levin, 168-201; 221-251; 265-295

**Class 5: June 17**

**EXAM ONE**

Readings: NONE!

**Class 6: June 19**

Contemporary Social Problems and Social Services

Poverty and public welfare

Families First

Readings:

Johnson & Schwartz, 53-73

Ryan, (in Colby), 16-33

Halter, 705-709

Rocha, 331-342

**Class 7: June 24**

Social Problems and Social Services, cont.

Classism, Racism, sexism, ageism, homophobia

Video: A True Colors

Readings:

Johnson & Schwartz, 89-112

Zastrow, 435-451

**Class 8: June 26 Written Assignment Two Due**

Delivering Social Welfare Services

Generalist Practice

Decreasing Stigma and Increasing Empowerment  
 Current Issues and challenges for agencies  
 Program creaming  
 Decreasing Resources  
 Changing needs  
 Accountability

Readings:

Heffernan, 425-435  
 Miller, et al., pgs. 38-45  
 Wolk et al., 152-159  
 Dudley, 449-456  
 Turem & Born, 206-210

### **Class 9: July 1**

Current Issues and challenges, cont.  
 Empowering our clients and ourselves  
 International Comparisons of Social Welfare

Readings:

Gutierrez et al, 249-258  
 Rose, 403-412  
 Rosenthal, 270-278  
 Van Wormer, 324-327

### **Class 10: July 3**

**EXAM TWO** Reading: NONE!

### **Required Reserve Reading List Bibliography**

#### **Books:**

Abramovitz, Mimi (1989). Everyone is on welfare. (article 3)in Ira Colby (Ed.). Social Welfare Policy: Perspectives, Patterns, Insights. Chicago, Ill.:Dorsey Press.

Dolgoft, Ralph; Feldstein, Donald, & Skolnik, Louise. (2000). Understanding Social Welfare. 5th edition. New York: Longman.

Heffernan, J. Et al., (1992). Social Work and Social Welfare, An Introduction. 2nd Edition, St. Paul, MN: west Pub.

Morris, R. (1986). Rethinking social Welfare: Why Care for the Stranger? New York: Longman.

Ryan, William. (1989). The art of savage discovery.in Ira Colby (Ed.). Social Welfare Policy: Perspectives, Patterns, Insights. Chicago, Ill.: Dorsey Press.

Whitaker, W.H. & Federico, R.C. (1997). Social Welfare in Today's World. 2nd Edition.New York: McGraw-Hill

Zastrow, C. (2000). Introduction to Social Welfare and Social Work. 7th edition. Belmont, Ca: Wadsworth Pub.

#### **Articles**

Arches, J. (1991). Social structure, burnout, and job satisfaction. Social Work. 36(3), 202-206.

Berrick, J. (1991). Welfare and child care: The intricacies of competing social values.

- 36(4):345-351.
- Dudley, J.R. (2000). Confronting Stigma within the Services System. Social Work, 45 (5), 449-456.
- Gutierrez, L., Glen Maye, L, & Delois, K. (1995). The organizational context of empowerment practice: Implications for social work administration, 40(2), 249-258.
- Hagen, J.B. (1992). Women, work and welfare: Is there a role for social work? Social Work, 37(1), 9-14.
- Halter, A.P. (1994). Chipping away at general assistance: A matter of economic or an attack on poor people? Social Work, 39(6), 705-709.
- Huff, D. & Johnson, D. (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.
- Lundblad, K.S. (1995). Jane Addams and social reform: A role model for the 1990's. Social work, 40(5), 661-669.
- Miller, S. et al., (1970). Creaming the Poor. Trans-Action. June:38-45.
- Peterson, K. (1991). Social Worker's knowledge about AIDS: A national survey. Social Work, 36(1):31-37.
- Rocha, C.J. (1997). The Working Poor. In R.L. Edwards (Ed.) Encyclopedia of Social Work, 1997 Supplement (19th Edition.).
- Rose, S.M. (2000). Reflections on Empowerment-Based Practice. Social Work, 45(5), 403-412.
- 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 MSW's in public child welfare. Social Work, 37(5), 454-458.
- Turem, J. & Born, C.(1983). Doing more with less. Social Work, 28(3):206-210.
- Van Wormer, K. (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.