

Abilene Christian University

School of Social Work

Introduction to Social Welfare

SOCW 230

3 credit hours

Spring 2012

Hardin Administration Building Room 101

TR 12:00– 1:20 PM

Stephen Baldridge, PhD, LMSW

Assistant Professor

Director, BSSW Program

School of Social Work

Hardin Administration Building

Office 109A

email: snb09a@ACU.edu (preferred method of contact)

office phone: (325) 674-2076

cell: (214) 263-2354 (before 11 pm please)

Office hours:

Tue/Thu: 1:30 – 5:00 PM

The Abilene Christian University School of Social Work strives to honor God by advocating for social justice for the poor and vulnerable of the earth; by celebrating the gift of diversity; by integrating faith and social work; and by building the evidence base for effective and humane social work practice.

The mission of the School of Social Work is to prepare graduates to be competent practitioners able to incorporate their faith and best evidence into practice; to advance social work knowledge through research and other scholarly activities; and to promote social justice worldwide through leadership roles in the social services.

MISSION OF THE COLLEGE OF EDUCATION AND HUMAN SERVICES

The mission of the College of Education and Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

MISSION OF THE SCHOOL OF SOCIAL WORK

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work knowledge through research and other scholarly activities; and to promote social justice worldwide through leadership roles in the social services.

MISSION OF THE BACCALAUREATE SOCIAL WORK PROGRAM

The mission of the ACU Social Work Program is

- to educate students for competent, entry-level, generalist social work practice which integrates Christian and personal faith,
- to contribute to the knowledge base of the profession, and
- to play leadership roles in effective service delivery systems.

PURPOSE OF SOCIAL WORK PROFESSION

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

The Council on Social Work Education defines generalist practice as follows:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human well being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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. Generalist Practice encompasses ten core competencies. As a generalist practitioner you will be expected to:

1. Identify as a professional social worker and conduct yourself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

COURSE DESCRIPTION

SOCW 230 Introduction to Social Welfare (3-0-3), fall, spring. Introduction to the field of social welfare, including the history and current structures of social welfare policy and services in the U.S. The social work profession is presented and major fields of practice are identified.

In this course, the student will find an overview of the field of social welfare and the profession of social work. The student will also begin to understand what a social worker does and how s/he approaches people and their problems.

This course is designed for the student who is curious about the field of social work and is interested in finding out about this profession as a career choice. The course is also designed for the student who has selected social work as a major and needs the foundation in this course for advanced social work courses. Further, students may be taking this course as part of the requirements for a major in community health or minor in community studies.

PREREQUISITES/CO-REQUISITES

There are no prerequisites for this course. However, this course, together with Person to Person: The Fundamental Skills of Relating (SOCW 250), and One of the Human Behavior and the Social Environment (SOCW 327 or SOCW 329) courses must be taken before a student can be unconditionally admitted to the ACU Social Work Program and take advanced social work courses. (Typically, admission takes place the semester before the junior year.)

If you have changed majors and are a second-semester sophomore, you need to be taking all three courses this semester. Please contact Stephen Baldrige, Director, Baccalaureate Social Work Program immediately for questions.

COURSE OBJECTIVES

Upon completion of this course, students should be able to:

1. Recognize key perspectives on important aspects of social life used by the social work profession, including ecological perspective, systems theory, strengths model, diversity, social and economic justice, and populations-at-risk.
2. Identify the history and development of current structures of social welfare services in the United States and recognize the major events in the history of the social work profession.
3. Explain the fundamental values of the social work profession as presented in the NASW Code of Ethics and articulate connections between personal and professional values.
4. Understand the role of social welfare policy as the basis for delivery of social services.
5. Describe Judeo-Christian influences on the beginnings of the social work profession and current thinking on the relationship between faith, spirituality, and the social work profession.
6. Identify five populations who receive social work services and describe what social workers do in these areas.
7. Demonstrate effective oral and written communication in evaluating individuals, families, groups, organizations, and communities via journals, class exercises and class paper.

MATERIALS OF INSTRUCTION

The following textbooks are required reading for this course:

1. Ritter, J. A., Vakalahi, H. F. O., & Kiernana-Stern, M. (2009). 101 careers in social work. New York. Springer.
2. Davis, L. E. "The Problem of Race: A Renewed Focus." (2001). The Carl A. Scott Memorial Lecture, Council on Social Work Education.

Structure of the Course

This is not a lecture class. Research demonstrates that adult learners learn best when they are actively and cooperatively involved in their learning. Therefore, the use many different types of learning for this class, including small group discussion/activities, films, class projects, guest speakers, panels, and in depth mobile learning/remote teaching.

Course Policies

Disability Policy: If you have a documented disability and wish to discuss academic accommodations, please feel free to contact me. The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Disability Services and you must complete a specific request for each class in which you need accommodations. Call extension 2750 for an appointment with the Director of Disability Services.

Statement of Academic Integrity: Violations of academic integrity and other forms of cheating, as defined in ACU 's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full policy is available for review at the provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

Mobile devices: Your mobile devices (iPhones, iPods, iPads, etc) are required materials for this course!. In this course we will frequently and regularly utilize mobile and remote learning strategies. If you do not own a mobile device with internet access please talk with the instructor to make arrangements.

As with anything that can distract you in class, please be curious and professional with your mobile devices. Texting and facebooking in class is more noticeable than you think.

Professional Expectations: Social Work is a profession. Professionalism is reflected in completion of work in a timely manner and punctuality to class. Furthermore, respect of the instructor and classmates is always expected at all times. You are expected to cultivate these attributes in class and field education.

Attendance: Regular attendance is expected. In the class, after 2 absences you may lose one letter grade (10%) for each additional 2 unexcused absences.

The University's attendance policy is upheld in this class. A student missing 20% (6 classes) may receive a grade of "F" for the course.

A student who registers for a class and does not attend or stops attending but does not officially withdraw by initiating a Withdrawal from Class form, will be assigned a failing grade ('F') for that class. The last day to withdraw from this course is noted in the current catalog.

Written Work: Written assignments must meet acceptable college writing standards. **It is expected that all outside written assignments will be submitted via the ACU Course Files system**, unless an exception is given in advance. Please, feel free to utilize the Writing Center <http://www.acu.edu/academics/cas/english/degrees/writingcenter>. All written assignments must be written APA style using Times New Roman Font – 12 pt with one-inch margins.

Late Work: Weekly assignments will not be accepted late. Any other assignment turned in after specified time will immediately be deducted 30% of the overall grade. An additional 10% will be deducted each following day until assignment is turned in (i.e. a paper turned in the day after it was due can get a maximum of 70%).

Class Facebook Page: We will use Facebook *extensively* in this course as the primary form of communication between the instructor and the class inside and outside of class. Much of our class discussing will be facilitated on Facebook. It is the students' responsibility to keep up with the Facebook page for information pertaining to class.

Note: I will not attempt to FB stalk you nor am I asking you to friend me. If you are worried about others creeping on you or if there are things on your Facebook that you don't feel comfortable with other people seeing then this is a perfect time to familiarize yourself with Facebook's privacy settings. Also, you certainly have the option of creating a separate FB account only for this class that is not associated with your personal account. For those that aren't on Facebook, I ask that you set up an account just for this. You will need an account to participate actively in this course.

The address is: <http://www.facebook.com/groups/introtosw/>
You must ask to be added.

Course Files System: Class assignments, syllabus, content, announcements, etc will be put on the course files system under "Class Info."

Communication: I will post all communication to you on our Facebook page, and will also send it to your email. It is your responsibility to check the Facebook page as well as your ACU email account. You are responsible for anything I send you via email up to **6:00 the night before class**.

COURSE REQUIREMENTS

In order to successfully complete this course, the following activities must be performed:

1. Weekly Assignments (40%)
 - There will be an assignment "due" most weeks of class. The content of these assignments will vary based on class materials. Weekly assignments might be completed inside or outside of class, depending on the assignment. Instructions will be given each week on what will be due the following week, how to turn it in, etc. Late work will not be accepted. Grades will reflect quality of expression, not stated views or values.
 - Descriptions of the weekly assignments will be posted to the course files system no later than one week before the due date.

2. Social Work Service Opportunity (20%)

Volunteering is one of the best strategies for determining whether becoming a professional social worker is a good path to follow. Students will be required to complete 10 hours of service learning hours during the course of the semester. When selecting a service-learning opportunity, it would be helpful if the organization is a good match with the student's assigned population/context but this is not mandatory. Locating volunteer opportunities can be facilitated through the center for Service-Learning and Volunteer Resources.

<http://www.acu.edu/campusoffices/vslc/index.html>. Upon completion of the service learning experience the student will evaluate their experience and be evaluated by the individual supervising them in the agency (see appendix at end of syllabus for forms). **If you use an agency that is not on the list provided by the Nancy Coburn on 1/26/12, you must obtain approval before beginning!** To obtain approval, send an email outlining where you will be volunteering and what you will be doing to instructor. Service provider must fill out evaluation form at the end of syllabus and student must fill out time sheet at <http://www.acu.edu/campusoffices/vslc/documents/Individual%20Service%20Timesheet.pdf> to obtain credit for hours worked.

- Service hour must take place in a local non-profit agency. The work does not have to be directly with a social worker, however, the hours need to be served doing some sort of service to people of our community. All hours need to be completed at the same agency.
- Upon completion, student must write a typed 1-2 page reflection of their hours. Included in the reflection must be a brief description of what they did during their time, as well as the student's personal insight on their service.
- Reflection paper, time sheet, and evaluation form must be turned in **BY MAY 3rd**. (Hours must be completed at this time). Late submissions will be subject to the guidelines for late work.

3. Social Work Interview and Class Presentation (20%)

- Class members will visit a social worker and interview them in regard to their assigned population. The interviewing experience provides an opportunity to learn more about the agency setting and the social workers and other professionals who work in the agencies, as well as prepare information for the class presentation and paper. Students will be responsible for locating their own social worker to interview in their assigned area.
- There are diverse client populations and contexts served by the social work field. Class members will work in groups (assigned by instructor) to provide the class with a presentations on population/context to which they are assigned. Further details will be provided about this assignment in the first few weeks of class.

4. Cumulative Paper (10%)

- A class paper will integrate the volunteer experiences, social work interview, and presentation research. This paper is meant to tie together all of the information

and learning from the course. The paper must be 4-6 pages (subject to written work standards detailed in syllabus). Further details of class paper content will be distributed during class.

4. Class Participation & Critical Thinking (10%)

- Participation: Come to class prepared. A well-prepared student will read the assignments, submit their homework on time, discuss the ideas of others as well as their own, contribute to a team study process and class discussion. For quiet students this means moving out of your comfort zone and sharing your thoughts, for outspoken students this implies that you will monitor your contribution to the class and not drown out quieter students. Social Workers frequently work with groups; we will practice skills that social workers use in mezzo practice/groups, in the classroom. Class process will include lecture, discussion of issues and values, and group activities. Basically, just come to class and participate. Hint: to participate in class, it helps to be awake.

Each assignment will be assigned a grade on a 100 point scale. The grading scale is as follows:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 or less = F

Course Outline, Spring - 2012

Week 1

- Jan 17 Introduction to the Class
- Jan 19 What is social work?
* Read: Ritter, chapters 1-2
Writing APA style
Weekly Assignment #1 due

Week 2

- Jan 24 Guest Speaker: Holly Grant: Hill Resources
- Jan 26 Guest Speaker: Nancy Coburn, Center for Service-Learning and Volunteer Resources
Weekly Assignment #2 due

Week 3

- Jan 31 History of social work
- Feb 2 Guest Speaker: Bob Parkhill, MSW, Christian Homes of Abilene
Weekly Assignment #3 due

Week 4

- Feb 7 Poverty
- Feb 9 Poverty cont . . .
Weekly Assignment #4 due

Week 5

- Feb 14 Movie: CRASH
- Feb 16 Movie Continued: CRASH
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Week 6

- Feb 21 Diversity and Racism
* Read:
Davis, L. E. "The Problem of Race: A Renewed Focus." (2001). The Carl A. Scott Memorial Lecture, Council on Social Work Education.
- Feb 23 Social justice and civil rights
Weekly Assignment #5 due (Stepping Out of Your Comfort Zone)
-double credit assignment!
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Week 7

- Feb 28 Guest Speaker: Child Welfare
- Mar 1 Child welfare
Weekly Assignment #6 due
-

Week 8

- Mar 6 Methods of social work practice
- Mar 8 Guest Speaker
Weekly Assignment #7 due
-

Week 9

- Mar 13 Spring Break
- Mar 15
-

Week 10

- Mar 20 Guest Speaker
- Mar 22 **NO CLASS!!**
Weekly Assignment # 8 due (101 Careers assignment)
-

Week 11

- Mar 27 Guest speakers: panel of MSSW students
- Mar 29 Class Choice
Weekly Assignment # 9 due (101 Careers assignment)
-

Week 12

- Apr 3 No Class – prepare for group presentations
- Apr 5 **Group 1 Class Presentation**
Weekly Assignment # 10 due (101 Careers assignment)
-

Week 13

- Apr 10 **Group 2 Class Presentation**
- Apr 12 **Group 3 Class Presentation**
Weekly Assignment # 11 due (101 Careers assignment)
-

Week 14

- Apr 17 **Group 4 Class Presentation**
- Apr 19 **Group 5 Class Presentation**
Weekly Assignment # 12 due (101 Careers assignment)
-

Week 15

- Apr 24 No Class
- Apr 26 **Group 6 Class Presentation**
Weekly Assignment # 14 due (101 Careers assignment)
-

Week 16

- May 1 **Group 7 Class Presentation**
* Read: Ritter, chapters 3 & 20
Weekly Assignment #15 due (Real social work jobs assignment)
- May 3 Guest Speakers: ACU SW Faculty
- **Social Work Service reflection, time sheet, and evaluation due.**
- **Cumulative Paper due**

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- Cofer, Judith Ortiz. 1990. *Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood*. Houston, TX: Arte Publico Press.
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- Ehrenreich, B. (2001). Nickel and dimes: On (not) getting by in America. New York: Henry Holt & Company.
- Fadiman, A. 1997. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, and Giroux.
- Franklin, D.L. (1990). "The Cycles of Social Work Practice: Social Action vs. Individual Interest." *Journal of Progressive Human Services*, 1(2), 59-77.
- Fisher, J. (1973). Is Casework Effective: A Review. *Social Work*, 18, 5-20.
- Hancock, L. (2002). Hands to work: The stories of three families racing the welfare clock. New York: HarperCollins Publishers.
- Wilensky, H.L. and Lebeaux, C.K. (1958). Conceptions of Social Welfare. (Chapter 6 in their book) *Industrial Society and Social Welfare*. New York: Free Press. It has been reprinted in a number of readers.
- Zucchino, D. (1997). Myth of the welfare queen. New York: Scribner.

SYLLABUS APPENDIX

SERVICE-LEARNING SUPERVISOR VERIFICATION AND ASSESSMENT
To be completed by service-learning supervisor

EVALUATION OF STUDENT SERVICE-LEARNING EXPERIENCE

Please rate the student on her/his service-learning experience:

SKILL AREA	Excellent	Satisfactory	Needs Development
Work Behaviors —completes assignments, is punctual, and demonstrates appropriate work behavior			
Interactional skills —communicates with staff and clients effectively			
Problem-solving —assumes responsibility for own learning			
Self-awareness —recognizes areas for growth and accepts feedback regarding work behaviors			
Understands agency's mission and goals			

Additional feedback:

_____ served for _____ hours in _____
 (Student's name) (Agency name)

 Signature of Service-Learning Supervisor Print Name of Community Service Supervisor

Please submit to: INSTRUCTOR