

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW250 - Social Welfare**

BSSW Program  
Summer 2005 (1<sup>st</sup> Session)

**Professor:** Matthew T. Theriot, Ph.D.

**Time:** T/R 1:30-4:45pm

**Office:** 322 Henson Hall

**Location:** HH 206

**Phone:** (865) 974-8109

**Email:** mtheriot@utk.edu

**Office Hours:** Thursday 10-12pm or by appointment

**BSSW 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, critical thinking, and leadership and prepares students to take appropriate action guided by the best available scientific evidence. 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:

- 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 and special populations that informs practice interventions;
- use critical thinking, evaluative skills, and leadership skills to address the needs of a complex, changing society; and
- are committed to continuous development of professional self.

### **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.

### **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 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 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.

## **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 ([www.csw.utk.edu](http://www.csw.utk.edu)).

## **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.

## **Disability Services**

If you need course adaptation 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.

## **Course Requirements**

### **I. Readings**

In addition to the required texts, students will also be expected to read professional journal articles and research literature. These additional readings are indicated in the "Class Schedule and Readings" section of this syllabus. These readings are available via online reserve through the University Library. Additional readings may be added at the discretion of the instructor.

### **II. Assignments and Evaluation**

A. Examinations: There will be one (1) examination. The examination will cover assigned readings as well as class lectures and class discussion. The format for the examination will be true/false, multiple choice, definitions, short answer questions, and/or essay questions. There will be an in-class review before the exam, if time permits.

B. Reading Assignments: Students will be required to complete three (3) brief reading assignments during this summer session. Each reading assignment will be distributed in-class on the Tuesday before the due date; students will then have 2 days to complete it. These assignments are open-book and intended to fuse critical thinking skills with the course's required readings and class discussions. Each assignment may be turned in via email to "mtheriot@utk.edu" as long as it is received prior to 4pm on the due date.

**The course grade will be computed as follows:**

Reading Assignment #1 (due Thursday, June 9)	10%
Reading Assignment #2 (due Thursday, June 16)	10%
Reading Assignment #3 (due Thursday, June 23)	10%
Examination (Thursday, June 30)	60%
Class Attendance and Participation	10%

**The grading scale for SW 250 is:**

A	90-100	C	70-75
B+	86-89	D	60-69
B	80-85	F	59 and below
C+	76-79		

**Required Text:**

Dolgoff, R., & Feldstein, D. (2003). *Understanding social welfare* (6<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

**Instructor's Policies**

***Examinations and Assignments.*** Missed examinations will be recorded as "0". Only in the case of a verified emergency will make-up examinations be permitted. Late assignments will be penalized 10% for each calendar day past the due date unless alternative arrangements are made with the instructor prior to this date. For all exams and assignments, alternative arrangements, make-up exams, and deadline extensions are made at the discretion of the instructor and only in rare or extenuating circumstances.

***Attendance.*** Given the abbreviated length of the summer session, attendance at all class meetings is very important. Students are allowed one absence or tardy without penalty. For each additional absence or tardy, however, the student's final grade will be penalized 5% unless other arrangements have been made with the instructor.

***Readings.*** Students are expected to finish all readings and be prepared to discuss them before class begins on the day that they are listed.

***Writing.*** All written assignments must be typewritten, double-spaced, and use no smaller than 10-point font. Correct APA-style (5<sup>th</sup> Edition) is expected when appropriate.

## Class Schedule and Readings

### Tuesday, May 31

- Discussion of Syllabus, Course Outline and Assignments
- Defining Social Welfare
- The Scope and Nature of Social Welfare
- Values in Social Welfare

Required Readings: Dolgoff & Feldstein, *Understanding social welfare*, pp. 1-13.  
Dolgoff & Feldstein, *Understanding social welfare*, pp. 108-131.

Suggested Readings: Day, P. J. (2003). *A new history of social welfare* (4<sup>th</sup> ed.), pp. 1-51. Boston, MA: Allyn and Bacon.  
Rose, S. M. (2000). Reflections on empowerment-based practice. *Social Work*, 45(5), 403-412.

### Thursday, June 2

- Social Welfare and Values (continued)
- The Historical Evolution and Development of Social Welfare

Required Readings: Dolgoff & Feldstein, *Understanding social welfare*, pp. 15-58.

Suggested Readings: Day, P. J. (2003). *A new history of social welfare* (4<sup>th</sup> ed.), pp. 192-263. Boston, MA: Allyn and Bacon.

### Tuesday, June 7

- History of Social Welfare (continued)

Required Readings: Dolgoff & Feldstein, *Understanding social welfare*, pp. 60-107.  
Otis, J., Pasztor, E. M., & McFadden, E. J. (2001). Child labor: A forgotten focus of child welfare. *Child Welfare*, 80(5), 611-622.

Suggested Readings: Day, P. J. (2003). *A new history of social welfare* (4<sup>th</sup> ed.), pp. 267-302. Boston, MA: Allyn and Bacon.

### Thursday, June 9

- Social Welfare Programs—Characteristics and Program Evaluation

Required Readings: Dolgoff & Feldstein, *Understanding social welfare*, pp. 133-155.  
Dolgoff & Feldstein, *Understanding social welfare*, pp. 278-299.

**[Reading Assignment #1 Due Before 4pm.]**

### **Tuesday, June 14**

- The Welfare Society and Its Clients
- Diversity Issues and Multiculturalism

Required Readings: Dolgoff & Feldstein, *Understanding social welfare*, pp. 157-187.

Suggested Readings: Day, P. J. (2003). *A new history of social welfare* (4<sup>th</sup> ed.), pp. 306-369. Boston, MA: Allyn and Bacon.

### **Thursday, June 16**

- Current Social Welfare Programs

Required Readings: Dolgoff & Feldstein, *Understanding social welfare*, pp. 189-276.  
Karger, H.J. (1999). U.S. welfare reform and its international implications. *Social Development Issues*, 21(1), 12-18.

Suggested Readings: Courtney, M. E., Barth, R. P., Berrick, J. D., Brooks, D., Needell, B., & Park, L. (1996). Race and child welfare services: Past research and future directions. *Child Welfare*, 75(2), 99-137.  
Day, P. J. (2003). *A new history of social welfare* (4<sup>th</sup> ed.), pp. 406-458. Boston, MA: Allyn and Bacon.

**[Reading Assignment #2 Due Before 4pm.]**

### **Tuesday, June 21**

- Social Trends and Alternative Programs

Required Readings: Dolgoff & Feldstein, *Understanding social welfare*, pp. 340-391.  
Bronstein, L. R. (2003). A model for interdisciplinary collaboration. *Social Work*, 48(3), 297-306.  
Theriot, M. T., Segal, S. P., & Cowser, M. J., Jr. (2003). African-Americans and comprehensive service use. *Community Mental Health Journal*, 39(3), 225-237.

### **Thursday, June 23**

- The Emergence of Social Work and the Function of Social Workers
- Course Review

Required Readings: Dolgoff & Feldstein, *Understanding social welfare*, pp. 301-338.

- Hodge, D. R. (2004). Who we are, where we come from, and some of our perceptions: A comparison of social workers and the general population. *Social Work, 49*(2), 261-268.
- LeCroy, C. W., & Stinson, E. L. (2004). The public's perception of social workers: Is it what we think it is? *Social Work, 49*(2), 164-174.

Suggested Readings: Knezevic, M., & Butler, L. (2003). Public perceptions of social workers and social work in the Republic of Croatia. *International Journal of Social Welfare, 12*, 50-60.

National Association of Social Workers. *The Code of Ethics of the National Association of Social Workers*. [Available at <https://www.socialworkers.org/pubs/code/code.asp>]

**[Reading Assignment #3 Due Before 4pm.]**

**Tuesday, June 28: EXAMINATION**

Required Readings: None (though students are encouraged to study).

**Thursday, June 30 (Last Day of Class)**

- International Issues and International Perspectives
- Course Wrap-Up

Required Readings: Furaker, B., & Blumsterberg, M. (2003). Attitudes towards the unemployed. An analysis of Swedish survey data. *International Journal of Social Welfare, 12*, 193-203.

Hollingsworth, L. D. (2003). International adoption among families in the United States: Considerations of social justice, *Social Work, 48*(2), 209-217.

Wisensale, S. K. (2003). Global aging and intergenerational equity. *Journal of Intergenerational Relationships, 1*(1), 29-47.

Suggested Readings: Chan, C. K. (2004). Placing dignity at the center of welfare policy. *International Social Work, 47*(2), 227-239.

McFadden, E. J., & Pasztor, E. M. (2001). Global perspectives on child welfare. *Child Welfare, 80*(5), 487-496.

Chen, X., & Silverstein, M. (2000). Intergenerational social support and the psychological well-being of older patients in China. *Research on Aging, 22*(1), 43-65.