Name of Class: ___Social Services in the Community______________________________
Instructor: ___Dr. Mary Tijerina ________________________________
Department: ___School of Social Work ________________________________
Degree: BSW Degree Program Requirement: YES XX NO

<table>
<thead>
<tr>
<th>1. Course Description</th>
<th>This course introduces students to the organizations and policies involved in social services delivery. Students participate as supervised observers and volunteers in selected social service agencies. (Requires 50 hours of volunteer work). The text will be supplemented by assigned readings selected to reflect diverse perspectives.</th>
</tr>
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</table>
| 2. Course Objectives  | When students complete this course, they will be able to:  
1. Describe major social problems and society’s institutional response to those problems, particularly the dilemmas faced by disadvantaged, marginalized and vulnerable populations.  
2. Explain the historical development of the social welfare system in the U.S. and its contribution to contemporary social policies and programs.  
3. Describe social welfare concepts and developments within the context of alternate political perspectives.  
4. Articulate elements of a social agency’s structure and the impact of agency structure on the delivery of services.  
5. Apply course concepts to performing as an agency volunteer, integrating knowledge of the social welfare system with knowledge of social work values and ethics, the agency, the client, and self.  
6. Articulate an appreciation for the relationship of race/ethnicity, gender, religion, age, and socioeconomic status to the development and implementation of social policies and programs. |
| 3. Course Content     | LEVEL TWO: ___ LEVEL THREE: _____ (Check one. Explain.)  
This course introduces students to the organizations and policies involved in social services delivery. Students learn about the history of U.S. social welfare policy and get a broad overview of the current social welfare system. They examine how political perspectives and differing value systems shape individual and societal perspectives towards major social problems and the populations affected by these problems. They also learn how social policies influence the organization, funding and delivery of social services. Presentation of the content will include alternative perspectives to provide a more comprehensive representation of the formulation, implementation and impact of social welfare policies on diverse populations. Students volunteer in selected agencies as supervised observers and volunteers, delving first-hand into how policy shapes service delivery. |
| 4. Instructional Strategies | LEVEL TWO: _____ LEVEL THREE: ___ X___ (Check one. Explain.)  
Students will learn the material in this course through a combination of assigned readings and class discussions; group activities; case scenarios; audio visual materials; the volunteer experience that culminates in a class presentation; reflective writings that integrate volunteer activities with personal learning goals and course content and evaluate learning and self-awareness; two formal papers; and three opportunities to demonstrate mastery of the material through tests. |
### 5. Assessment of Student Knowledge

LEVEL TWO: _____ LEVEL THREE: __X___ (Check one. Explain.)

A maximum of 500 points can be earned in this course. The final grade will be determined as follows:

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<td><strong>25 points</strong></td>
<td>volunteer hrs.</td>
</tr>
<tr>
<td></td>
<td>500 points</td>
<td></td>
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</tbody>
</table>

* Students are given the option of delivering their final presentations individually or in groups.

### 6. Classroom Interactions

LEVEL TWO: _____ LEVEL THREE: __X___ (Check one. Explain.)

Students will be assigned to learning teams consisting of 4-5 students per team. The composition of the teams will change three times during the semester with teams formed at the beginning of the semester, following Exam 1 and following Exam 2. Initially, students will be assigned to homogenous groups. The second team assignments will be made to include diversity in terms of race/ethnicity, age, major, etc. The third team assignment will be made on the basis of volunteer setting. The learning teams will complete assigned exercises and activities and will meet weekly to process the volunteer experience. Learning teams will report to the class on their work for specific assignments.

### 7. Course Evaluation

The integrative paper due at the end of the semester requires students to include a reflection on what was learned in various content areas. One of the areas is cultural diversity. In preparing their responses, students are asked to draw from the course content, classroom activities and the volunteer experience.

**Percentage of Multicultural Content:** __30%________

**Multicultural Classification:**

MC=multicultural designation: classes with 60% of the content multicultural

MP=multicultural perspective: classes using a variety of strategies to encourage multiculturalism, including content, instructional strategies, assessment, and classroom dynamics

Choose the multicultural classification that describes this class: _______ MP

Does this class focus incorporate global diversity or U.S. diversity or a combination of both? Explain.

This class focuses on U.S. diversity. Some examples of social welfare policies in other countries, e.g., Mexico, India and Sweden, are used to introduce alternative perspectives in responses to social problems, however these are not infused throughout the course.
Rationale for Multicultural Assessment Form Ratings

1. Course Description:
The course description provided is the standard catalog description. I have added a statement to indicate that I will supplement the textbook with articles that present alternative perspectives on topics or issues covered in the course.

2. Course Objectives/Goals:
Course aims #1 and #6 address multicultural objectives for this class. The syllabus also links course aims to School of Social Work Goals and Objectives which include Diversity and Justice.

3. Course Content
Diverse perspectives will be infused and analyzed throughout the course. Although this course has traditionally included content on various cultural groups and introduces students to the notion of cultural competency, the course has not systematically included an analysis of the historical experiences of diverse groups. The transformed syllabus will plan for the addition of such analyses. The course does address social problems and the value systems inherent in how society and individuals respond to those problems and the individuals affected by them. Thus, social realities and conflict in the U.S. are critically analyzed. However, students have not been challenged to analyze the construction of knowledge in the discipline; thus, a Level II rating is felt to be more accurate.

4. Instructional Strategies
My personal teaching philosophy is consonant with the description of Level III, in that I believe in the sharing of power, seek to set and communicate high expectations for achievement, and aim for capitalizing on students’ experiences and strengths. As previously taught, this course did use a variety of methods to relate new knowledge to previous experience and build critical thinking skills. The transformed course will continue these efforts but will add the systematic creation of a community of learners to engage students in constructing knowledge and promote personal growth.

5. Assessment of Student Knowledge
The course has historically used multiple methods to assess student learning. However, these methods have been heavily centered on individualized writing assignments (papers, logs, exams). The exception has been the final oral presentation which encourages students to be creative in the presentation of their information. Students have the choice of making individual or group presentations. The required papers and logs require self-assessment, reflection on the course and volunteer experience, meaning-making, synthesis and application. The addition of the learning team assignments will add another method of assessment that does not require writing and that involves collaborative work to complement the heavily individualized nature of existing assessment methods.
6. **Classroom Interactions**
   The Level III rating in this category is based on the addition of the learning teams which will be systematically structured and the assignments that will be planned to offer opportunities for cross-group interactions with a common goal.

7. **Course Evaluation**
   The instrument used for student evaluation of the course does not include an item for students to comment on the multicultural goals of the class. However, it is possible that such an item might be added. The required integrative paper which is due towards the end of the semester does require students to reflect and write about their learning in several areas, one of which is cultural diversity. It may be possible to use this information to do an aggregate evaluation of what students feel they have learned in this area, however, this assignment does not specifically ask the students to evaluate the course in terms of its contribution to this learning.
SOWK 2375: Social Services in the Community

Information about the Instructor
Name: Mary S. Tijerina, Ph.D., LMSW-AP
Office Location: HSC 302-C
Office Hours: M, 10:30-11:30; T/H, 9:30-10:30, 1:30-2:30 or by appointment
Office Telephone(s): 512.245.3667
Instructor’s email: mt01@txstate.edu

Information about the Course
Time, Days, and Location of Class: T/H, 11:00-12:15
Semester and Year: Fall 2005
Course Summary: This course introduces students to the organizations and policies involved in social services delivery. Students participate as supervised observers and volunteers in selected social service agencies. (Requires 50 hours of volunteer work).
Credit Hours and Format of Course: 3-credit hours/lecture and experiential course

Course Learning Aims
When students complete this course, they will be able to:
1. Describe major social problems and society’s institutional response to those problems, particularly the dilemmas faced by disadvantaged, marginalized and vulnerable populations.
2. Explain the historical development of the social welfare system in the U.S. and its contribution to contemporary social policies and programs.
3. Describe social welfare concepts and developments within the context of alternate political perspectives.
4. Articulate elements of a social agency’s structure and the impact of agency structure on the delivery of services.
5. Apply course concepts to performing as an agency volunteer, integrating knowledge of the social welfare system with knowledge of social work values and ethics, the agency, the client, and self.
6. Articulate an appreciation for the relationship of race/ethnicity, gender, religion, age, and socioeconomic status to the development and implementation of social policies and programs.
Contribution to Achieving the School's Objectives and Outcomes

SOWK 2375 contributes primarily to:

Domain 1. TAKING PROFESSIONAL RESPONSIBILITY

1) Students read and discuss the NASW Code of Ethics, its purpose, and major provisions, and compare it to the Texas social work regulatory law.
2) Students participate in group exercises designed to discuss meaning and application of specific provisions of the Code of Ethics to agency experience.
3) Students complete a major writing assignment, requirements of which include identifying and assessing societal, agency, professional and personal values as they relate to the social problem addressed by the agency where volunteer service is performed.
4) Students complete unit exam that includes content related to Code of Ethics and professional values.

Domain 2. THINKING PROFESSIONALLY

1) Students read and discuss assignment on the generalist social work framework, social work roles, methods and practice settings. They are tested on this content through unit exams and apply the content in their final presentations.
2) Students attend guest lectures by generalist social work practitioners who describe their professional activities and responsibilities.
3) Students read and discuss assignments on various topics related to social work history and its effects on modern systems. Historical topics include but are not limited to: Charity Organization Societies; the Settlement House Movement; development of the child welfare system, including the Orphan Trains; and major developments in social welfare policy such as the Elizabethan Poor Laws, the Social Security Act, the War on Poverty, and welfare reform. Students complete exams covering the topics above.
4) Students complete assigned logs documenting activities performed as part of their 50-hour volunteer experience and an assessing major learning, relationship to course material and self-awareness.
5) Students read and discuss assignments on prevailing political perspectives, their major tenets, underlying values and impact on existing social welfare policy and programs. Students participate in group activities involving application of concepts underlying prevailing political perspectives. Students are tested on content related to alternate political perspectives.
6) Students write an integrative paper reflecting a critical analysis of major course concepts and their application to the volunteer experience.

Domain 4. SEEKING TOLERANCE AND JUSTICE

1) Students read and discuss assignments, participate in group exercises, and attend faculty lectures on diversity and discrimination on the basis of gender, race/ethnicity, age, sexual orientation, and disabilities.
2) Students complete unit exam including content on diversity and write a paper about their learning related to diversity.
3) Students read and discuss assignments, participate in group exercises, and attend faculty lectures on the NASW Code of Ethics core value of social justice and its relationship to social welfare policies and programs.
4) Students write a paper integrating societal, agency, professional and personal values and complete unit exam that includes content on core values.

Domain 5. REFINING PRACTICE AND COMMUNICATION
1) Students write reflective logs describing their volunteer experience, integrating volunteer activities with course content and articulating major learning and self-awareness.

2) Students conduct individual oral presentations about their volunteer experience and its relationship to course content according to guidelines provided.

**2375 makes a secondary contribution to:**

**Domain 3. ANALYZING HUMAN DEVELOPMENT**

1) Students read and discuss assignments on child welfare, including theoretical perspectives, definitions of child abuse and neglect, trends and statistics related to the prevalence of child abuse, and policies programs designed to address child welfare issues.

2) Students participate in group activities, view video presentations and attend guest lectures dealing with child welfare issues for the purpose of applying concepts and theories from assigned readings.

3) Students complete unit exam including child welfare content such as theories of child abuse and neglect, child welfare history, and social policy and program responses to child welfare.

4) Students read and discuss assignments on poverty, including theories about poverty, definitions of poverty, data regarding demographic characteristics of the poor and policies designed to address economic dependence.

5) Students participate in group activities and view video presentations dealing with poverty for the purpose of applying concepts and theories from assigned readings.

6) Students complete unit exam on poverty and social policy responses to poverty.

**Domain 6. HUMANIZING SERVICES**

1) Students read and discuss assignments on social work methods and roles, focusing on generalist practices and particularly the broker role and case management functions of linking people with resources.

2) Students complete 50-hour volunteer service in a community-based social service agency during which they observe and/or participate in linking people with community resources.

**Domain 7. PURSUING EXCELLENCE**

1) Students complete major writing assignment in which they assess their volunteer experience in terms of major learning about social work and social policy as well as their perceived future in social work.

**Textbooks**


SOWK 2375 Volunteer Packet. Available on Blackboard, SOWK 2375 course site.

Supplemental readings as assigned.

**Teaching Methods**

Students will learn the material in this course through a combination of assigned readings and class discussions; learning teams; audio visual materials; the volunteer experience which culminates in a class presentation; reflective writings that integrate volunteer activities with personal learning goals and course content and evaluate learning and self-awareness; two formal papers; and, three opportunities to demonstrate mastery of the material through tests.
How Students Demonstrate They Have Achieved Course Aims

A. Placement & Goal Forms - These forms are included in the Volunteer Packet and together are worth 10 points. The placement form is a contract which the student and supervisor sign after they have secured the placement. The student should thoughtfully complete the goals form and discuss it with the volunteer supervisor.

B. Volunteer Experience - Each student will complete and document a minimum of 50 hours of volunteer work at a selected social service agency. The work is to be supervised by an agency employee who will provide the instructor with a written evaluation of the student's performance at the end of the semester. The format for this evaluation is included in the Volunteer Packet; the student should discuss it with the agency supervisor at the time the placement form is signed. It is the student’s responsibility to make certain that the instructor receives the completed evaluation form in a sealed envelope with the supervisor’s name written across the seal. The volunteer experience is a basic requirement of this course. Students must complete all 50 hours and have the supervisor verify these hours in order to pass this course.

C. Volunteer Logs – Students will submit volunteer logs at 3 different times during the semester. Three (3) individual logs are required at each submission for a semester total of 9 logs. Each log is worth 10 points. These logs are accounts of the agency experience and its relationship to course content. The format for the logs and guidelines for their completion are included in the Volunteer Packet. Logs are due at the beginning of the class sessions on the due dates specified.

D. Learning Teams—Students will be assigned to learning teams consisting of 4-5 students per team. The learning teams will work together to complete assigned exercises and activities as well as process the volunteer experience. Learning teams will report to the class on their work for specific assignments. The composition of the learning teams will change three times during the semester. Teams will be formed: at the beginning of the semester, at the class meeting following Exam 1; and at the class meeting following Exam 2.

E. Values Paper (Paper #1) – The values paper requires the student to apply course concepts related to social work values as they relate to your own and those of the agency where you volunteer. The paper is worth 50 points and will be assessed on the basis of content as well as grammar and composition. Specific guidelines for this paper are included in the Volunteer Packet and will be discussed further in class.

F. Agency Paper (Paper #2) —The integrative paper requires the student to apply course concepts related to social welfare policy that they have gained from assigned readings, in-class activities, and the volunteer placement. The paper is worth 100 points and will be assessed on the basis of content as well as grammar and composition. Specific guidelines for this paper are included in the Volunteer Packet and will be discussed further in class.

G. Final Presentations—At the end of the semester, students will deliver a class presentation about their social service agency and volunteer experience. Students may choose to present individually or as part of a group. The presentation is worth 50 points. The presentation grade will be based primarily on the student’s own presentation but will also include students’ thoughtful analyses of presentations by their peers. If students miss a classmate’s presentation, they will not be able to evaluate it and thus will lose points. Presentation guidelines are included in the Volunteer Packet. Dates for the presentations will be assigned in class.

G. Exams –There will be 3 exams during the semester, each worth 50 points. Exams will be objective in format, consisting of multiple-choice, true-false, and matching/short answer items.
How Student Work is Evaluated

A maximum of 500 points can be earned in this course. The final grade will be determined as follows:

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TOTAL 500 points

Course Logistics

Conduct and Civility. Every student is held accountable for abiding by the tenets of required conduct outlined in the Texas State Student Handbook and in the BSW Handbook, as well as the NASW Code of Conduct. Students should create a learning environment and should refrain from interfering with the learning of fellow students. Please ensure that cell phones and pagers are silenced during class sessions. Refrain from private discussions during class, or other disruptive behavior. When students voice opinions with which you do not agree, feel free to voice your opinion in a polite and civil manner, in which we can enhance the free flow of ideas.

Investment in Learning. Each student is expected to Invest in Learning, demonstrated by ATTITUDE, ATTENTION, AND ATTENDANCE. Specifically, each class member is expected to attend class regularly, come to class prepared by having read assigned material, stay awake and alert, submit assignments in a timely and correct manner, participate in all class activities, seek help on a timely basis when necessary, and treat others with respect. Participation includes attendance and contributing to class by asking questions, making thoughtful comments regarding reading assignments, offering thoughts or opinions about lecture topics or initiating private conversations with the instructor (if students are more comfortable with that).

Attendance. Class attendance is important in any course. In a pre-professional course, attendance is critical; it is a demonstration of the student’s acceptance of professional responsibilities. In this class, each student is allowed one free absence (walk) for mental health or other reasons. Additional absences will not be excused without appropriate reasons given in writing. For each unexcused absence, five (5) points will be deducted from the final grade. Students may not miss their final presentation. If a student does not give his or her final presentation the resulting grade will be a “0”. Students may not miss classmates’ final presentations; if a student misses a final presentation by others, his/her final grade will be lowered one full letter grade. Please keep this in mind when making end-of-semester plans.

Communication Skills. Communication is a critical element in any pre-professional course, and students should take every opportunity to improve both verbal and written communication. All written work is expected to be well-composed using proper grammar. It is to be typed, double-spaced, in APA style, using non-racist and non-sexist language, with sufficient references to support the student’s thesis and ideas in the paper. Students who exhibit writing deficiencies will be required to seek help from the Writing Center (located in FH G5, 245-3018) and provide documentation that they have done so. Any student may seek help from the Writing Center even if not referred by the instructor.

Academic Honesty. Social workers must demonstrate high standards of integrity. They should do their own work on all material submitted to meet course requirements. Since dishonesty harms the individual and his/her fellow students, as well as the integrity of the University, School, and profession, the School and
University will strictly enforce policies on academic dishonesty. You must read and abide by the academic honesty policies as stated in the Student Handbook. If you have any questions or reservations about this policy or your obligations under it, see your academic advisor immediately.

**Special Accommodations.** Students who have special needs or disabilities and who require accommodations to successfully complete this course must notify the Texas State Office of Disability Services no later than the first week of class. If a student fails to notify that office on a timely basis, the professor may be unable to honor the request for accommodation.

**Course Overview**

**Course Sequence:** WEEK 1 (Thursday, Aug. 26)

**Learning Theme and Concepts:**
Introductions and Course Overview
1) Review of course requirements and activities
2) Understanding who we are and the perspectives we bring
3) Discussion of opportunities for volunteer placement

**Assigned Readings:**
1) Syllabus
2) Volunteer Packet (available on Blackboard)

**Learning Opportunities**
1) Assignment of Learning Teams
2) Learning Team exercise: Identity maps

**Course Sequence:** WEEK 2 (Aug. 31 & Sep. 2)

**Learning Theme and Concepts:**
Agency Presentations - Gain exposure to opportunities for volunteer placement

**Assigned Readings:**
1) Volunteer Packet (available on Blackboard)

**Learning Opportunities**
1) Presentations by social service agencies’ representatives on volunteer opportunities

**Course Sequence:** WEEK 3 (Sep. 7 & 9)

**Learning Theme and Concepts:**
Defining perspectives on social work and social welfare
1) Residual and Institutional perspectives
2) The Liberal-Conservative Continuum
3) The uniqueness of social work—focus on systems in the environment
4) Social work values and ethics—the NASW Code of Ethics

**Assigned Readings:**
Learning Opportunities:
1) Presentations by social service agencies’ representatives
2) Learning Team exercise: diverse perspectives on social problems

Course Sequence: WEEK 4 (Sep. 14 & 16)

Learning Theme and Concepts:
Identifying the role of values in social welfare (continued); Responses to Human Diversity
1) Social work ethical obligations at the macro level
2) Social welfare in a global context
3) Defining culture and identifying cultural values
4) The relationship between personal and professional values

Assigned Readings:

Learning Opportunities:
1) Learning Team exercise: sources of cultural knowledge
2) Learning Team exercise: exploring the NASW Code of Ethics and its relationship to social welfare
3) FINALIZE VOLUNTEER PLACEMENT. PLACEMENT FORM AND LEARNING GOALS FORM DUE 9/16.

Course Sequence: WEEK 5 (Sep. 21 & 23)

Learning Theme and Concepts:
Responses to Human Diversity (continued)
1) Discrimination, oppression, stereotypes and prejudice
2) Vulnerable populations and social and economical justice
3) Empowerment

Assigned Readings:
1) Text 1 (Kirst-Ashman). Chapter 3: “Empowerment and Human Diversity”

Learning Opportunities:
1) In-class exercise: diversity awareness
2) Learning Team activity and report

Course Sequence: WEEK 6 (Sept. 28 & 30)

Learning Theme and Concepts:
Generalist Practice
1) Defining generalist practice
2) Social work roles
3) The Planned-Change Process
4) The Strengths Perspective

Assigned Readings:
Learning Opportunities:
1) EXAM # 1—Tuesday, Sept. 28th (Chapters 1, 2, 3)
2) Re-Assignment of Learning Teams
3) Learning Team assignments

Course Sequence: WEEK 7 (Oct. 5 & 7)

Learning Theme and Concepts:
Social work practice settings
1) Organizational and community contexts of social work practice
2) Micro, Mezzo and Macro levels of intervention
3) Professional licensing and organizations
4) Careers in social work

Assigned Readings:

Learning Opportunities:
1) Class lecture
2) Learning Teams Report

Course Sequence: WEEK 8 (Oct. 12 & 14)

Learning Theme and Concepts:
Social Work Practice Settings (continued); History of Social Work and Social Welfare
1) Early European approaches to social welfare
2) Early U.S. approaches to social welfare
3) Settlement Houses and Charity Organization Societies
4) Great Depression and the Social Security Act of 1935

Assigned Readings:

Learning Opportunities:
1) Learning Team exercise: comparing the Settlement House and Charity Organization Society approaches to social problems
2) LOGS #1-3 DUE THURSDAY, OCT. 14TH

Course Sequence: WEEK 9 (Oct. 19 & 21)

Learning Theme and Concepts:
History of Social Work and Social Welfare (continued)
1) The 1960s and the War on Poverty
2) Conservatism in the 1970s, 1980s and early 1990s
3) Welfare Reform

Assigned Readings:

Learning Opportunities:
1) EXAM # 2—Thursday, Oct. 21st (Chapters 4, 5, 6)

Course Sequence: WEEK 10 (Oct. 26 & 28)

Learning Theme and Concepts:
1) The relationship between social policy and social work practice
2) Defining social welfare policy and distinguishing from agency policy
3) Social welfare policy development
4) Structural components of social welfare programs
5) Value perspectives on social welfare program development
6) Basic concepts of policy analysis
7) Policy practice and policy advocacy

Assigned Readings:

Learning Opportunities:
1) Re-Assignment of Learning Teams
2) Learning Team assignment: You Set the Poverty Line
3) VALUES PAPER (#1) DUE THURSDAY, OCT. 28

Course Sequence: WEEK 11 (Nov. 2 & 4)

Learning Theme and Concepts:
Social Welfare Policy (continued); Understanding Poverty
1) The nature of poverty in the U.S.—who are the poor?
2) Theoretical explanations of poverty
3) Social work roles in relation to poverty

Assigned Readings:

Learning Opportunities:
1) Learning Team reports
2) Video and discussion
3) LOGS 4-6 DUE TUESDAY, NOV. 4

Course Sequence: WEEK 12 (Nov. 9 & 11)

Learning Theme and Concepts:
Social Policy Responses to Poverty
1) Major classifications of social welfare programs
2) Social insurance vs. public assistance
3) Public assistance policy
4) Stigma and stereotypes about public assistance recipients

**Assigned Readings:**
1) Text 1 (Kirst-Ashman). Chapter 8: “Policies and Programs to Combat Poverty”

**Learning Opportunities:**
1) Video and discussion

**Course Sequence:** WEEK 13 (Nov. 16 & 18)

**Learning Theme and Concepts:**
Social Policy Responses to Poverty (continued); Shaping the Future

**Assigned Readings:**
1) Text 1 (Kirst-Ashman) Chapter 8 “Policies and Programs to Combat Poverty” and “Epilogue: Your Values and Future—Applying Critical Thinking.”

**Learning Opportunities:**
1) Learning Team exercise
2) Video and discussion
3) **Agency Paper (#2) Due Thursday, Nov. 18**

**Course Sequence:** WEEK 14 (Nov. 23)

**Learning Opportunity:**
**Exam # 3—Tuesday, Nov. 23** (Chapters 7, 8, and Epilogue)

**Course Sequence:** WEEK 15 (Nov. 30 & Dec. 2)

**Learning Theme and Concepts:**
1) Integrating the volunteer experience with class content
2) Examining the relationship between social welfare and agency policy and practice

**Learning Opportunities:**
1) **Logs #7-9 Due Thursday, Dec. 2**
2) **Agency Supervisor’s Evaluation Due Thursday, Dec. 2**
3) **Final Presentations – Thursday, Dec. 2**

**FINAL EXAM DAY Thurs. Dec. 9th -- 11:30 – 2:00 – MORE FINAL PRESENTATIONS**

**Resource Materials and Bibliography**


International Federation of Social Workers  http://www.ifsw.org/

WK Kellogg Foundation  http://www.wkkf.org/

Administration for Children and Families  http://www.acf.dhhs.gov/

Contacting the Congress  http://www.visi.com/juan/congress


Institute for Research on Poverty  http://www.ssc.wisc.edu/irp/

Institute for the Study of Civic Values  http://www.iscv.org/