SWK 495.601  Carrie M. Butler, Ph.D., LCSW
Social Welfare Institutions  SFA The Woodlands Location
Summer II 2018  Phone: (832) 814-7207
July 10 – August 10  E-mail: butlercm@sfasu.edu

Office Hours:
Tuesday, Wednesday, and Thursday 1:15 pm – 4:15 pm.

Prerequisite: None
Co-requisite: None

• COURSE DESCRIPTION

The primary purpose of this course is to introduce students to social welfare institutions in the United States and the social problems with which these institutions focus. Major emphasis is on the historical and philosophical development of social welfare in the U.S.A. The second area of emphasis will be an examination of major social problems in America, and those institutions dealing with these problems as well as, all current issues related issues. Finally, a focus on the development of the profession of social work, the functions of social workers in the delivery social welfare services, and the various careers in the profession of social work.

REQUIRED TEXT:


RECOMMENDED TEXT:


• CURRICULUM DESCRIPTION

The BSW program at SFASU features generalist social work practice, defined as follows:
Generalist practice serves client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations, and communities. It is not confined by a narrow cadre of theories; rather it is versatile enough to allow problems and situations, as well as strengths, capacities, and resources, to determine the practice approach. Generalist practice employs a problem solving framework and a broad knowledge, value, and skill base, which demands ethical practice and ongoing self-assessment. Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk.

**PROGRAM LEARNING OUTCOMES (CSWE Competencies)**

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess, Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education*

**CSWE COMPONENT BEHAVIORS: (Student Learning Outcomes: SLO)**

Upon successful completion of this course, students will be able to:

- To develop an understanding of the historical development of social work and social welfare (competency 1).

- To develop an understanding of the differing views for the functions of social welfare in U. S. society (competency 1).
• To develop knowledge of major social problems in the United States (competency 1).

• To develop knowledge of the social welfare institutions, and services which deal with social problems (competency 1).

• To develop knowledge of the current issues relating to social problems in the U. S. (competency 1).

• To develop knowledge of the profession of social work (competency 1).

• To develop knowledge of the values and ethics of the social work profession (competency 3).

• To develop an understanding of the special problems experienced by women, ethnic minorities, and oppressed groups in society (competency 3).

• To develop an understanding of the many career opportunities in social work (competency 4).

• Understand the concepts of social policy and its relationship to social work practice (competency 5).

• Incorporate knowledge that social workers engage diverse clients and constituencies, including individuals, families, groups, organizations and communities (competency 6).

• **INSTRUCTIONAL METHODS**

This course will be conducted in a HYBRID format. A HYBRID format refers to both face-to-face instructions as well as online assignments. We will meet for face-to-face for instruction every WEDNESDAY from 10:00 AM to 1:00 PM. Also, you will be responsible for assigned readings and participation in online discussions each class day through D2L. **IT IS IMPORTANT THAT YOU KEEP UP WITH ASSIGNED READINGS AND DAILY DISCUSSIONS AS THEY ARE AN IMPORTANT PART OF YOUR GRADE.**

Exams may consist of essay, short answers, multiple choice and/or true-false questions. The exams will evaluate knowledge of content. Exams will test for material from the text, from lecture, and from outside material. The assigned papers will measure students’ ability to critically evaluate and integrate course content.
• COMPUTER REQUIREMENTS

This course will utilize Desire 2 Learn (myCourses) to support the delivery of course content. For help with D2L, go to http://www.D2L.sfasu.edu. The student will need basic skills regarding the use of a word processor and web browser. The student must have access to a computer that meets the minimum requirements. For specific details, go to http://sfaonline.sfasu.edu/gettingstarted.html. Computers are available to current students through a number of labs across campus (Go to www.sfasu.edu or the instructor for details).

• COURSE SCHEDULE

Please be advised that the reading schedule and class lectures may vary as some topics take longer to cover than others. Your attendance is important considering there may be changes to the schedule. Lectures might be supplemented periodically with videos or guest speakers to help students understand a more comprehensive perspective of course topics.

**July 10 – 12**

**Review Syllabus and Course Overview**
- **Chapter 1**
  Social Welfare, Past and Present
- **Chapter 2**
  Social Work and Other Helping Professions Readings: Ambrosiano Text, Chapters 1 & 2
- **Chapter 3**
  The Ecological/Systems Perspective

**July 17 - 19**

**Chapter 4**
Diversity and Social Justice
Readings: Ambrosiano Text, Chapters 3 & 4
Part 2 – Social Work Practice: Methods of Intervention
**Chapter 5**
Social Work Practice with Individuals, Families, and Groups
Readings: Ambrosiano Text, Chapter 5

**Chapter 6**
Social Work Practice with Agencies and the Community
Readings: Ambrosiano Text, Chapter 6
Part 3 – Fields of Practice and Populations Served by Social Workers

**July 24 - 26**

**Chapter 7** - Poverty, Income Assistance, and Homelessness
**Chapter 8** - Health Care
Readings: Ambrosiano Text, Chapters 7 & 8
Chapter 9
Mental Health, Substance Abuse, and Disability
Readings: Ambrosiano Text, Chapter 9
Paper 1 DUE (July 25)

July 31 – August 2
Chapter 10
The Needs of Children, Youth, and Families
Chapter 11
Services to Children, Youth, and Families
Readings: Ambrosiano Text, Chapters 10 and 11

Chapter 12
Older Adults: Needs and Services
Chapter 13
Criminal Justice
Readings: Ambrosiano Text, Chapters 12 & 13

August 7-9
Chapter 14
Chapter 14: Social Work in Rural Settings
Readings: Ambrosiano Text, Chapters 14
Chapter 15
Social Work in the Workplace
Readings: Ambrosiano Text, Chapters 15
Chapter 16
The Globalization of Social Work
Readings: Ambrosiano Text, Chapter 16

Course Summary & Evaluation
Review for Final

August 9
FINAL EXAM

• COURSE REQUIREMENTS

• Class Attendance and Participation: It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

• Cell Phones/Pagers/Electronic Devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average. No electronic
devices or headphones are to be within view during exams. TAKING PICTURES DURING CLASS AND THE RECORDING OF LECTURES AND/OR CLASS DISCUSSIONS IS **NOT PERMITTED**.

- **Readings:** Each week contains required readings from the text. Journal articles may be used to supplement the course content and these articles will be posted on D2L by the instructor. You can utilize these articles for home study, exam preparation, or research. You will be responsible for all assigned readings at test time whether they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

- **Exams:** Three (3) major application exams will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses, and guest presentations are subject to examination. The exams will consist of a combination of matching, multiple choice, true/false, and essay questions.

  The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at [www.sfasu.edu/bulletin](http://www.sfasu.edu/bulletin)). Missing an exam without either prior permission or an excused absence will result in a grade of “0” on that exam. The instructor will schedule make-up exams.

- **Assignments:** The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description in the syllabus. The assigned research paper about a social issue topic must be typed using a word processor in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the *Publication Manual of the American Psychological Association* (6th ed.). Failure to meet these guidelines will result in loss of points.

  Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.

- **D2L Discussions:** Students will participate in daily online discussions through D2L. They will respond to daily discussion items by creating a thread and then by providing feedback to TWO other students’ comments. Students will be able to participate in these discussions only on the day that they are assigned.

- **Social Media Policy:** Student will follow policy related to social media as outlined in the Student Handbook.
GRADING:
Course grades will be based on the following:

- Competency exams 2 @ 30 points = 60
- Final exam 1 @ 60 points = 60
- Paper 1 @ 80 points = 80
- D2L Discussions = 100

300 Total

Grading Scale:

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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>300-270</td>
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<td>B</td>
<td>269-240</td>
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<tr>
<td>C</td>
<td>239-210</td>
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<tr>
<td>D</td>
<td>209-180</td>
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<td>F</td>
<td>179 or less</td>
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• Academic Integrity (SFASU Policy A-9.1)

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at the web address below). All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. **Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Definition of Academic Dishonesty (SFA Policy 4.1)

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

Withheld Grades Semester Grades Policy (SFA Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete
the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for computing the grade point average. Please read the complete policy on Course Grades: http://www.sfasu.edu/policies/5.5_course-grades.pdf

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

• STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf.
ASSIGNMENT SECTION

Paper 1: Introduction to Social Welfare Written Assignment

This assignment is designed to help students identify component behaviors (engage diversity and difference in practice) as well as develop critical thinking skills by discussing various perspectives on social welfare. Though you are to discuss your own perspective, you are to take into consideration differing perspectives based on acquired knowledge, research and experiences. Choose a social challenge/problem from a global context that has great meaning to you. In the assignment, discuss the following:

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<td>1.)</td>
<td>Clearly identify the challenge in society today.</td>
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<td>2.)</td>
<td>What are some different and opposing perspectives/ideologies (liberal vs. conservative) about this challenge?</td>
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<td>3.)</td>
<td>What are past, present and possible solutions?</td>
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<td>4.)</td>
<td>How would you, as a social worker, contribute to these solutions?</td>
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Critical thinking will be evaluated for up to 10 points.

Please present a typed, edited and well-written final paper in APA format (10 points). It is your responsibility to assure your assignment is in the most current APA format. You must have at least seven references from social work journals or related fields.

TOTAL POINTS: **80 points**
SELECTED BIBLIOGRAPHY


Careers in social work, pp. 24-43. Allyn & Bacon.


International Federation of Social Workers (IFSW) http://www.ifsw.org/.


National Association of Social Workers (revised 2008).
Code of ethics.
http://www.naswdc.org/pubs/code/code.asp


