Social Work and Social Welfare

SOCI 3034

12:00-12:52 p.m. Monday, Wednesday, Friday

Room: Callaway Annex 145

Viviene H. Wood, Professor

Office: Pafford- 207A

Personal Cell Phone: 770-301-1270

Email: vwood@westga.edu or vvwvwoodo@gmail

Office Hours: MWF 2p.m.-3:30 p.m. or by appointment


**Course Description:** This course is designed to introduce the student to the social work profession in the United States society and culture, although other countries’ application may be reviewed, the major focus will be involving the American population. This course begins with a discovery of how our current welfare system began, emerged and thus developed to what we know today. The principle design is for entry-level generalist social work practice but presents specialist practice, as well. This course details multiple social work venues open to the BSW as well as MSW.

Introduction to Social Work helps prepare students as citizens in a quickly-changing society. It is a required course in the Social Work explicit curriculum to prepare students for generalist Social Work practice. This is a foundation course in the Social Work Program as well as a course designed for any student interested in learning about the field of Social Work and understanding citizenship. Introduction to Social Work intends to provide the student with a foundation in generalist practice; the methods and skills used; an initial theoretical focus; fields of practice; an awareness of current social and professional issues; values and ethics; professional research; and issues related to diverse populations, women,
and populations-at-risk. The importance of developing self-awareness and enhancing self-esteem in human service work with diverse populations is emphasized.

Class Format:

This class utilizes the text, videos, articles and class discussion, with numerous class speakers. Attendance will be needful.

LEARNING OBJECTIVES:

As a result of this course, students will:

1. Possess beginning interviewing skills, i.e. active listening technique and basic assessment of client’s problem and feelings; a sensitivity to how human behavior works in the social environment. (EPAS PB 3.1, 3.3)
2. Know the steps of the intervention process of generalist social work and be able to apply them to individuals, groups and organizations through the use of logic, critical thinking, and scientific inquiry. (EPAS PB 6.1, 7.1)
3. Know the history of the emergence of the social work profession and the social welfare movement. (EPAS PB 3.1, 4.1)
4. Know the major values of the social work profession, its code of ethics, its concern with women and minorities, and begin to analyze and apply this knowledge. (EPAS PB 2.1, 2.2, 3.1)
5. Be able to identify situations of social and economic injustice and its effect on vulnerable populations. (EPAS PB 5.1, 5.2, 5.3)
6. Participate effectively in small group discussions and panel research assignments, taking an occasional leadership role in each (EPAS PB 3.3, 10.2).
7. Demonstrate a beginning comprehension of social welfare policy analysis and that policy affects services delivery, and a basic knowledge of human behavior and the social environment. (EPAS 7.1, 8.1)
8. Demonstrate an understanding of and identification with social work’s commitment to intervention on behalf of the entire range of diverse humanity; know a basic history of how several minority groups came to be situated in our country today. (EPAS PB 4.1, 4.3)
9. Demonstrate a familiarity with the variety of practice settings of social workers and recognition of the need for specific skills in particular settings. (EPAS PB 1.2, 3.1)
10. Assess one’s own motives and abilities to engage in professional social work education and practice. (EPAS PB 1.2, 3.1)

Knowledge

- Know the steps of the intervention process of generalist social work and be able to apply them to individuals, groups and organizations through the use of logic, critical thinking, and scientific inquiry. (EPAS PB 6.1, 7.1)
1. Know the history of the emergence of the social work profession and the social welfare movement. (EPAS PB 3.1, 4.1)
2. Demonstrate a beginning comprehension of social welfare policy analysis and that policy affects services delivery, and a basic knowledge of human behavior and the social environment. (EPAS 7.1, 8.1)
3. Demonstrate an understanding of and identification with social work’s commitment
to intervention on behalf of the entire range of diverse humanity; know a basic history of how several minority groups came to be situated in our country today. (EPAS PB 4.1, 4.3)

Values

- Know the major values of the social work profession, its code of ethics, its concern with women and minorities, and begin to analyze and apply this knowledge. (EPAS PB 1.1, 2.1, 3.8)

Skills

- Possess beginning interviewing skills, i.e. active listening technique and basic assessment of client's problem and feelings; a sensitivity to how human behavior works in the social environment. (EPAS PB 3.1, 3.3)
- Be able to identify situations of social and economic injustice and its effect on vulnerable populations. (EPAS PB 5.1, 5.2, 5.3)
- Participate effectively in small group discussions and panel research assignments, taking an occasional leadership role in each (EPAS PB 3.3, 10.2).
- Demonstrate a familiarity with the variety of practice settings of social workers and recognition of the need for specific skills in particular settings. (EPAS PB 1.2, 3.1)
- Assess one’s own motives and abilities to engage in professional social work education and practice. (EPAS PB 1.2, 3.1)

Additional Learning Objectives:

- Students will exhibit an understanding of the formation of social welfare in the United States.
- The student will examine ways social work differentiates from sociology and the need in our culture for the professional social worker.
- The student will examine the concept of “sociological perspective” and differentiate social and personal issues as they relate to social work and social welfare.
- The student will look at the ways in which social workers use the social groups and social controls to explain society and assist clients in reaching their goals.
- The student will identify the ways in which social institutions operate and influence society.
- The student will examine the ways in which social change is brought about and their responsibilities in this area.

The courses-learning objectives are related to the following Sociology Learning Outcomes:

1. Students will be able to communicate (orally and in writing) how social work contributes to our culture and the positive influence professional social workers have on our society.
2. Students will be able to understand the nature of culture and social structure as it relates to social work.
3. The student will understand the diversity of American society.

Course Requirements and Grading Methods:
There will be three/four quizzes covering three/four chapters each and a fourth/fifth grade over outside assignments, pop-quizzes and other material such as videos. This will total four/five possible grades. Each quiz will be both multiple choice and essay. Grades will be recorded on D2L/CourseDen. Class attendance will be needful as the quizzes will be based on videos, text, articles and outside assigned material, and speakers. There will be frequent, random pop-quizzes

Grading:

Your final course grade will be based on the following distinctions:

A= 90 to 100%
B=80 to 89 %
C= 70 to 79%
D= 60 to 69%
F =below 60

MAKE UP POLICY:

Quizzes can not be made up. Missed quizzes will be recorded as zeros.

POLICY ON ACADEMIC DISHONESTY:

Any instances of plagiarism or cheating will result in an immediate “failure” for this class, with no questions asked. If you are unsure or unfamiliar with the term “plagiarism” look it up or ask for clarification.

ATTENDANCE: Attendance to class is imperative. Sign-in sheets will be utilized periodically and this WILL influence a higher letter grade if there is a question. PERFECT ATTENDANCE WILL BE REWARDED.

Course Den/D2L:

This blackboard system is an vital part of this course design.

Americans with Disabilities Act
Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

**UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

**Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

**University of West Georgia Honor Code**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

**ALERT:** Cell phone and other electronic devices are banned from this classroom. Due to the frequency of professional guest speakers, tardiness and use of electronic devices during class are prohibited. This is an upper level course, thus professional behavior is mandated. Anything less may result in expulsion from class.
Tentative Schedule:

Week of: Assignment:

THERE WILL BE PERIODIC GUEST SPEAKERS ON ANY GIVEN CLASS DAY IN ADDITION TO THIS SCHEDULE

August 25 Review of Syllabus, Text Requirement and Chapter 1; chapter assignments from Courseden

September 2 Chapter 2, videos and outside readings

September 8 Chapter 3, videos, chapter assignments and outside readings

September 15 Chapter 4, videos, chapter assignments and outside readings

September 22 Chapter 4, videos, chapter assignments and outside readings

September 29 First Quiz and chapter 5

October 6 Chapter 5, videos, chapter assignments and outside readings

October 13 Chapter 6 “ “

October 20 Chapter 6 “ “

October 27 Chapter 7

November 3 Chapter 8

November 10 Quiz #2 and Chapter 9

November 17 Chapter 10

December 1 Chapter 11, 12 and 13

Final will be during the week of December 8th over chapters 9-13