CHILDREN AND POVERTY IN THE UNITED STATES
SRP 422 - SUMMER 2003

Professor: Barbara Harris, Ph.D. Office: Administration 437B
Phone: 2081
Office: 437B Office Hours: MWF 9-11:00
Department web page: http://puffin.creighton.edu/swk/index.htm

• CATALOG DESCRIPTION •

An interdisciplinary course addressing a variety of issues concerning children of poverty in America, including policy, justice, and ethical issues related to economics, health, law, mental health, family, housing, and education. Students are invited to participate in community activities on behalf of children of poverty. P: EDU 210, or PSY 223, or SWK 275, or IC.

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)

Goals of the Social Work Program
1. Prepare students for beginning level generalist practice with individuals, families, small groups, organizations, and communities.
2. Prepare students to practice with diverse populations.
3. Promote professional student identities incorporating social work ethics and values.
4. Prepare students for continued professional growth and development.
5. Understand and apply the knowledge, and skills for professional social work practice.

Objectives: Students will be able to:
1. Understand and relate the historical antecedents of the social work profession with contemporary issues and future trends (FPO: 1,3,5)
2. Apply the problem-solving and systems perspectives when intervening with individuals, families, small groups, organizations and communities (FPO: 1,3,6,8).
3. Understand and apply social work values and ethics in the context of professional practice (FPO: 2,3,5).
4. Appreciate and exhibit professional use of self in generalist practice and the appropriate use of supervision (FPO: 3,4,9,10,11).
5. Understand/assess/employ appropriate social and organizational change within a social work organization, and social work delivery system (FPO: 1,3,5,8,12).
6. Analyze social policies and services effecting clients, social workers, and social agencies (FPO 3,8,9,10).
7. Apply principles, concepts and theories of evaluation to undergraduate generalist social work practice (FPO: 1,3,9).
8. Employ social work interventions sensitive to diverse, oppressed and disenfranchised populations (FPO: 1,3,4,10,11)
9. Apply the strengths perspective when working with individuals, families, small groups, organizations and communities (FPO: 1,3,4,6,10).
10. Apply critical thinking skills when working with individuals, families, small groups, organizations and communities (FPO: 1,3,8,11,12).

• READINGS FOR THE COURSE •
Main Texts (Required purchase)


- **COURSE OBJECTIVES** -

□ Students will have **knowledge** of:
  - The causes of poverty
  - Impact of poverty on:
    - *health, well-being of American culture, educational development*
    - *adult achievement, cognitive development, interpersonal functioning*
  - Dominant social policies related to children of poverty
  - Local agencies that serve children of poverty
  - Systems theory as it relates to children of poverty
  - Role/functions/abilities of teachers, social workers, and psychologists
  - Ethical issues relates to children of poverty in America
  - Political and religious teaching about poverty and welfare

□ Students will have the **skill** to:
  - Critically analyze issues related to children of poverty in America
  - Use technology to locate, discuss, and information regarding children in poverty
  - Work in interdisciplinary teams for research, planning, and problem-solving
  - Advocate on behalf of children of poverty in America
  - Write cogent arguments about issues related to children of poverty in America
  - Use APA citation style in all papers

□ Students will engage in activities designed to appreciate the **value** of:
  - Interdisciplinary collaboration and teamwork
  - Empathy for children and families of poverty in America
  - Personal responsibility for understanding and impacting the issue of poverty
  - Multicultural differences regarding children of poverty in America

**EVALUATION:**

**Grades:**

♦ **Paper:** Students are required to write an 8 page paper outlined under separate cover. This paper requires at least one rewrite. Worth 60 points.
  - Due May 30th
  - Rewrite due June 3rd

♦ **Group presentation** 40 (10 points will be supplied by group members)
  - June 4th – Wednesday
  - June 5th – Thursday

♦ **3 Critical Reflections** - 3 pages each - worth 30 points each = 90 points.
  - May 27th - Tuesday
June 2nd - Monday
June 6th – Friday
*described on separate page

♦ 3 Quizzes at 15 points each = 45 points
   May 22nd - Thursday
   May 30th - Friday
   June 5th - Thursday
Quizzes are graded on.
   Accuracy of information.
   Depth and insight.

♦ Surf the Media 20 points.
   May 30th – Friday
   Bring in something from popular media that reflect the goals and objectives of this
course regarding children and poverty.

Visits:
   One World Community Health Center – May 23rd – Friday at 2:30
      5055 South 36th Street (36th & Q turn left)
   Douglas County Juvenile Court - May 29th – Thursday at 1:00 pm
      6th floor Douglas County Courthouse

250 points total
100-94 = A 93 - 87=B+ 86 - 82 = B 81-77 = C+ 76 -72= C 71 - 67=D

Attendance and Participation:
♦ You are expected to participate in class discussion.
♦ More than two classes missed will reduce your overall grade by 5 points.
♦ Late projects and assignments are docked 10 points per day.

<table>
<thead>
<tr>
<th>COURSE SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDREN AND POVERTY IN THE UNITED STATES</td>
</tr>
<tr>
<td>SRP 422</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Reading/Assignment</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 5/19</td>
<td>America's response to poverty families vs. children</td>
<td>Each group member select one chapter of Lives on the Line introduction</td>
<td>Group work: Why? Hypothesis</td>
</tr>
<tr>
<td>Tues 5/20</td>
<td>Understanding poverty theories of poverty welfare reform video: Take it from me</td>
<td>Read the group selected chapter</td>
<td>Group work: Which family to study?</td>
</tr>
<tr>
<td>Wed 5/21</td>
<td>The impact of poverty on child development day care realities for children of poverty</td>
<td>Introduction Polokov</td>
<td>Visit to Jackson Academy 24th and Leavenworth</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Visit to Precious Memories Day Care</td>
</tr>
</tbody>
</table>

Attendance and Participation:
♦ You are expected to participate in class discussion.
♦ More than two classes missed will reduce your overall grade by 5 points.
♦ Late projects and assignments are docked 10 points per day.

<table>
<thead>
<tr>
<th>COURSE SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDREN AND POVERTY IN THE UNITED STATES</td>
</tr>
<tr>
<td>SRP 422</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Reading/Assignment</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 5/19</td>
<td>America's response to poverty families vs. children</td>
<td>Each group member select one chapter of Lives on the Line introduction</td>
<td>Group work: Why? Hypothesis</td>
</tr>
<tr>
<td>Tues 5/20</td>
<td>Understanding poverty theories of poverty welfare reform video: Take it from me</td>
<td>Read the group selected chapter</td>
<td>Group work: Which family to study?</td>
</tr>
<tr>
<td>Wed 5/21</td>
<td>The impact of poverty on child development day care realities for children of poverty</td>
<td>Introduction Polokov</td>
<td>Visit to Jackson Academy 24th and Leavenworth</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Visit to Precious Memories Day Care</td>
</tr>
</tbody>
</table>

Attendance and Participation:
♦ You are expected to participate in class discussion.
♦ More than two classes missed will reduce your overall grade by 5 points.
♦ Late projects and assignments are docked 10 points per day.

<table>
<thead>
<tr>
<th>COURSE SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDREN AND POVERTY IN THE UNITED STATES</td>
</tr>
<tr>
<td>SRP 422</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Reading/Assignment</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 5/19</td>
<td>America's response to poverty families vs. children</td>
<td>Each group member select one chapter of Lives on the Line introduction</td>
<td>Group work: Why? Hypothesis</td>
</tr>
<tr>
<td>Tues 5/20</td>
<td>Understanding poverty theories of poverty welfare reform video: Take it from me</td>
<td>Read the group selected chapter</td>
<td>Group work: Which family to study?</td>
</tr>
<tr>
<td>Wed 5/21</td>
<td>The impact of poverty on child development day care realities for children of poverty</td>
<td>Introduction Polokov</td>
<td>Visit to Jackson Academy 24th and Leavenworth</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Visit to Precious Memories Day Care</td>
</tr>
<tr>
<td>Date</td>
<td>Content</td>
<td>Reading</td>
<td>Activity</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thurs 5/22</td>
<td>How are children covered Financially under the US system? Comparing the Us to France</td>
<td>Chapter 1 &amp; 2 Polokov</td>
<td>Group work: What is the problem? Compare and contrast.</td>
</tr>
<tr>
<td>Fri 5/23</td>
<td>Income vs. Assets Earned Income Tax Credits</td>
<td>Chapter 3 &amp; 4 Polokov</td>
<td>Julie Kalkowski – United Way Developing a budget for a family</td>
</tr>
</tbody>
</table>

**WEEK 2**

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Reading</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 5/27</td>
<td>Funding Public Schools The effects of education on children. Head Start</td>
<td>Chapters 5-6 Polokov</td>
<td>Dr. Tim Dickel - Education Quiz 2</td>
</tr>
<tr>
<td>Wed 5/28</td>
<td>The health and well being of poor children.</td>
<td>Chapters 7&amp;8 Polokov</td>
<td>The Great Debate – Conservative vs. Liberal perspectives on child poverty *First section rewrite due</td>
</tr>
<tr>
<td>Thurs 5/29</td>
<td>The juvenile justice system and poor children.</td>
<td></td>
<td>Visit to the Douglas County Juvenile Court 1700 Farnam Street 1:00pm</td>
</tr>
<tr>
<td>Fri 5/30</td>
<td>Understanding the political system and the effects on children.</td>
<td></td>
<td>Visit to One World Community Health Care Center. *Second section of the paper due</td>
</tr>
</tbody>
</table>

**Week 3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Reading</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 6/2</td>
<td>Advocating for Children's Rights Understanding Public Policy</td>
<td></td>
<td>Quiz 3 Understanding</td>
</tr>
<tr>
<td>Tues 6/3</td>
<td>Understanding the juvenile justice system and the relationship to poverty</td>
<td></td>
<td>Ad campaign Rewrite Due</td>
</tr>
<tr>
<td>Wed 6/4</td>
<td>Group Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs 6/5</td>
<td>Group Presentations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bibliography

Children & Poverty in the United States


Press.


SOCIAL WORK 460
FIELD PRACTICUM SEMINAR – Fall 2004

Instructor: Barbara Harris, Ph.D., C.M.S.W.
Office: Administration 437B Phone: 280-2081 (office)
Hours: Monday, Wednesday, Friday – 9-12:00

Department web page: http://puffin.creighton.edu/swk/index.htm

1. Course Description

This course provides a supervised learning experience in a social service agency and is designed to integrate the knowledge, values, and skills presented in the classroom with the field practicum experience. In a seminar format, students will be required to critique their own practice skills and discuss the dimensions of social work practice from their emerging professional experiences. Seminar format and journal exercises are designed to assist students in making the connections between academic and practice learning experiences. Prerequisites for the course: Senior standing; taken concurrently with SWK 381.

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. Goals of the Social Work Program
1. Prepare students for beginning level generalist practice with individuals, families, small groups, organizations, and communities.
2. Prepare students to practice with diverse populations.
3. Promote professional student identities incorporating social work ethics and values.
4. Prepare students for continued professional growth and development.
5. Understand and apply the knowledge, and skills for professional social work practice.

Program Objectives
1. Understand and relate the historical antecedents of the social work profession with contemporary issues and future trends (FPO: 3, 5, 1).
2. Apply the problem-solving and systems perspectives when intervening with individuals, families, small groups, organizations and communities (FPO: 1, 3, B6, 8).
3. Understand and apply social work values and ethics in the context of professional practice (FPO: 2, 3, 5).
3. Understand and apply social work values and ethics in the context of professional practice (FPO: 2, 3, 5).
4. Appreciate and exhibit professional use of self in generalist practice and the appropriate use of supervision (FPO: 3, 4, 9, 10, 11).
5. Understand/assess/employ appropriate social and organizational change within a social work organization, and social work delivery system (FPO: 1, 3, 5, 8, 12).
6. Analyze social policies and services effecting clients, social workers, and social agencies (FPO: 3, 8, 9, 10).
7. Apply principles, concepts and theories of evaluation to undergraduate generalist social work practice (FPO: 1, 3, 9).
8. Employ social work interventions sensitive to diverse, oppressed and disenfranchised populations (FPO: 1, 3, 4, 10, 11).

9. Apply the strengths perspective when working with individuals, families, small groups, organizations, and communities (FPO: 1, 3, 4, 6, 10).
10. Apply critical thinking skills when working with individuals, families, small groups, organizations, and communities (FPO: 1, 3, 8, 11, 12).

3. Materials


4. Course Objectives:

Knowledge:

1. To demonstrate a beginning level understanding of the structure of the agency in which the student is placed and the social problems addressed by the agency is placed (FPO 1, 5).

2. To demonstrate a beginning level understanding of the service delivery program of the agency in which the student is placed (FPO 05).

4. To demonstrate a beginning level understanding of the community served by the agency.

5. To demonstrate a beginning level understanding of the cultural, social and economic characteristics of their agency's clientele (FPO1)

6. To demonstrate a beginning level understanding of the impact of agency and social welfare policy on professional practice (FPO 6).

7. To demonstrate a beginning level understanding of the role of research in professional practice (FPO 8,9).

8. To demonstrate a beginning level understanding of the agency as a system and how it relates to other systems (FPO 2).

9. To begin to integrate theory with social work practice (FPO 7)

Skills:

10. To demonstrate a beginning level critical thinking skills by applying coursework in the
10. To demonstrate a beginning level critical thinking skills by applying coursework in the with practicum experiences (FPO 7,11).

11. To begin to apply theory to practice (FPO 7).

12. To develop beginning level skills in intake and engagement (FPO 2,10).

12. To develop beginning level skills in interviewing clients (FPO 2, 10).

12. To assess at a beginning level client problem using the strengths perspective framework (FPO 2,10).

13. To develop client goals and objectives using the problem-solving model and the strengths perspective (FPO2, 10).

14. To employ the problem-solving model at a beginning level with a client (PO 2, 10).

15. To evaluate systemic and social worker impact on client progress (FPO 7,11).

16. To demonstrate continued development in professional skills through self-assessment and use of supervision (FPO 4, 7).

17. To demonstrate at a beginning level continued integration of research findings to the field experience (FPO 8,9).

18. To demonstrate moderate skill in evaluating professional practice through research (PO 8).

19. To demonstrate development in the area of professional writing as it pertains to the practicum setting (FPO 3,9,11).

Values:

20. To examine personal values that effect professional practice (FP0 3,11).

21. To develop beginning level of understanding of the impact of human and social diversity on the helping relationship (FPO1,9).

22. To develop a beginning level of understanding of professional social work values and ethics (FPO 3).

23. To develop a professional identity which incorporates the values and ethics of the profession (FPO 3).

5. Requirements

1. Attendance

   Attend all classes on time. Since this class meets weekly, punctuality is essential. One absence is accepted. Two absences will cause your total grade to be lowered five points. Three absences will cause you to fail the class.

2. Assignments
2. **Assignments**

A. **Journal**: (420 points)
   - Collected each Wednesday prior to class
   - *see handout

B. **Agency Presentation**: (50 points) oral presentation with handouts from agency
   - *see handout

C. **Group Presentation**: (100 Points)
   * See handout

6. **Evaluation**:

A=100-93%  B+=91-87%  B 86-82% C+=81-77%  C=76-72%  D= not passing in this course

*You must have a C average to pass this course.

---

**Academic Honesty**: The Department of Social Work has adopted the College of Arts and Sciences Policy on academic honesty. A description of this policy is found in the department policy manual and practicum manual as well as on the Creighton University web page under the College of Arts and Sciences policies. As an accepted major in the department of social work you have signed the Acceptance, Advancement and Termination Policy of the Department of Social Work and are held responsible for the contents therein including the policy on academic honesty. Violation of this policy may result in an "F" for the project or exam.

5. **Course schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.27.02</td>
<td>Settling In: Use of supervision in practicum</td>
</tr>
<tr>
<td></td>
<td>Do we really have to read these manuals – where is lunch?</td>
</tr>
<tr>
<td></td>
<td>What do I need to learn: Preparing learning contracts</td>
</tr>
<tr>
<td></td>
<td><strong>Read: Chapter 1 – The Domain of the Social Work Profession</strong></td>
</tr>
<tr>
<td>9.3.02</td>
<td>Maintaining Boundaries</td>
</tr>
<tr>
<td></td>
<td>Keeping Safe</td>
</tr>
<tr>
<td></td>
<td><strong>Read: Chapter 2 – Merging Persons with the Profession</strong></td>
</tr>
<tr>
<td>9.10.02</td>
<td>Agency Policy and Practice</td>
</tr>
<tr>
<td></td>
<td><strong>Agency Policy Presentations</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Learning Contracts Due</strong></td>
</tr>
<tr>
<td>9.17.02</td>
<td>The Historical Aspects of Social Work Practice ala Dorothy Day</td>
</tr>
<tr>
<td></td>
<td>Read: <strong>Chapter 3 – Video: Dorothy Day Story</strong></td>
</tr>
<tr>
<td>9.24.02</td>
<td>What I Really Need to Know About Diversity in Social Work Practice</td>
</tr>
<tr>
<td></td>
<td>Read: <strong>Chapter – The Roles and Functions Performed by Social Workers</strong></td>
</tr>
<tr>
<td>10.03.02</td>
<td>Visit to the Women’s Correctional Facility in York Nebraska</td>
</tr>
<tr>
<td>10.08.02</td>
<td>The Realities of Social Work Practice: What I Really Don’t Know.</td>
</tr>
<tr>
<td></td>
<td>Read: <strong>Chapter 5 – Guiding Principles for Social Workers</strong></td>
</tr>
<tr>
<td>10.15.02</td>
<td>What models of practice are utilized at my agency?</td>
</tr>
<tr>
<td></td>
<td>Read: <strong>Chapter 6- Frameworks for Social Work</strong></td>
</tr>
<tr>
<td></td>
<td>Midterm Grades Due</td>
</tr>
<tr>
<td>10.22.02</td>
<td>Fall Break</td>
</tr>
<tr>
<td>10.29.01</td>
<td>Professional Documentation</td>
</tr>
<tr>
<td></td>
<td>Bring to class examples of</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 10.29.01  | Professional Documentation  
Bring to class examples of  
**Read: Chapter 9 – Basic Skills for Agency Practice** |
| 11.05.02  | Critical Thinking in Social Work Practice  
Establishing goals and objectives for my client.  
**Read: Chapter 7 – Facilitating Change through Decision Making** |
| 11.12.02  | Social History Due - Case and Plan presented in class.               |
| 11.19.02  | Research in Social Work Practice  
**Bring the article from a social work journal regarding research in a practice area and your journal entry on this topic.** |
| 12.03.02  | Review of Field Practicum Journals  
Integrating Social Work Education with Social Work Practice |
| 12.02.03  | Review of the Spring Project  
Final Grades Due |