



Spring Semester 2013
Jan. 7-May 2
McDonald Building #103
Mon-Wed-Fri 2:00-2:50 pm

Social Work 2300-Course #25364 Sec 1

Course Description

Introductory course providing undergraduate students with a framework for understanding the social welfare system in the United States and identifying major social problems facing contemporary American society such as poverty, racism and discrimination, child abuse, domestic violence, chronic illness, mental illness, substance abuse, crime and delinquency, unemployment and homelessness and provision for the aged. Focuses on how public and private social-service agencies attempt to address these social problems. Students are asked to explore their own values and beliefs about the provision of social services to disadvantaged populations. This course is intended to help students explore their interests and aptitudes for careers in social work.

Textbook/Readings: Marx, Jerry D., *Social Welfare: The American Partnership*. Boston, MA: Allyn and Bacon. ISBN #0-205-34265-5

Instructor: *Mr. Steve Child*
Cell Phone Number: 435-890-8189
Email Address: *schild@dixie.edu*

Office Hours: Monday, Wednesday, Friday 1:00-2:00pm

My office hours are 1:00-2:00 pm Monday, Wednesday, and Friday in Room 201 of the McDonald Building. You may also schedule other times with me, if my office hours do not meet your schedule. A great way to get in touch with me is calling my cell phone or texting me on my cell phone. Call or text at any time during the day and evening until 10 pm. You may also contact me, using the above email address. Please allow me five days to respond to emails.

Course Objectives: Upon successful completion of this course, students will demonstrate the ability to:

1. Recognize key characteristics of past social policies and the historical context of current social policy.
2. Understand the formulation process of social policies
3. Explore services and issues in human service programs as they relate to policies
4. Identify and define the roles and functions of professional social workers in a variety of fields of practice.
5. Identify ethical issues in social work policy and practice
6. Build understanding of one's personal and a professional value system.
7. Identify some of the roles of professional social workers with specific problems often seen in communities and in at-risk populations.
8. Identify methods of advocating for these populations.

Disability Statement: If you suspect or are aware that you have a disability that may affect your success in this course, you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516



Academic Honesty: Plagiarism, cheating, or violating other reasonable standards of academic behavior will not be tolerated. Any student who engages in academically dishonest behavior will receive an “F” for the course grade. All incidents of cheating will be reported for university-level disciplinary proceedings the results of which can include probation, suspension, expulsion, the assignment of HV (honors violation) to the student’s permanent transcript, etc.. While complete definitions are available in the course catalogue the following are particularly relevant to this course.

Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. Plagiarism also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Cheating: (a) depending on the aid of sources beyond those authorized by the instructor in writing papers...or carrying out other assignments; (b) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (c) submitting substantially the same work for credit in more than one class, except with prior approval from the instructor (recycling).



Grading: All students have the potential of earning an “A” in this class. Your graded assignments will be returned to you within one-three weeks. You will be graded according to the following point system:

Scored items	Point Totals	% of Grade
Five Chapter Learnings/Five sets of exam questions	50	11%
Six Exams-Multiple Choice	250	59%
Four Assignments	100	24%
Participation	25	6%
	425 total	

A = 395 points and above	93% of the points possible	
A- = 383-394 points	90%	“
B+ = 370-382 points	87%	“
B = 353-369 points	83%	“
B- = 340-352 points	80%	“
C+ = 327-339 points	77%	“
C = 310-326 points	73%	“
C- = 297-309 points	70%	“
D+ = 285-296 points	67%	“
D = 267-284 points	63%	“
D- = 255-266 points	60%	“
F = 254 and below which is 59% or less of the total points possible.		

Quizzes and Tests/Assignments

- Students are expected to complete all of their assignments and exams as scheduled.
- Assignments will be returned within ten business days.
- **Late assignments** received after the due date, or **quizzes and tests that are taken after the class has taken them** may **receive a penalty of minus 10%** of the points possible. No penalty will be assessed if there is a Dixie State-endorsed exemption (e.g., death in the immediate family). The excuse needs to be accompanied by adequate documentation, such as a death certificate, a medical professional's valid written note that explains why the deadline was not met.
- **Points will not be lost**, if prior arrangements (a dated written response, or a voicemail) to the instructor were made before the deadline or before the test or quiz has been given in class.
- It is the responsibility of the student to ensure that submitted work is in a readable format. Work that is submitted via a file that is empty, unreadable, corrupted, or otherwise not grade-able prior to the deadline will not be graded and will be scored as 0.

Participation: You will have the opportunity to earn 25 points for participation in class discussions and for allowing others the same privilege. You could lose points for participation, by showing any “disrespect” to anyone in the class, not letting others participate by dominating class time, being tardy, absences, late assignments or not participating in group discussions. If you show any blatant “disrespect”, you will receive a zero for participation and will not be able to attend class resulting in an “F” grade. At the end of the semester a complete evaluation of your participation will be conducted and a point total will be tallied. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>

There is a possibility that we may watch parts of movies in class. Please let me know beforehand, if you do not want to observe PG-13 movies or have particular topics that might be difficult to discuss.

<u>Dates of Class</u>	<u>Material Covered</u>	<u>Assignments/Test</u>	<u>Due Dates</u>
Jan. 7, 9, 11, 14	#1-Basic Concepts in Soc Policy		
		Team Project	Jan. 18 (Fri)
Jan. 16, 18	#2-Middle Ages/Early Modern		
No Class- Jan 21	Civil Rights Day		
Jan. 23, 25	#3-American Colonial Period		
Jan. 28	Exam One	Learnings/Set of Exam Questions	Jan. 28 (Mon)
Jan. 30, Feb. 1	#4- Westward Expansion/ Civil War		
Feb. 4, 6	#5- Am Social Policy/Ind Boom		
		Visit an Agency	Feb. 8 (Fri.)
Feb. 8, 11, 13	#6- Policy during Progressive Era		
Feb. 15	Exam Two	Learnings/Set of Exam Questions	Feb. 22 (Fri)
No Class- Feb. 18	President's Day		
Feb. 20, 22, 25	#7-Great Depression/ WW II		
Feb. 27, Mar. 1	#8-Soc Policy in the 60's-70's		
Mar. 4, 6	#9- Conservative Transition in Am		
Mar. 8	Exam Three	Learnings/Set of Exam Questions	Mar. 8 (Fri.)
No Class-Mar. 11-15	Spring Break		
Mar 18, 20, 22	#10-Current Programs & Issues		
		Attend a Seminar	Mar. 22 (Fri)
Mar. 25	Exam Four	Learnings/Set of Exam Questions	Mar. 25 (Mon)
Mar. 27, 29	#11-Framework for Policy Dev.		
Apr. 1, 3	#12-Preparing for Policy Dev.		
Apr. 5, 8	#13-Understanding the Soc Problem		
Apr. 10	Exam Five	Learnings/Set of Exam Questions	Apr. 10 (Wed)
Apr. 12, 15, 17	#14-Researching		
		Volunteer Project	Apr. 12 (Fri)
Apr. 19, 22	#15-Developing Recommendations		
Apr. 24	#16-Advocating		
	Last day to turn in assignments	Learnings/Set of Exam Questions	Apr. 24 (Wed)- Last Day-Lecture
Apr. 29	Exam Six-Final Exam		12:30-2:30 (Mon)

General Dixie Policy

College approved absences: Dixie College Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

Dmail: Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail account. If you don't know your user name and password, go to www.dixie.edu and select "Dmail," for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.

Important DSC dates to remember (for course dates, see schedule on the course website):

Mon, Jan. 7	Classwork starts
Thurs, Jan 10	Last day to wait list
Fri, Jan 11	Last day to add without a signature
Mon, Jan 14	Drop/Audit fee begins (\$10 per class)
Mon, Jan 21	Civil Rights Day (no classes)
Tue, Jan 22	\$50 Late registration/payment fee
Tues, Jan 29	Last day for refund
Tues, Jan 29	Pell Grant Census
Tues, Jan 29	Last day to drop without a "W" grade
Wed, Jan 30	Classes dropped for nonpayment
Fri, Feb 1	Last day to add/audit classes
Fri, Feb 1	Last day to apply for graduation
Mon, Feb 25	Midterm grades due
Mon-Fri, Mar 11-15	Spring break
Fri, Mar 1	Last day to drop individual classes
Fri, Mar 29	Last day for complete withdrawal
Wed, Apr 24	Last day of classes
Thur, Apr 25	Reading Day (No class)
Apr. 26, 29, 30, May 1, 2	Final exams

College Resources

Several college resources are available to help you succeed. Check out the links for each one to get more information.

If you need help understanding the content of your courses, go to the Tutoring Center located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at <http://dsc.dixie.edu/tutoring/>

If you need help writing papers, go to the Writing Center on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at http://new.dixie.edu/english/dsc_writing_center.php

If you need to use a computer to do schoolwork on campus, go to the Smith Computer Center or in the Dixie College library on the second, mezzanine, or third floors of the HCC.

If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>

The Library has all kinds of information and resources. Visit the Dixie State College Library on the 2nd, and 3rd floors of the Holland Centennial Commons, or go to the library website at <http://library.dixie.edu/>

Assignments

Team Project

The class will be divided into four groups. Each group will be assigned to find four examples of political material in the areas of the radical left, moderate, conservative or radical right. You will present your examples to the class.

You will then complete a one page reaction paper to the group process. The paper will include.

- (1) Identify the assigned and/or unassigned team leader and talk about how you responded to the formulation of the group first and then to the leader
- (2) Discuss your likes or dislikes for the process of learning using a group
- (3) Compare how working with a group is different than working individually
- (4) Identify how you see yourself reacting to group work/involvement in your future employment. How will you enjoy or not enjoy this process?

Visit a Community Agency

Visit a local social service agency that provides services in any of the following fields of practice: family and child welfare, addictions, health care, mental health, disabilities, services for older individuals, services for minority populations, and correctional services. Choose an agency that employs a professional social worker. Set up an appointment with the social worker for an interview and find responses to the following questions:

- (1) What is the name of the agency
- (2) How did the agency begin? Describe in one paragraph
- (3) Describe using lots of adjectives in one paragraph the people or population that the agency serves?

- (4) What rules or policies at the agency benefit this group of people or the persons who go to the agency? List at least four policies
- (5) Describe four alternative rules/policies that could be different at that particular agency. Number the four policies.

Attend a Seminar in the Social Work Field

The primary objective of this assignment is to experience instruction outside the college setting in the field of social work. Number each section of the paper. Total length of the paper is one page and a half, double spaced, type written.

- (1) Include a copy or the actual seminar flyer.
- (2) Summarize in one paragraph the “attraction” of the seminar, or describe why people would go.
- (3) Identify the speaker or speakers. Summarize in one page the things that you learned from their instruction.
- (4) Explain your own interest in working in the field of social work. If you already are working in the field of social work, describe what you enjoy about your job.

Volunteer Project (Documentation and Reaction Paper)

You will volunteer at a community agency. The idea is to get you more time volunteering to help you qualify for entering into a bachelor’s program. This can be any form of volunteer work 10 hours or more. If it is less, please speak with me.

You will formulate a form to document your time and experience. You can use a similar format as this.

Date Time Brief Description of Activity Benefit to the Client/Communitiy Next Planned activity

You may substitute service in the community for volunteering at a community agency, but remember this may not be used as volunteering when you are applying for any bachelor’s program in Social Work.

Write a 2-3 page double spaced type written description of your volunteer work. Include the following sections in your paper. Number each of the parts so that it will be easier for me to identify the parts of the paper.

1. Name the agency. Describe in 4-5 sentences the purpose of the agency in which you volunteered. A mission statement for the agency could be used in this particular part, but is not a requirement, but contains the same information.
2. Describe two policies or rules that govern the work in the agency. State the policy and describe the effect on the clients or people who are being served.
3. Evaluate how effective the intervention/volunteer work was on the client or the targeted system. Discuss how the agency assessed the effectiveness of the work done. Comment how you assessed your own ability to provide the service or carry out the task. If there are different types of interventions or you did multiple projects describe each of them and how you assessed whether or not they were effective as a whole.
4. Evaluate your own reactions to the work. How stressful was it? How much of an emotional drain was it on you? How enjoyable was it? React to the work. Tell me what you enjoyed or didn’t. This section is a personal reaction.
5. Describe any changes that need to be made to any policy or any system. Discuss how this change would likely have to take place. Explain any impact on the client. How would you advocate for the client in such a system or battle for them to “get what is needed”?

Test Questions

Write 10 multiple choice questions from one chapter. This set of 10 questions will take the place of one of your learnings. You can do only five of these sets of 10 questions.

They will also be graded on the following;

1. The information is from the textbook and related to information in the chapters to be tested on.
2. All the answers need to be in the chapter or are related to social work.
3. The answers need to all be plausible answers, no “bogus answers”.
4. Identify the answer to each question.
5. There must be four answers. No true/false or two to three answers on a question.
6. One of the answers **cannot** be; All of the above or none of the above.

Chapter Learnings

Choose ten of the sixteen chapters to summarize and to react to, in one page, type written. Include the following three parts;

1. Summarize in 1/2 page basic concepts from the chapter. Include five terms from the chapter.
2. Your reaction to the information. Include personal comments, like I believe or I think

The summary and reaction paper will be considered late if you do not turn it in the week following discussion in class on that particular chapter. You may turn it in as we are discussing the chapter.