SOCW 2362
Introduction to Social Welfare Institution
FALL 2021

Faculty: Ms. Moss, LCSW
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Office hours:

Mondays 8:30-11:30 a.m.; 1-3 p.m.
Tuesdays 8:30-9:30; 1:00-2:00 p.m.
Thursdays 8:30-9:30; 1--3:00 p.m.

Appointments for other times should be requested at least 24 hours in advance by contacting Ms. Moss via email at mossaa@sfasu.edu.

Prerequisite: None
Co-requisite: None

COVID-19 MASK POLICY


I. 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:

II. CURRICULUM DESCRIPTION

The BSW program at SFASU features generalist social work practice, defined as follows:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

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 & 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.

II. PROGRAM LEARNING OUTCOMES (PLO)

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
III. STUDENT LEARNING OUTCOMES (SLO)

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

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

2. To develop an understanding of the differing views for the functions of social welfare in U. S. society (competency 1).

3. To develop knowledge of major social problems in the United States (competency 1).

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

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

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

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

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

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

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

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

This course will be conducted in a lecture-discussion format. The modalities for instruction will include livestream on ZOOM and face to face. Regardless of modality of instruction, students are encouraged to ask questions and contribute meaningful comments for discussion. Cameras should be turned on and remain on throughout the duration of class to promote student engagement and foster a sense of community amongst students and faculty. Audio should be tested prior to class beginning. Please arrive on time for class, be dressed appropriately, and be eager to contribute meaningful knowledge when given the opportunity. Microphones should be muted when lecture is being delivered, or when another student is talking. Please refrain from attending lecture while driving in a vehicle, in a medical setting, or in a work setting that is not private. Please use headphones if you are in an area that is not private so that you remain respectful to other student’s privacy.

This class is a safe classroom and is designed for all students to have the opportunity to share their perspectives, without being chastised or attacked by other students. Students should be respectful to one another and to the professor and should refrain from using any language that could be perceived as racist, inappropriate, or offensive. Initial classroom problems will be brought to the student’s attention so that they have an opportunity to correct the behavior and learn from the experience. Repeated disruptions may result in the student being moved to a breakout room, removed from class, or require a behavioral alert.

When lectures are livestreamed, students should carefully consider what information is shared online. If the student has a private or confidential matter, they should contact their instructor at the end of class and request a private meeting. If information is shared during class disclosing where abuse, neglect, exploitation has occurred or has violated the law, a report will be made to the appropriate parties, based on the Social Work Code of Ethics. Exams will consist of essay, short answers, multiple choice and true-false questions and will be administered virtually at the scheduled class time. The exams will evaluate knowledge of content. The assigned paper will measure students’ ability to critically evaluate and integrate course content. Exams will test for material from the text, from lecture, and from outside readings.

Several class days will be used for a current event day. The specific requirements for each current event assignment will be given in class prior to the due date and assigned topics will vary. When presentations are required, students should be present to receive participation points.

VI. COMPUTER REQUIREMENTS

This course will utilize Brightspace to support the delivery of course content. For help with Brightspace go to https://www.sfactl.com/student-support or the Center for Teaching and Learning (CTL). The student will need basic skills regarding the use of a word processor and web browser.
Computers are available to current students through a number of labs across campus (see www.sfasu.edu or the instructor for details). Since this class is web-enhanced, it is expected that you regularly visit Brightspace for all updates, and news items. Important Changes will be discussed in livestream classes and shared on news items. Assignments, guidelines for instructions, and other helpful information will be accessible in the course Brightspace page. In the event of an absence from class, it is the student’s responsibility to check Brightspace for any homework assigned or missed material.

VII. COURSE SCHEDULE

Week 1 & 2

August 24th & 26th  Review Syllabus/Course Overview
Reading: Ambrosino, Ch 1 for lecture on 2nd class day
Chapter 1: Social Welfare, Past & Present

August 31st & Sept 2nd  Wrap up with Chapter 1: Discuss CE # 1 expectations
Guest Presentation: TBA

Week 3 & 4

Sept 7th & Sept 9th  Chapter 2: Social Work &
Other Helping Professions
Reading: Ambrosino, Ch 2
Guest Speaker: TBA

Sept 14th & 16th  Chapter 3: The Ecological/Systems Perspective
Readings: Ambrosino, Chapter 3

Week 5 & 6

Sept 21st & 23rd  EXAM 1 (Ch 1-3 on 9-21 during class)
Chapter 4: Diversity & Social Justice
Reading: Ambrosino,
Ch 4

Sept 28th & 30th  CE # 1 Due (Group Presentations on 9-28)
Part 2 – Social Work Practice: Methods of Intervention
Chapter 5: Social Work Practice with Individuals, Families, and Groups
Readings: Ambrosino, Chapter 5

Week 7 & 8

Oct 5th & 7th  CE # 2 Group Presentations on 10-5
Wrap up Chapter 5
Oct 12th & 14th

Chapter 6: Social Work Practice with Agencies & the Community
Readings: Ambrosino Text, Chapter 6
Review for Exam 2
Mid-term grade reporting due October 18th

Week 9 & 10

EXAM 2 (Chapters 5 & 6 on 10-19)

Oct 19th & 21st

Part 3 – Fields of Practice and Populations Served by Social Workers
Chapter 7: Poverty, Income Assistance, & Homelessness
Readings: Ambrosino Text, Chapter 7

Submit Rough Draft of Intro Paper to OWL by 10-21 by 9:30 a.m.

Oct 26th & 28th

Chapter 9: Mental Health, Substance Abuse, & Developmental Disabilities
Readings: Ambrosino Text, Chapter 9

Week 11 & 12

Nov 2nd & 4th

Chapter 10: The Needs of Children, Youth, & Families
Readings: Ambrosino, Ch. 10

CE # 3 Due 11-2 by 11:59 p.m. (Discussion Post on Managing Self-Care)

Final Intro paper due by 11-4 at 11:59 p.m. to Dropbox

Nov 9th & 11th

Chapter 11: Services to Children, Youth, and Families
Readings: Ambrosino, Ch. 11
Week 13 & 14
Nov 16th & 18th

**Chapter 12: Older Adults: Needs and Services**
*Readings: Ambrosino, Ch 12*

**Chapter 15: Social Work in the Workplace**
*Readings: Ambrosino, Chapter 15*

CE # 4 Due 11-18 (Individual Assignment due to drop box by 11:59 p.m.)

Nov 22nd-26th

**THANKSGIVING BREAK**

Nov 30th & Dec 2nd

**Chapter 13: Criminal Justice**
*Readings: Ambrosino, Ch. 13*

Week 15 & 16

Dec 6th-10th

**FINALS WEEK**

**FINAL EXAM: Thursday, December 9th from 8-10:00 A.M.** *(Chapters 7; 9-13, & 15)*

**DEADLINES TO REMEMBER:**

- **Current Event #1** – Tuesday, September 28th by 9:30 a.m. (Group Presentation in class; Topic Building a Sense of Community)
- **Current Event #2** – Tuesday, October 5th by 9:30 a.m. (Group Presentation; Topic Diversity)
- **Current Event #3** – Thursday, November 2nd by 11:59 p.m. (Discussion post on Managing Self-Care)
- **Current Event #4** – Thursday, November 18th by 11:59 p.m. (Discussion post on Advocating for vulnerable populations)

**INTRO Assignment**- Rough Draft Copy due to OWL by October 21st by 9:30 a.m.
Final paper due November 4th by 11:59 p.m. to the Drop box

- **Exam 1**- Tuesday, September 21st (Chapters 1-3)
- **Exam 2** – Tuesday, October 19th (Chapters 5 & 6)
- **FINAL**- Thursday, December 9th (Chapters 7; 9-13 & 15) from 8-10 a.m.
No scantron is needed. Blue/black ink.
VIII. COURSE REQUIREMENTS

A. 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. If the absence is related to a university approved absence, the student should notify the professor in writing and submit extended absences with documentation to the Office of Student Rights and Responsibilities.

A.

B. 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. Given that this class is live-streamed, please silence notifications during class sessions. 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.

C. 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 Brightspace 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.

D. 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.

E. 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). 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.

F. Quizzes: A total of three (3) quizzes will be given during the semester. The quizzes may evaluate general comprehension of the course material (assigned readings and/or previous lecture topics), or they may be based on active participation in a classroom activity or attendance. The quizzes will be unannounced and may occur at any time during the class period. Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin and will be scheduled by the instructor.

G. 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.

GRADING:

COURSE GRADES will be based on the following:

- Competency exams 2 @ 30 points  = 60
- Final exam 1 @ 60 points   = 60
- Three pop quizzes 3 @ 10 points = 30
- Four current event/presentation = 50
- Paper 1 @ 80 points = 80
- Attendance and Participation = 20
- **Total = 300**

Grading Scale:

- A  = 300-270
- B  = 269-240
- C  = 239-210
- D  = 209-180
- F  = 179 or less

IX.  Academic Integrity (SFASU Policy 4.1)

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 4.1 (SFASU Policy 4.1 can be found at https://www.sfasu.edu/policies). 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 https://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf.**

**Definition of Academic Dishonesty**
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](http://www.sfasu.edu/policies).

**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: [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.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, SFA policy 10.4). 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](http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf)
X. 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 https://www.sfasu.edu/disabilityservices/

XI. STUDENT RESOURCES

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041
Introduction to Social Welfare Written Assignment

In this assignment, you are to begin to 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:

1.) Clearly identify the challenge in society today 10 pts.
2.) What are some different and opposing perspectives/ideologies (liberal vs. conservative) about this challenge 20 pts.
3.) What are past, present and possible solutions 15 pts.
4.) How would you, as a social worker, contribute to these solutions 15 pts.

Critical thinking will be evaluated for up to 10 points.

Please present a typed, edited, and well-written final paper in APA format (7th edition; worth 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

Due date: Rough Draft due to OWL by October 21st by 9:30 a.m. Final Copy due November 4th by 11:59 p.m. to Dropbox. Format should be in Word document. No Google Docs or other formats will be accepted.

A RUBRIC will be given to all students and this rubric will provide detailed criteria for this research paper over a social issue. Grading is based on the rubric, which clarifies expectations.
SELECTED BIBLIOGRAPHY


*Journal of Sociology & Social Welfare*, December,

Vol. XXXV, number 4.


doi:10.1080/0312407X.2016.1224907 (Downloaded)


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


http://www.naswdc.org/pubs/code/code.asp


