

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

**SOCIAL WELFARE
SWK 2050**

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Date Revised: Fall 02

This course is intended for transfer.

Catalog Course Description:

An investigation of the social welfare institution's development, structure, and function. Course focuses on social service delivery modes and the impact of political, economic, and social policies.

Entry Level Standards:

Students must be able to read and write at college level.

Prerequisites:

None

Corequisites:

None

Textbook(s) and Other Reference Materials Basic to the Course:

Required Texts:

Social Welfare: A Response to Human Need, most recent edition, Boston: Allyn and Bacon, Inc., by Johnson, Louise C. and Schwartz, Charles L.

Supplemental readings will be assigned throughout the semester. Small group assignments, student presentations, videos, and outside speakers will be utilized to supplement the text.

Recommended Texts:

Axinn, J. and Stern, M.J. *Social Welfare: A History of the American Response to Need*. latest edition. Needham Heights, MA: Allyn and Bacon.

American Psychological Association. *Publication Manual of the American Psychological Association*. latest edition. Washington, DC.

I. Week/Unit/Topic Basis:

Week	Topic
1	Introduction Course objectives and assignments
2	Defining social welfare Social Work values in social welfare

	Key terms
3	The scope of social welfare Relationship of social work and social welfare Deficit and non-deficit perspectives in social welfare
4	Structuring of services The change process in generalist practice The scope of social welfare Outgroups
5	Diversity issues: racism, sexism, ageism, homophobia, etc. Diversity self-assessment
6	Who are the clients? Population at-risk Structure and operation of social services in the U.S. Relationship between policy and social services
7	Who benefits from social welfare programs? At-risk groups Societal expectations of social workers Tennessee examples of public welfare agencies
8	Historical analysis of social welfare: Colonial and Pre-Civil War periods
9	Historical analysis of social welfare: Civil War, Reconstruction, and the Progressive Era
10	Historical analysis of social welfare: The Great Depression and the New Deal
11	Historical analysis of social welfare: War and prosperity Economic and social stagnation Welfare reform and beyond
12	Who delivers social services and how are they credentialed? Examples of social welfare infrastructures in Tennessee Comparative social welfare: The Republic of Haiti
13	In-Class Video “ Welfare Reform: Wisconsin” and “ Eyes on the Prize”
14	Group Presentations
15	Exam Review
16	Final Exam Period

II. Course Objectives*:

- A. Understand and analyze the scope of the social welfare institution and its increasing importance in the social structure. I.5, IV
- B. Understand and analyze discrimination due to race, culture, gender, age, or physical or emotional abilities. I.5, IV
- C. Understand and analyze the historical evolution of the social welfare institution in terms of society' s concern with the needs of people, poor as well as rich, urban as well as rural, minority as well as majority. I.5, IV
- D. Understand and analyze the major social, cultural, political, and economic motivations which influenced and continue to influence the social welfare institution. I.5, IV
- E. Understand and analyze the idea that social values affect the social welfare system. I.5, IV
- F. Understand and analyze social welfare programs in a rational, data-based approach. I.5, IV
- G. Understand and analyze the impact of organizational settings or workplaces on those delivering and receiving social services. I.5, IV
- H. Understand and analyze the social welfare institution' s response or lack of response to current issues and problems. I.5, IV

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Use teamwork to accomplish in class group activities utilizing knowledge of course concepts. *Problem Solving and Decision Making Outcome, Active Learning Strategy*
2. Complete a project (oral presentation, media report, application paper, or vision volunteer), demonstrating their ability to apply course content . *Communication Outcome, Cultural Diversity and Social Adaptation Outcome, Information Literacy Outcome, Active Learning Strategy, Transitional Strategy*
3. Use the World Wide Web and Pellissippi State library resources to access information for media reports, application papers, and oral presentations. *Information Literacy Outcome, Technological Literacy Outcome*
4. Practice elements of the work ethic such as professionalism, preparedness, punctuality, honesty, cooperation, dependability, contribution, effectiveness, and good manners. *Personal Development Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State' s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Discuss current policies, attitudes, and programs in terms of past and current economic, political, religious, and social developments in social welfare. A
2. Discuss the emergence, growth and importance of the social welfare institution and the

- relationship with the social work profession. A, G, H
3. Differentiate between social welfare and public welfare. F, G, H
 4. Discuss the meaning of “blaming the victim” and “creaming the poor” and how these concepts influence the social welfare institution. B
 5. Identify and utilize a framework to critically analyze social welfare programs. C, H
 6. Identify trends and drastic shifts in social welfare through the utilization of a historical investigation. C, D
 7. List the attributes of a profession and a bureaucracy and discuss some of the problems faced by professionals in a bureaucratic environment. G
 8. Discuss the importance of paraprofessionals and volunteers in the social welfare institution. G
 9. Discuss social problems in terms of definition, contributing factors, interventive strategies and programs. D, H
 10. Articulate what one needs to know and be able to do for effective professional practice within the social welfare institution. G, H

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 50% of grade

There will be two examinations given:

Midterm 25%

Final Exam 25%

No make-up examinations will be given. Under extremely extenuating circumstances, resulting in an excused absence, a separate comprehensive final will be given.

B. Laboratory Expectations:

N/A

C. Field Work: 25% of grade

Paper 25%

Identify a social problem and a social welfare/ non-profit agency that addresses the identified problem. Via agency literature and an interview with a social service employee, identify the following:

Organization, person interviewed, and executive director organization's history and purpose (mission statement) Social problem and target population

Service delivery and service outcomes

Sources of funding

Staffing

Impact of recent social, economic, and public policy mandates

Paper must be minimum of 5 pages in length double spaced.

D. Other Evaluation Methods:

Class attendance and group presentations: 25 %

Students are expected to attend all class sessions, and to prepare by completing the assigned readings. A portion of the class time will include lectures and discussion to clarify and supplement text. The remaining class time will include video tapes, role-play, small group discussion/presentations, and speakers.

E. Grading Scale:

A	92-100
B+	99-91
B	82-88
C+	79-81
C	72-78
D	65-71
F	Below 65

VI. Policies:

Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.