

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

**SW250—Social Welfare
Summer 2006**

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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).

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)

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.

III. Attendance Policy

Students are expected to attend **ALL** classes and to arrive punctually. If you will be missing a class or will be late the instructor must be notified **PRIOR** to the beginning of the class you will be missing or late for in order to be excused. EACH unexcused absence or tardiness will result in 5 points being deducted from your **FINAL** grade.

IV. Class Participation (10 points):

Each student is expected to attend all classes and fully participate in class discussions and activities, demonstrating completion of all assigned readings. Class participation points will be awarded based on this criteria.

The course grade will be computed as follows:

Reading Assignment #1 (due Thursday, June 15)	10%
Reading Assignment #2 (due Thursday, June 22)	10%
Reading Assignment #3 (due Thursday, June 29)	10%
Examination (Thursday, July 6)	60%
Class Attendance and Participation	10%

Grading:

Students will be evaluated by total points earned in this course as outlined above. No extra credit or rewrites are permitted in this course. The grading scale by total points is as follows:

180-200	A	140-149	C
170-179	B+	130-139	D
160-169	B	129-below	F
150-159	C+		

Required Text:

Dolgoft, R., & Feldstein, D. (2003). *Understanding social welfare* (6th ed.). Boston, MA: Allyn and Bacon.

Recommended Text:

National Association of Social Workers. (2003). *Social work speaks: NASW policy statements*, 6th ed. Washington, DC: NASW Press.

Instructor's Policies

Examinations and Assignments.

No extra credit, "re-do" on assignments, or make-up exams offered in 250. **Late assignments will not be accepted after June 29th 4:00 pm.** Assignment due dates can be found in syllabus. 2 points taken for each assignment that is late.

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 12-point font. Correct APA-style (5th Edition) is expected when appropriate.

Tentative
Class Schedule and Readings

Tuesday, June 6

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*, p. 1-13.
Dolgoff & Feldstein, *Understanding social welfare*, p.108-131.

Suggested Readings: Day, P. J. (2003). *A new history of social welfare* (4th 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 8

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* (4th ed.), pp. 192-263. Boston, MA: Allyn and Bacon.

Tuesday, June 13

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* (4th ed.), pp. 267-302. Boston, MA: Allyn and Bacon.

Thursday, June 15

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 Beginning of Class.]

Tuesday, June 20

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* (4th ed.), pp. 306-

369. Boston, MA: Allyn and Bacon.

Thursday, June 22

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* (4th ed.), pp. 406-458. Boston, MA: Allyn and Bacon.

[Reading Assignment #2 Due Beginning of Class]

Tuesday, June 27

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 29

The Emergence of Social Work and the Function of Social Workers

Course Review

International Issues and International Perspectives

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.

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.

[Reading Assignment #3 Due Beginning of Class]

Tuesday, July 4: Holiday No Class!!!!

Thursday, July 6: EXAMINATION Henson Hall 206