

# INDIANA UNIVERSITY SCHOOL OF SOCIAL WORK

## S500 Social Welfare and the Social Work Profession

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Summer II, 2002  
X831  
ES 2103  
Mon/Wed. 6:00 – 9:15

### **Course Rational and Description**

As a base for all other MSW foundation courses, this course orients students to the profession of social work by examining the history of social work in the context of its values and ethics and by discussing the social welfare framework within which the profession exists. Content includes professional issues and their historical antecedents as well as policy analysis focusing on the commitment of the profession to the development and implementation of policy consistent with its values, particularly in relation to diversity and populations at risk.

The course is developed upon several general propositions. Primary among these is that social workers take part in skills and carry out roles and functions that constitute a dual perspective. The emergence of the profession acknowledges the persistent tension between cases and causes, between amelioration of individual suffering and social change that addresses the structural and policy flaws in society and culture that foster the varied inequities and disadvantages among human experience.

### **Course Objectives**

In this course, students are expected to demonstrated achievement of the following objectives:

1. Understand the history, mission, and basic values and ethics of the social work profession as well as the profession's relationship to the development of social welfare systems;
2. Understand the role of social policy in helping or deterring people in the maintenance or attainment of optimal health and well-being and in achieving their fullest potential;
3. Analyze current social policy within the context of historical and contemporary factors that shape policy;
4. Recognize the effect of social policy on social work practice;
5. Identify the social policy implications of discrimination, economic deprivation, and oppression, particularly as they have impacted people of color, women,

- lesbian and gay people, and other populations discriminated against because of social or economic injustice;
6. Assess social welfare policy and its intended and unintended consequences for the quality of life of people from a social and economic justice perspective;
  7. Recognize and understand the history and current regulation of social work practice in Indiana through credentialing and licensing.

### **Required Texts**

Dolgoff, R., Feldstein, D. (2000). Understanding Social Welfare. (Fifth ed.) Needham Heights, MA: Allyn and Bacon.

Ehrenreich, Barbara. (2001). Nickel and Dimed. New York, NY: Metropolitan Books.

Reserved:

Congress, E. (2000). What social workers should know about ethics: Understanding and resolving ethical dilemmas. Advances in Social Work 1(1) 1-26.

### **Course Outline and Assignments**

Minimum readings have been identified for each session of the course. However, it is expected that students select additional outside readings to use as references in each of the required papers. These may be taken from the course bibliography or from relevant sources of the student's own choosing.

## **SCHEDULE**

### **WEEK 1**

#### **ISSUES**

- Introduction and mutual expectations
- Overview of course objectives
- Mission of Social Work with populations at risk, including gay and lesbian people, people of color, women, people with disabilities, the aging population and poor people
- Current issues and trends in social work, social work licensing in Indiana

### **June 24 – Monday**

Video: NASW Code of Ethics & Women of Hull House

### **June 26 - Wednesday**

Readings- NASW Code of Ethics  
Indiana HB 1961

Video: How We Got The Vote (women's suffrage movement)

## **WEEK 2**

### **Issues**

- Historical overview of profession
- Ongoing relationship between social work and advocacy with diverse groups
- Ideologies on social values and social welfare
- Empowerment

### **July 1 - Monday**

Readings- Dolgoff & Feldstein (DF): Chapters 1-5  
Congress Article

***\*\*REACTION PAPER DUE\*\****  
***\*\*QUIZ ON READINGS\*\****

### **July 3 - Wednesday**

Readings: Dolgoff & Feldstein: Chapters 12-13

Video: Eyes of the Prize (African-American Civil Rights Movement)

***\*\*QUIZ ON READINGS\*\****

## **WEEK 3**

### **Issues**

- Concepts of social welfare
- Policy analysis
- Perspectives on Poverty

### **July 8 - Monday**

Readings- DF chapters 6-8

***\*\* QUIZ ON READINGS \*\****

### **July 10 – Wednesday**

Video: Poverty, Welfare and Americas Families

## **WEEK 4**

### **Issues**

- Social Security Act
- Social Welfare Programs
- Voluntary social welfare

### **July 15 – Monday**

Readings- DF chapters 9-11

***\*\*HISTORICAL CONTEXT PAPER\*\****

***\*\*QUIZ ON READINGS \*\****

### **July 18 – Wednesday**

Video: The Ten Commandments (people with disabilities)

July 29

## **WEEK 5**

### **Issues**

- Issues and trends in social welfare
- Course Evaluations

### **July 22 – Monday**

Readings- DF chapters 14-15

**\*\*QUIZ ON READINGS \*\***

### **July 24 – Wednesday**

Video: The Price of Inequality (gay and lesbian issues)

## **WEEK 6**

### **Issues**

- Presentations
- Wrap-up

### **Jul 29 – Monday**

Presentations

### **July 31 – Wednesday**

Presentations

**\*\*FINAL DATE FOR BOOK REVIEW\*\***

## **Course Format and Assignments**

### **1. Reaction Paper – 15 POINTS**

This paper is to be 2-3 pages in length and should contain a substantive reflection on any on the three videos shown in the first class session. No outside readings are necessary. This is to be your chance to react to any number of social work related issues presented in the film. The paper is to be typed (double-spaced). Although this paper is not expected to be scholarly in nature (i.e., based on sound research), it is nonetheless, expected to be well written and thoughtful.

### **2. Chapter Quizzes - 75 POINTS**

All students are required to read all assigned chapters and articles. There will be a quiz, at the beginning of class, covering the assigned readings. Each quiz will be worth 25 points. The lowest grade will be dropped.

### **3. Historical Context Paper – 150 POINTS**

In 10 double spaced pages, discuss the connections between the historical aspect of one social problem and the social work response to it. Include pertinent discussions of a diverse group, such as the following: Race, gender, sexual orientation, class, disability, or age. Look at a major social event in our history and its impact to today on a population, e.g., slavery from perspective of an African American, colonization from perspective of a Native American. Focusing on your chosen area of discussion, examine ways in which the profession responded to this issue and the people affected, has changed and remained the same over time, and discuss your suggestions for future development. Answer the question "how has the profession's value base been integrated in the solution of this problem?"

The paper should be set up in the following format: Introduction of the issue, history of problem, description of the population-at-risk, social work response to the problem over time, implications for the future and conclusion.

### **4. Book Review – 60 Points**

Students will read Nickel and Dimed. The book review is intended for you to offer your opinion and reaction to this book. Each student will need to discuss how the information and the knowledge gained from reading this book will be utilized in their social work practice. As in the reaction paper, this is intended to allow you to think critically about information presented and offer your opinion. The review should be 3-5 pages in length and is to be typed (double-spaced). Although this review is not expected to be scholarly in nature (i.e., based on sound research), it is nonetheless, expected to be well written and thoughtful.

## ***5. Group Presentation – 175 TOTAL POINTS***

The class will be divided into equal size groups and each will complete a policy analysis on one title of the Social Security Act (DF Chapters 9 & 10). There will be class time arranged to work within the assigned groups. The presentations will be the final class. Each group must include historical context and current programs, including any recent changes. Describe ways different populations at risk are affected by the implementation of these programs. Suggest at least three improvements you would make in the program. Include ideas for advocacy for people affected by this policy. Successful completion of this paper will necessitate perusal of current journals, newspapers, and other written materials. Students are also encouraged to use sources available through the Internet. The team will present the project with a one-hour time frame. Grading will be based upon your team's comprehensive completion of the assignment and will be measured by the following criteria:

- Knowledge conveyed – The team should be able to provide a concise and complete description of the policy, one title of the Social Security Act. This description will include a descriptive definition of the title. The material shared with the class should contain the information necessary for reviewers (the audience) to understand fully.
- Literature used and cited - The team is required to have evidence that the information being presented is timely and accurate. It also must be objective.
- Key Points - Any policy studied will need to be reviewed in detail. There needs to be evidence of critical thinking. In some cases, the team may be asked to identify the source of information or to justify its reasoning.
- Class Discussion/Activity/Special Effects/Presentation - Some creative approach to your analysis should be prepared. This might include a class discussion, debate, activity or special effects, such as a speaker, video, or other audio-visual techniques. It will also be important that the presentation be made in a professional manner (as if it were being prepared for city/state officials)
- One page fact sheet for each class member.
- Each group will have some part of the presentation in power point.

## ***6. Attendance & Participation – 25 points***

Attendance and participation is very important in this course. Please note that participation, preparation and discussion are all considered in this area.

## **Course Policies and Evaluation**

- Since the course is designed for learning by participating, experiencing and practicing, your attendance and interaction in all sessions are important to your learning. Interaction includes participating in course activities and discussions. If a class must be missed, please let the instructor know. Students are expected to be at class on time, as we will start promptly as scheduled. Attendance will be taken in both the morning and afternoon sessions of each class period. Participation and attendance is part of the grading scale. Deductions will be taken for missing a class session. (each Saturday is counted as 2 sessions) Due to the fact that this class has only 6 sessions, missing any of the scheduled sessions makes it very difficult to stay current on the discussions/assignments and class interaction.
- Because polices are generally based in some feelings and belief, there may be emotions, difference of opinion and even some debate during this course. Students are expected to handle themselves in a professional and courteous manner, demonstrating respect for their peers even when there are differences of opinion.
- All material is to be typed, double spaces and in APA format. The grading criteria are attached at the end of this syllabus. Please do not turn in any assignment is plastic covers or other "fancy" folders.
- Academic dishonesty (including plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed. Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course. Failure of a required social work course will result in automatic dismissal from the social work program. A student's right to appeal such dismissal is outlined in the Student Handbook. To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. Rather, you must specifically acknowledge a source each time you use that source, paragraph-by-paragraph, even sentence-by-sentence, as necessary. See the APA Manual (5<sup>th</sup> edition) for guidelines for in-text references.
- A formal evaluation of the course and its instructor will be completed at the end of the course, consistent with the School's academic policy.
- As a matter of confidentiality, I do not given grades over the phone, nor will I post grades.
- In accordance with the Indiana University School of Social Work grading policy, students must earn at least a "C" to pass this course.
- In an attempt to maintain an adult climate in which ideas can be openly explored, **children do not belong** in lectures or exam situations.

- In addition, and as a courtesy to other students and the instructor, if you must bring a **pager** to class, please set it to **vibration** and, if you need to bring a **cellular phone, please turn it off** during lecture.
- If for some reason you are unable to complete the work assigned, an Incomplete must be negotiated with the professor prior to the last week of class.

### **Grading Criteria for Papers**

Effective social work practice requires good writing skills to communicate information accurately and concisely to the individuals involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented and for the clarity of that presentation. The grade for a paper will be based on the following criteria:

#### Presentation and Appearance

1. Neatness
2. Correct grammar (noun-verb agreement, sentence structure, proper and consistent verb tense, etc.)
3. Spelling
4. Punctuation
5. Correct usage of APA style

#### Organization

1. Structure and format of the paper
2. Logical sequencing and continuity of ideas
3. Clarity of expression
4. Conciseness

Content as indicated by specific paper assignments. All papers will be typed, double-spaced, and paginated. APA style is to be used, including in-text references and the bibliography. APA manuals are available at the bookstore and would be a valuable resource in your library.

Students experiencing writing difficulties are advised to seek assistance at the University Writing Center in Room 427 of Cavanaugh Hall. Please call 274-2049 to schedule an appointment or drop by to pick up some available handouts. If you really get in a pinch, call the Grammar Hotline at 274-3000.

## **Grading Scale**

Reaction Paper = Maximum 15 points

Chapter Outline/Discussion = Maximum 75 points

Book Review = Maximum 60 points

Contemporary Issues Assignment = Maximum 150 points

Policy Presentation = Maximum 175 points

Attendance and Participation = Maximum 25 points

Maximum Total Points = 500

475-500	A	365-381	C
450-474	A-	350-364	C-
449-473	B+	333-349	D+
424-448	B	316-332	D
399-423	B-	300-315	D-
382-398	C+	0 – 299	F

## **Students with Special Needs**

Any special needs related to a student's ability to complete the course successfully should be discussed with the instructor immediately. The office of Adaptive Educational Services provides assistance for students with special learning needs and may be contacted at 274-3241.

## **Appointments, Office Locations and Telephone Numbers**

My office is ES 4133 and my telephone number is 274-6727. I am available for consultations by appointment or on a walk-in basis as time allows.

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## Grade Sheet for Written Presentations

Points \_\_\_\_\_

Name: \_\_\_\_\_

Presentation Title: \_\_\_\_\_

Trait being Evaluated	Excellent	Very Good	Satisfactory	Fair	Poor
Level of response to all aspects of assignment	Paper includes an in-depth thoughtful, complete response to all aspects of assignment	Paper covers all aspects of assignment	Paper is 50/50	Paper covers less than 70% of assignment.	Paper covers less than 50% of assignment.
Paper is well organized	Paper is well organized and professionally presented	Paper is adequately organized	Most of paper is adequately organized.	Some aspects of paper are organized	No organizational system is evident
Empathic understanding of oppressed group	Paper shows clear, empathic understanding of oppressed group	Most of the paper shows empathic understanding of oppressed group	Paper shows some empathic understanding of oppressed group	Paper shows very little empathic understanding of oppressed group	Paper shows no empathic understanding of oppressed group
Use of APA style	APA style is used throughout the paper	Only minor problems with APA style.	Most of the paper uses correct APA style	Many problems with APA style	No indication of APA style
Support for points in the paper	Almost all points are supported with references to textbooks, classroom materials, or professional literature	At least 85% of the points are supported with references to textbooks, classroom materials, or professional literature.	Most points are supported with references to textbooks, classroom materials, or professional literature	Very few points are supported with references to textbooks, classroom materials, or professional literature	Points are not supported
Use of current references	Paper references several books and journal articles	Papers references more than one book and one journal article	Papers references one book and one journal article	Paper references less than one book and one journal article	No references
Writing quality	Paper is very well written, almost no errors in grammar, spelling, and punctuation. Paragraphs and sentences are well developed and clear.	Paper is well written, very few errors in grammar, spelling, and punctuation. Paragraphs and sentences are developed.	Paper is generally well written with no more than a few problems with grammar, spelling, and punctuation. Some lack of clarity.	Paper is not very well written. Many problems with grammar, spelling and punctuation.	Paper is poorly written.

## Historical Context Paper

This paper should be approximately 10 and organized around the following sections (see below). The first step is the identification of a social problem and description of its history, with specific information about an event or legislative/policy response. The social problem or event needs to be related to an oppressed population or population-at-risk. I would like for you to choose an event from around 1900 or before, although some social problems (for example, gay and lesbian issues have a shorter (public) social history and may require a more recent event. You will need a minimum of six references for this paper, beyond the Encyclopedia of Social Work, which I highly recommend as a starting point. You may use a mix of Internet and library (books and journal articles) resources. Keep in mind that information on the web is usually not subject to scrutiny by editors or peer experts so use your critical thinking skills to choose material carefully. Each section is worth 5 points.

### I. History of the social problem

Identify a social problem and specify an event that was significant in changing the history of this issue - an example might be gay/lesbian issues and Stonewall. It could also include the passage of significant legislation such as the passage of women's suffrage.

### II. Description of the population at-risk

Identify and discuss the issues around a specific population-at-risk or oppressed population. Consider how the appropriate -ism impacted the social context as well as the policy response.

### III. Social work professional response

Identify how the social work profession has responded to this issue. What kind of response was taken - legislative advocacy, community education, and development of services? How is this issue addressed in the Code of Ethics? What is the current policy response on this issue from NASW? CSWE? Other social work professional organizations?

### IV. Current and future implications of the problem

Identify the current state of affairs on this issue. What has been accomplished? What else needs to be done? Who will do it? What recent trends in the social context could potentially impact this issue? What are your personal reflections on this issue?