

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

**SW 250 – Social Welfare
Summer 2008**

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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 865-974-6087. This will ensure that you are properly registered for services.

Course Requirements

I. Blackboard

This course utilizes many Blackboard features through *Online@UT*. Please make sure you check the email address listed in the course regularly as it is the email address I will be communicating to you with. If additional help is needed accessing Blackboard contact helpdesk@utk.edu

II. Assignments and Evaluation (Note that this is NOT your assignment guidelines, just general descriptions. Detailed assignment guidelines will be located on Blackboard beginning June 2).

A. Exam

One final comprehensive exam will be given during this summer session based on all required readings, PowerPoint presentations, and written assignments. The test will consist of multiple choice and true-false questions. The test will be available online in Blackboard format. The exam is open-book. Because there is only one test for the course, makeup tests are not available. The exam will be administered on August 7th.

B. Reading Assignments:

Students will be required to complete three (3) brief reading assignments during this summer session. Each reading assignment will be posted on Blackboard along with suggested submission due dates. These assignments are open-book and intended to fuse critical thinking skills with the course’s required readings and PowerPoint presentations.

No papers will be accepted after 1:00 pm on August 6, 2008.

C. Mini Research Assignments:

There are four small research suggestions, which can be found on Blackboard listed in *Assignments*, and the student must select two of those ideas for their mini research assignments. See your course outline for suggested submission due dates. No papers will be accepted after 1:00 pm on August 6, 2008.

The course grade will be computed as follows:

Mini research assignment #1 (suggested submission date: June 10)	20 points
Reading Assignment #1 (suggested submission date: June 17)	20 points
Reading Assignment #2 (suggested submission date: July 1)	20 points
Reading Assignment #3 (suggested submission date: July 15)	20 points
Mini research assignment #2 (suggested submission date: July 31)	20 points
Examination (August 6, 2008. Exact time TBA)	100 points

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:

Dolgoff, R., & Feldstein, D. (2003). *Understanding Social Welfare* (6th ed.). Boston, MA: Allyn and Bacon.

Recommended Text:

National Association of Social Workers. (2006). *Social Work Speaks: NASW policy statements*, 7th ed. Washington, DC: NASW Press.

Instructor's Policies*Examinations and Assignments.*

No extra credit, "re-do" on assignments, or make-up exams will be offered in SW 200. Late assignments will not be accepted after 1:00 pm on August 6, 2008. Suggested assignment due dates can be found on syllabus and on Blackboard.

Readings

Students are expected to complete all assigned readings

Writing

All written assignments must be typewritten, double-spaced, and use 12-point font. Correct APA-style (5th Edition) is expected.

*****IMPORTANT GUIDELINES FOR WRITING ASSIGNMENTS:**

1. Writing assignments should be posted on the Blackboard (digital dropbox) site as instructed.
2. assignments must be properly labeled with student's name and assignment description. If they are not properly labeled, you will be subject to a loss of points.
3. All assignments must be submitted to Blackboard digital dropbox by the suggested submission dates or no later than August 6, 2008, by 1:00 pm.
4. Ultimately, the student is responsible to make sure that the instructor receives the assignment.
5. Also, it is a VERY good idea to keep a backup file or copy of your work.

Tentative Class Schedule and Readings

**** suggested due dates but all assignments are due by August 6, 2008. No exceptions****

1)Week One

Review of Syllabus, Course Outline and Assignments
Defining Social Welfare

2)Week Two

The Scope and Nature of Social Welfare
Values in Social Welfare

Read:

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

**** mini research assignment #1****

3)Week Three

Social Welfare and Values
The Historical Evolution and Development of Social Welfare

Read:

Dolgoft & Feldstein, Understanding social welfare, pp. 15-58.

****reading assignment #1****

4)Week Four

History of Social Welfare

Read:

Dolgoft & Feldstein, Understanding social welfare, pp. 60-107.

5)Week Five

Social Welfare Programs—Characteristics and Program Evaluation

Read:

Dolgoft & Feldstein, Understanding social welfare, pp. 133-155.

Dolgoff & Feldstein, Understanding social welfare, pp. 278-299.

****reading assignment #2****

6)Week Six

The Welfare Society and Its Clients
Diversity Issues and Multiculturalism

Read:

Dolgoff & Feldstein, Understanding social welfare, pp. 157-187.

7)Week Seven

Current Social Welfare Programs

Read:

Dolgoff & Feldstein, Understanding social welfare, pp. 189-276.

****reading assignment #3****

8)Week Eight

Social Trends and Alternative Programs

Read:

Dolgoff & Feldstein, Understanding social welfare, pp. 340-391.

9)Week Nine

The Emergence of Social Work and the Function of Social Workers

International Issues and International Perspectives

Read:

Dolgoff & Feldstein, Understanding social welfare, pp. 301-338.

****mini assignment #2****

10)Week Ten

Final Exam. August 7, 2008. Exact time TBA

Suggested Readings

Bronstein, L. R. (2003). A model for interdisciplinary collaboration. *Social Work*, 48(3), 297-306.

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.). Boston, MA: Allyn and Bacon.

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

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.

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

Karger, H.J. (1999). U.S. welfare reform and its international implications. *Social Development Issues*, 21(1), 12-18.

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.

Otis, J., Pasztor, E. M., & McFadden, E. J. (2001). Child labor: A forgotten focus of child welfare. *Child Welfare*, 80(5), 611-622.

Rose, S. M. (2000). Reflections on empowerment-based practice. *Social Work*, 45(5), 403-412.

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.

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