

**The University of Tennessee
College of Social Work
BSSW Program
Summer 2007**

SOCIAL WORK 250—Social Welfare

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|----------------------|-----------------|-------------------|----------------|
| Professor: | Cynthia Rocha | Time: | T/R 1:30-4:45p |
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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 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, 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 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 skills, and leadership skills to address the needs of a complex, changing global world; and
- are committed to continuous development of the 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 2227 Dunford Hall at 974-6087. This will ensure that you are properly registered for services.

Required Texts

Dolgoff, R. & Feldstein, D. (2007) *Understanding Social Welfare: A Search for Justice* (7th Ed.) Boston: Allyn & 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 one written group assignment and two classroom exams.

The written assignment is as follows:

Pick one of the following social issues discussed in your Readings: Income and wealth inequality, Poverty, Economic Security, Sexual Orientation, Changes in Ethnic composition in the United States, an Aging Society, or Corporate Welfare.

Discuss these issues in your group in light of the dominant values in society. Each group member will find one additional article in the library that addresses this issue. Your assignment will be graded as follows:

- a. What is the social issue you chose and why is it important to examine? (Approx. 1 page, 20 points).
- b. Discuss how the issue is influenced by societal values. (Approx 1-2 pages, 30 points).
- c. Discuss how the issue affects, or is affected by social welfare institutions? Has the social welfare institution responded adequately to this social issue? (Approx. 1-2 pages, 35 pts.).
- d. Each member turns in their article with their name on it (this grade will increase or decrease each member's individual grade accordingly (10 points).
- e. Papers should be type-written and references (including classroom readings) should

be in APA style.

Specifically grades will be based on the following:

1. Group Written Assignment. Due July 6 (30%).
2. Exam one: readings through class 5: June 21 (35%).
3. Exam two: readings class 6-9: July 5 (35%).

Grading Scale

A = 90-100
B+ = 88-89
B = 80-87
C+ = 78-79
C = 70-77
D+ = 68-69
D = 60-67
F = <60

Course Outline

Class 1: June 5

Introduction

Syllabus

Course objectives, assignments, course packets on reserve.

Honor Statement

Defining Social Welfare

The Scope and Nature of Social Welfare

Human Rights, Social Justice and Social Work

Readings:

Dolgoff and Feldstein, Chapter One.

Class 2: June 7

Social Values and Social Welfare

Public Assistance versus Social Welfare

Corporate Welfare

Readings:

Dolgoff and Feldstein, Ch2. (Stop at section - An overview of History)

Dolgoff and Feldstein, Ch.6

Abromovitz, Mimi (2001). Everyone is still on Welfare, Social Work, 45 (4), 297-309.

Class 3: June 12

Structuring of services

Characteristics of social institutions/programs

Program Evaluation

Adequacy, Equity, Efficiency, Coherence, Consequences.

Readings:

Dolgoff and Feldstein, Ch. 7
Dolgoff and Feldstein, Ch. 11

Class 4: June 14

Historical analysis
Colonial and Pre-Civil War
 Influence of the English heritage
Civil War

Readings:

Dolgoff and Feldstein, Ch. 3
Dolgoff and Feldstein, Ch. 4

Class 5: June 19-Handout: Exam Study Guide

The Three Discoveries of Poverty
Progressive Era
 Dominant Values and attitudes
 Growing professionalism of social work
Depression and the New Deal
 War and Prosperity
Stagnation and Social Retreat, 1960-present

Video: "The Great Depression"

Readings:

Dolgoff and Feldstein, Ch. 5

Class 6: June 21

EXAM ONE

Readings: NONE!

Class 7: June 26

Contemporary Social Problems and Social Services
 Poverty and public welfare
 Income and Wealth Inequality
 Economic Justice

Readings:

Dolgoff and Feldstein, Ch. 5
Rocha, C. & McCarter, A. (2003/04). Strengthening Economic Justice in Social Work Education. *Arete*, 27 (2), 1-16.

Class 8: June 28

Social Problems and Social Services, cont.

Diversity and changing population trends: Ethnicity, sexual orientation, economic security, immigration and an aging society.

Readings:

Dolgoff and Feldstein, Ch. 14

Class 9: July 3

Globalization and Social Justice.

Empowering our clients and ourselves

International Comparisons of Social Welfare

Readings:

Dolgoff and Feldstein, Chapter 15

Rocha, C. (In press). The Relationship of Government Social Expenditures and Market-Driven Economic Indicators to Measures of Well-Being: An International Comparison. *Social Development Issues*.

Class 10: July 5

EXAM TWO Reading: NONE!

Final Group Written Assignments Due: July 6. Email to crocha@utk.edu

Suggested Readings

Books:

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

Dolgoff, 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. Social Work, 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.