INTRODUCTION TO SOCIAL WELFARE
SWK 261 – Fall 2010
Tuesday & Thursday – 9.30 – 10.45 p.m.

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Program mission----Creighton University, Department of Social Work's mission is the
formation of competent, effective, professional social worker practitioners, informed by
Ignatian ideals, social work knowledge, values and skills, social work history and
purpose, EPAS (2008), and a dynamic relationship with the community. In preparing
entry level generalist practitioners, the Social Work program is committed to the
advancement of social work knowledge, well-being of self and others through best social
work practices, social justice, human rights, and the furthering of empowerment of
vulnerable populations.

Goals of the Social Work Program---Students will be able to:

    1.   Prepare undergraduate generalist social work practitioners grounded in
            evidence- Informed practice, to work with individuals, families, groups,
            organizations and communities including an understanding and
            applicability of the global perspective for practice.
    2.   Prepare entry level generalist practitioners who apply ethical decision-
            making based on the National Association of Social Work Code of Ethics,
            and the Ignatian charisms integrating personal and professional ideals
            through mature self-evaluation and self-reflection.
    3.   Prepare social work leaders committed to advancing social and economic
            justice and human rights along with reducing social and economic
            inequities in society.

1.   COURSE DESCRIPTION
        This course incorporates a 20 hour service learning experience into an
introductory social work course. Students ranging from freshman to seniors, and from
disciplines across the University are attracted to this class. Students examine the history,
principles, and nature of social welfare, including the relationship of social welfare
institutions to society and the delivery systems for social services. Students explore
concepts such as human diversity, social and economic justice, the needs of vulnerable
populations, and policy in the context of social welfare. Topical areas examined include
housing, criminal justice, poverty, mental and physical health, and the welfare of
families. Students explore both where their own values are grounded and the consequent

social implications. ***The service learning agency for the fall 2010 semester will be an urban immersion program. Please see handout for details.***

Undergraduate social work generalist practice consists of an eclectic knowledge base, professional values (manifested in the NASW Code of Ethics), application of a wide range of skills, ability to work/intervene in various target systems (individual, family/group, organization, community), working in an organizational setting (including supervision), application of professional roles/functions, ability to critically reflect in the practice setting and finally, application of the planned change process (problem solving, systems, strengths perspectives). K. Kirst-Ashman & G. Hull, Generalist Practice with Organizations & Communities. 2002.

2.   MATERIALS:
       Required Text:
       Brenda Dubois & Karla Miley, (2010). Social work. An empowering profession. 7th edition, Allyn & Bacon, New York.

        Recommended Reading:
       1.   Katherine Van Wormer. (2006). Introduction to Social Welfare and Social Work: The U.S. in Global Perspective. Thompson Brooks/Cole, CA.
       2.   Colby, Ira., & Dziegielewski, Sophia. (2001). Second Edition. Social work: The people's profession. Chicago, IL: Lyceum Books, Inc.

3. **Professional Social Work Competencies, Practice Behaviors and Course Objectives**

Competencies	Practice Behavior	Course Objectives—Students will be able to:
2.1.1 Identify as a professional social worker	√ Advocate for client access to the services of social work	1.Identify a social problem and develop a policy advocacy plan
2.1.2 Apply social work ethical principles to guide professional practice	√ Make ethical decisions by applying NASW code of ethics and, as applicable, IFSW/IASSW ethical principles	2. describe and apply ethical issues while addressing social welfare policies
2.1.3 Apply critical thinking to inform and communicate professional judgments	√ Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	3. define the major approaches to social welfare analysis and examine how European welfare nations and the U.S. differ in their ideological orientation towards social welfare
2.1.5 Advance human rights and social and	√ Advocate for human rights and social and economic justice	4. describe and plan for lobbying social welfare issues 5. apply concepts and principles of

economic justice	√ Engage in practices that advance social and economic justice	social welfare policy making when working with a problem or population
2.1.6 Engage in research informed practice and practice-informed research	√ Use research evidence to inform practice	6. address the linkage between a social problem, governmental policy, and an implementing program
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	√ Analyze, formulate, and advocate for policies that advance social well-being; and √ Collaborate with colleagues and clients for effective policy action	7. identify and describe a government policy that has been formulated at the national, state, or local level to address a social problem 8. Identify and examine the historical antecedents of social welfare policy, including goals, objectives, and main provisions. 9. develop, plan, and participate in a political advocacy campaign, be in the form of a phone call, email, letter, face-to-face meeting, legislative testimony, petition
2.1.10 a engagement	√ Substantively and affectively prepare for action at all levels of practice	10. describe and compare the various political perspectives on social welfare policy

3. COURSE OBJECTIVES:
   Knowledge:
   1. Develop awareness and understanding of the historical foundations of social welfare.
   2. Gain knowledge about current issues and problems in social welfare.
   3. Develop an awareness of the problem-solving model and systems theory as they relate to the use of interventions in social welfare institutions.
   4. Develop an early understanding of international social work.
   Skills:
   1. Integrate and articulate the impact of the volunteer experience, with the intent of developing an awareness of the origin, meaning and effects of social policies on human services (Observe evidence of all program objectives; demonstrate 6, 10, 11).
   2. Analyze one's personal beliefs and values as related to social welfare issues and professional values and ethics.
   3. Describe the impact of social welfare on minority groups in our society.

Values:
1.　　Develop an appreciation for the values inherent in the various concepts of social welfare.
2.　　Develop an awareness of the feelings and attitudes of consumers and providers of social welfare services.
3.　　Develop self-awareness about personal attitudes toward diverse cultural and lifestyle groups, and develop a commitment to social justice.
4.　　Develop an understanding of social work as a profession, its values and ethics, and the potential for value conflicts.

6.　　REQUIREMENTS
1.　**Attendance** is required. Three classes may be missed without any consequence. For each class missed after three, five (5) points will be deducted from your final grade. Students involved in sports will not be negatively affected by missing class if a letter noting game dates is received from the coach. More than 5 unexcused absences will result in an F grade.
   In the event of disruption of normal classroom activities due to a disease or other medical outbreak, a natural disaster, or other emergency, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

2.　　ACADEMIC HONESTY
   This course adheres to the University's Policy on Academic Honesty and the College's procedures as found on:
   http://www2.creighton.edu/fileadmin/user/CCAS/docs/acadhonesty.html
   and in the University Bulletin. Appropriate penalties will be imposed as allowed by University Policy for failure to participate within the expectations of academic honesty in all requirements of this course.

7.　　ASSIGNMENTS:
   Assignments are due at the beginning of the class on the date determined in the course schedule. Your assignments will be read not only for content, but also for sentence structure, spelling and grammar as well (and graded accordingly). Always proofread and keep a personal copy of your papers (spell-check is not enough)! Papers will be deducted 3 points for each weekday late.

   1. **Five quizzes**, 10 points each, will be given throughout the semester. The purpose of the quizzes is to encourage you to read the chapter prior to discussion in class. Make-up quizzes must be taken outside of class within one week of missing a quiz. Students are responsible for making arrangements to make up quizzes and exams.
   2. **Welfare Program Paper** (worth 50 points):
      This paper is an exploration of a social welfare program and is described in a separate handout. Your grade will be based on the depth

and extent to which you critically and thoughtfully examine the program.

3. **Welfare Program presentation -** will be worth 25 points. Each student will be required to present on a social welfare program for 7 minutes. Details to be announced in class.

4. **FIVE Short Abstracts** (5 points each) (typed, double-spaced)

You are encouraged to read current news throughout the semester. Five times during the semester you will be required to write a short paper (**no more than two pages**) about an article you read (SOCIAL WORK related). The article may be from a newspaper, a news magazine or from an online source. **The article should not be more than two weeks old**. Read it; think about it; and:

1. Summarize it into 2-4 paragraphs using your own thoughts and words. Include in your summary the "who, what, when, where, why and how" detailed in the article. **Include the original/copy of the article. Provide the web link if it is an online article.**

2. Describe in 2-4 paragraphs how the information in the article relates to the social work/welfare system.

8 Student Performance Rubric:

This rubric is intended for overall grading standard for the department of social work. Individual courses may have specific criteria as specified by the instructor.

A =100-93%	Performance is **excellent**. The work is submitted on time, written well with content that demonstrates high quality critical thinking. The student is respectful and **fully** participates in class discussion and demonstrates leadership. All paperwork is handed in on time. Outstanding piece of writing with no grammatical, spelling, punctuation, and usage errors.
B+=92-87%	Performance at this level is **competent** or solid. Work is handed in on time and has strong content but insufficient critical thinking. Students participate in class and show leadership in class. Paperwork is submitted on time. Overall good piece of writing but with few grammatical, spelling, and usage errors. Shows good conceptual, organizational, and methodical developments in the paper.
B=86-83%	Performance is **fairly competent.** Student is generally consistent in class and shows signs of improvement. The student demonstrates a beginning level of professional demeanor and behaviors. Paper does not show a full picture of the nature and scope of the problem. It is less developed conceptually, methodologically, and organizationally.
C+=82-77%	Performance is **adequate** with some unevenness and limitations observed; student needs to continue to work in this area. Students demonstrate limited participation in class. Paper addresses the objectives but does not have sufficient depth or content. The student does not demonstrate professional demeanor and behavior consistent with the profession.
C=76-73%	Performance is **minimally acceptable**; problems are evident and consultation with the professor is required. Paperwork is late. Assignments are late with minimal quality. Paper is in control of the subject but not in a comprehensive manner. Shows quite a few grammatical, spelling, and usage errors. Lacks critical thinking. The student does not demonstrate professional demeanor and behavior consistent with the

	profession.
D=72-63	Performance **unsatisfactory** and definite problems exist in this area. The work is of poor quality. Is not involved in any class discussion or activities. The student does not demonstrate professional demeanor and behavior consistent with the profession. The paper avoids requirements of the assignment. It is characterized by unsubstantiated and general statements. Grammar, spelling, and punctuation make the narrative difficult to read.
F = below 63%	Lack of participation, poor attendance, is not actively involved in class discussions, repeatedly turns in papers and assignments late. The paper has significant grammatical, spelling and punctuation errors. It does not address the objectives of the assignment and minimally deals with the topic. A cogent, analytical position on the topic was not taken. Outside references are absent. The student does not demonstrate professional demeanor and behavior consistent with the profession.

9.   GRADING

Mid-Term   = 50 points
Final Exam   = 50 points   93-100% = A
Short Abstracts   = 25 points   87-92   = B+
Quizzes   = 50 points   83-86   = B
Welfare Program Paper = 50 points   77-82   = C+
Presentation   = 25 points   73-76   = C
 TOTAL   = 250 points   63-72   = D
                                                                    (Below 63 =   F)

10.   Listserv:

Students who haven't done so are strongly urged to join the departmental listserv. The address is cu_socwork@creighton.edu. Here are the instructions for joining: Request an e-mail account from the computer center. To subscribe to the listserv, type the following in the "To" section of the e-mail program, majordomo@creighton.edu. Then type the following in the body or message part of the program: Subscribe cu_socwork@creighton.edu. Now you should receive messages. This listserv will provide you with information about departmental and SOS events, job and volunteer opportunities, etc. It's a great way to get connected to social work!

Week	*Chapters*	*Topic*	*Reading / Assignments Due*
Aug. 26		Introduction to course: Requirements and Expectations	
Aug. 31 Sep. 2	Ch. 1	Social work – helping profession "Faces of Change", video, CSWE	
Sep. 7 Sep. 9	Ch. 2	An Evolving Profession	**Abstract 1**

Sep. 14 Sep. 16	Ch. 3	Social Work and Social Systems	
Sep. 21 Sep. 23	Ch. 4	Social Service Delivery System Guest Speakers	**Abstract 2**
Sep. 28 Sep. 30	Ch. 5	Values and Ethics in Social Work	**Quiz 1. Ch. 1,2,3**
Oct. 5 Oct. 7	Ch. 6	Social Work and Social Justice	
		URBAN IMMERSON. "What would Jane do?" Oct. 8, 4 p.m. – Oct. 9, 2 p.m.	
Oct. 12 Oct. 14	Ch. 7	Diversity and Social Work **MID-TERM – Oct. 14**	**Abstract 3**
		Fall Break. Oct. 15 - 25	
Oct. 26 Oct. 28	Ch. 8	Empowerment Social Work Practice	**Quiz 2. Ch. 4,5,6**
Nov. 2 Nov. 4	Ch. 9	Social work Functions and Roles	
Nov. 9 Nov. 11	Ch. 10	Social Work and Social Policy	**Abstract 4** **Quiz 3. 7,8,9**
Nov. 16 Nov. 18	Ch. 11,12	Poverty, Homelessness, Unemployment, Criminal Justice, Health, Rehabilitation and Mental health **Welfare Program Paper Due**	
Nov. 23 Nov. 25	Ch. 13, 14	Families and Youths, Adult and Aging Services	**Abstract 5** **Quiz 4. Ch. 10,11,12**
Nov. 30 Dec. 2		Presentations begin Nov.30 International Social Work	
Dec. 7 Dec. 9		Presentations Contd. Evaluations	**Quiz 5. Ch. 13,14**
Dec. 13 - 17		**FINAL EXAM – Dec. 13** **1 to 2.40 p.m.**	

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