



University of Central Florida
School of Social Work

SOW 3203 0002– Social Work and Community Resources

Instructor: **Iradly Roche, MSW**
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Term: **Fall 2008**
Class Day: **Mondays**
Meeting Time: **6:30- 9:20PM**
Class Location: **HPA1 Rm. 107**
Credit Hours: **3**

COURSE DESCRIPTION

Course Description: Study of social welfare policies, programs, and services, including socio-cultural, political, economic and historical forces affecting changes in societal responses to human needs. This course is oriented to Non-majors.

COURSE LEARNING OBJECTIVES

By the end of the term, students should be able to:

1. Discuss social welfare as a social institution.
2. Describe a conceptual framework for the study of social welfare.
3. Explain the relationship of philosophic, historic, socio-political, economic, and psychological forces to social welfare responses and social needs.
4. Discuss the relationship between "public issues" and "personal troubles."
5. Argue against stereotypical myths concerning social welfare.
6. Describe in general terms particular social welfare policies, practices and programs established to meet specific social needs.
7. Trace the development of social work as a profession.
8. Compare social work with other human service professions.
9. Identify career opportunities and personal goals in social welfare.
10. Assess the current impact of particular social welfare responses to social need in terms of individual and social benefits and needed changes

LEARNING METHODS:

This class will consist of lecture, review of media materials, and class interaction. Students will attend every class and are expected to participate.

REQUIRED TEXTS (use APA style)

Zastrow, C. (2007). *Introduction to social work and social welfare*, (9th ed). Pacific Grove, CA: Brooks/Cole Publishing

LIBRARY RESOURCES (add some wording here about accessing reserve readings)

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

ONLINE RESOURCES

Students are encouraged to follow the online projects detailed in the class text book.

ASSIGNMENTS AND POINTS

Agency Visit Report

25 Points

Due: September 24th

Students may work in groups or as individuals in this project. You are to select an agency and visit the agency. Your paper will consist of developing an analysis of the agency and reporting on the following:

- a. What services are provided by the agency?
- b. Identify agency clients. That is: Who do they serve? Include clients' age, gender, life situations, ethnicity, etc.
- c. How do clients access the services?
- d. Collect some data: number & type of personnel; number of clients per type of service; hours of operation/service; funding sources; brochures; intake forms; observations regarding diversity (cultural & ethnic/race, income, ability status, gender, language, etc.).
- e. What assumptions did you have about agency's clientele before going into the agency? What attitudes/approaches did you expect (and found) from the staff?
- f. How has the agency evolved from its first year of existence and every increment of 5 or 10 years since?
- g. What does the agency view as "gaps" in their services that they wish they could provide? What are the barriers preventing them from providing those services?
- h. What do you see as gaps in the services and what are the barriers?

Mid-Term Exam

25 Points

Oct. 1st

This exam will consist of materials from your class readings and lectures.

Group Presentation

15 Points

Various dates will be given in class

Students will break up into group and prepare a presentation based on issues related to policy and marginalized populations. Through group consensus, you will choose a marginalized group and present how policy is impacting that group. Examples of groups and topics are (but not limited too) Gay and Lesbians and Adoption, Undocumented persons and policy decisions at the state and federal levels, women and the right to choose, low income families and health care, privatization of Medicaid, Land rights as related to Native Americans and Chicanos etc... Students are encouraged to think of their group topics and be creative with their choices. It is important to focus on a marginalized groups and how policy in impacting them. A detailed outline will be given in class.

Policy and Communities Paper

35 Points

November 26th

At the end of the semester, students will complete a final paper that will outline social welfare and communities. The paper will include materials from the class readings and lecture. The goal of the paper is to help the student begin to formulate critical thinking skills in the areas of policy formulation and analysis. A more detailed outline will be given in the class.

GRADING SCALE

A	95 - 100	B-	80 - 83	D+	67 - 69
A-	90 - 94	C+	77 - 79	D	64 - 66
B+	87 - 89	C	74 - 76	D-	60 - 63
B	84 - 86	C-	70 - 73	F	59 or less

POLICIES

In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s), must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who miss three (3) or more absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is university policy that all classes MUST meet for either a final exam or a class session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late Assignments

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date. It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox.* No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor.* No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity: I will practice and defend academic and personal honesty.

Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

COURSE OUTLINE & SCHEDULE

Weeks 1, 2* & 3

SOCIAL WELFARE: ITS BUSINESS, HISTORY, AND FUTURE

1. Social Welfare
 - a. Goal
 - b. Definition
 - c. Relationship to social work and to other disciplines
2. Residual view vs. institutional view of social welfare
3. History of social welfare:
 - a. The Elizabethan Poor Law of 1601
 - b. The industrial revolution
 - c. Turn of the 20th century
 - d. The Great Depression and the Social Security Act of 1935
 - e. The Great Society and War on Poverty
 - f. Recent Years (1980's): conservatism
4. The future of social welfare
5. A Conceptual frame for the study of social welfare: Problems, Probable causes, Policies, Programs, Practices, and Products
6. Overpopulation, Misuse of the Environment & Family Planning
 - a. The population Crisis
 - b. Environmental Problems
 - c. Social Work & Family Planning
 - d. Future

Activities:

1. Zastrow, Ch. 1. Social Welfare: Its Business, History, and Future.
2. Zastrow, Ch 17. Overpopulation, Misuse of the Environment & Family Planning.

Weeks 4 & 5

POVERTY AND PUBLIC WELFARE

1. Poverty definitions
2. Characteristics of the American poor
3. Poverty causes
4. Anti-poverty programs and local agencies
 - a. Historical developments
 - b. OASDHI
 - c. Medicare
 - d. Unemployment Insurance
 - e. Workmen's Compensation
 - f. Supplemental Security Income
 - g. General Assistance
 - h. Medicaid
 - i. Food Stamps
 - j. Temporary Assistance for Needy Families Block Grant
 - k. Proposed alternatives
5. Social work and public welfare
6. Family Problems and Services to Families
 - a. The American family
 - b. Divorce
 - c. Marriage counseling
 - d. Spouse abuse
 - e. Child abuse and neglect
 - f. Protective services
 - g. Birth outside of marriage
 - h. Single-parent services
 - i. Foster care and adoption
 - j. Sexual orientation

Activities:

1. Zastrow, Ch.4, Poverty and Public Welfare.
2. Zastrow, Ch.6, Family Problems and Services to Families.

Weeks 6 & 7

SEXUAL ORIENTATION, SEX VARIANCES & SEX COUNSELING

1. History/other Cultures
2. Study of Sex
3. Variances
4. Sex counseling/Sex Therapy

Crime, Juvenile Delinquency, and Correctional Services

1. Theories of Crime
2. Social Work, and the Criminal Justice System

Activities:

1. Zastrow, Ch 7, Sexual Orientation and Services to the GLBT Community
2. Zastrow, Ch 9, Crime, Juvenile Delinquency, and Correctional Services
3. Week 7 – Agency Paper Due, October 4, 2007

Weeks 8, 9 & 10

RACISM, SEXISM, ETHNOCENTRISM, & STRATEGIES FOR ADVANCING SOCIAL ECONOMIC JUSTICE

1. Definitions: prejudice, discrimination, racism, sexism
2. Discrimination: groups affected, causes, and effects
3. Strategies against discrimination
 - a. Mass media

- b. Increased contacts
- c. Activism
- d. School busing
- e. Human relations programs
- f. Filing complaints
- g. Social work efforts
- h. Affirmative action

Aging & Gerontological Services and Resources

1. Identifying who the elderly are
 - a. Myths and stereotypes about the elderly
 - b. Senescence
2. Societal conditions which make aging a problem
 - a. Early and forced retirements
 - b. Low status and emphasis on youth
 - c. Health problems and the cost of care
 - d. Inadequate income
 - e. Loss of "significant others"
 - f. Housing, transportation, and food inadequacies
 - g. Sexuality and emotional needs
3. Ageism and the elderly
4. Maintenance and "Band-Aid" programs for the elderly
 - a. The Older Americans Act of 1965
 - b. Social Security and S.S.I.
 - c. Retired Senior Citizens Program
 - d. Nursing homes
5. Social Work and the elderly
 - a. "Brokers" linking elderly with services
 - b. Counseling: emotional, employment, health, and death
 - c. Advocacy

Activities:

1. Zastrow, Ch. 12, Racism, Ethnocentrism, and Strategies for Advancing Social and Economic Justice
2. Zastrow, Ch. 14, Aging and Gerontological Services

Weeks 11 & 12

SEXISM, ETHNOCENTRISM, & STRATEGIES FOR ADVANCING SOCIAL ECONOMIC JUSTICE

1. History of Sex Roles & Sexism
2. Sexual Harassment
3. Socialization
4. Sexism & the Future

Drug Abuse & Drug Treatment Programs

1. Drugs & drug Abuse
2. History
3. Theories
4. Sub culture
5. Future

Activities:

1. Zastrow, Ch. 8, Drug Abuse & Drug Treatment Programs

Days 13, 14 & 15

PROFESSIONAL SOCIAL WORK

HEALTH & MEDICAL SOCIAL SERVICES

1. Problems in Health Care
 2. Medical Social Work

Physical & Mental Disabilities and Rehabilitation

Content:

1. Current services
2. Current Services
3. Role of Social Workers

Activities:

1. Zastrow, Ch. 15, Health Problems and Medical Social Services
2. Zastrow, Ch. 16, Physical & Mental Disabilities & Rehabilitation
3. Zastrow, Ch. 2, Social Work as a Profession & a Career
4. Section 2 - Week 14 – No Class, Thanksgiving November 22, 2007

BIBLIOGRAPHY

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