



Spring Semester 2015  
Jan. 12- May 7  
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. Intended to help students explore their interests and aptitudes for careers in social work. *No prerequisite for this course.*

**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  
in Room 201 in the McDonald Building.

If you have any questions, you could speak to me via cell phone at any time during the day and evening until 10 pm. Please allow me five days to respond to emails using the above email address.

**You can text me for a quicker response.**

***Degree (Department) Outcomes:*** This course is designed as a prerequisite to the Social Work Major at the University of Utah. The University of Utah has accepted this course as a prerequisite and a requirement for entrance into the distance education social work major in St. George. This course might be applied towards a social work major or minor at another university, but students need to verify with that particular university whether or not they will accept the transfer credit. At this time, Dixie State University does not offer social work as a major or a minor.

***General Education Outcomes:*** This course is an elective and does not qualify towards a general education requirement at Dixie State University.

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

1. Recognize the distinguishing characteristics of the social work profession.
2. Identify and define the roles and functions of professional social workers in a variety of fields of practice.
3. Identify and clarify the knowledge and value components of professional social work practice.
4. Differentiate between a personal and a professional value system.
5. Identify the role of professional social workers with diverse, special, and at-risk populations.
6. Trace the history of the social work profession.

Disability Statement: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class should contact the Disability Resource Center Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located in the North Plaza Building. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.



**Academic integrity:** In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, falsification, misrepresentation, and/or inappropriately colluding or collaborating. The University shall consistently hold students accountable for instances of academic dishonesty and apply appropriate consequences. For more information, see the Student Academic Misconduct section of DSU policy at <http://dixie.edu/humanres/polstu.html>

By being a DSU student, you have agreed to adhere to the campus policy. By taking a class in the Department of Social and Behavioral Sciences', you have agreed to comply with the department rules for honesty and will be asked to sign that you are in agreement. The department policy is intended to supplement, and not replace, the official Dixie State University official policy on academic honesty and discipline. See a copy of the Department of Social and Behavioral Science Policy on this classes Canvas page.



**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
Chapter Opinions	30	7%
Eleven Exams	220	52%
Four Assignments	125	29%
Participation	50	12%
	425 total	

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

### Quizzes and Tests/Assignments

- Students are expected to complete all of their assignments and exams as scheduled.
- Regular and prompt attendance in classes and laboratory sessions is expected of every Dixie State College student.
- An absence does not excuse a student from completing work missed.
- It is the student's responsibility to find out which assignments and information are missed during an absence. Get the notes from another student in the class.
- 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. (Exception to the rule.) **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.

## University Approved Absences

Dixie State University Policy explains in detail what needs to happen if you anticipate being absent from class because of a university-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>

**Classroom expectations and Participation:** It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. You will have the opportunity to earn 50 points for participation in class discussions and for allowing others the same privilege. You could lose points by showing any “disrespect” to anyone in the class, talking out of turn, not participating in group discussion, being tardy, absences (-3 for absences on the day of a presenter), or late assignments. If you show any blatant “disrespect”, you will receive a zero for participation and may not be able to attend class. 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.

**Dmail:** Important class and university information will be sent to your Dmail account. This information includes your DSU 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 DSU. All DSU students are automatically assigned a Dmail account. If you don't know your user name and password, go to [www.dixie.edu](http://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 DSU dates to remember** (for course dates, see schedule on the course website):

Jan. 12	Classwork starts
Jan. 15	Last day to wait list
Jan. 16	Last day to add without a signature
Jan. 22	Drop/Audit fee begins (\$10 per class)
Jan. 19	Civil Rights Day (no classes)
Jan. 27	\$50 Late registration/payment fee
Feb. 2	Last day for refund
Feb. 2	Pell Grant Census
Feb. 2	Last day to drop without a “W” grade
Feb. 4	Classes dropped for nonpayment
Feb. 6	Last day to add/audit classes
Feb. 16	President’s Day (no classes)
Mar. 2	Last day to apply for graduation
Mar. 2	Midterm grades due
Mar. 9-13	Spring Break- (no classes)
Mar. 6	Last day to drop individual classes
Apr. 10	Last day for complete withdrawal
Apr. 16	Fall registration open to all students
Apr. 29	Last day of classes
Apr. 30	Reading Day- (no classes)
Fri., Mon. May 1-7	Final exams

<b>Dates of Class</b>	<b>Material Covered</b>	<b>Assignments/Test</b>	<b>Due Dates</b>
<b>Jan. 12, 14, 16</b>	#1-Basic Concepts in Soc Policy	Team Activity-Due in class-10 pts	Jan. 16 (Fri.)
<b>Jan 19</b>	<b>Civil Rights Day-No Class</b>		
<b>Jan. 21, 23</b>	#2-Middle Ages/Early Modern		
<b>Jan. 26</b>	<b>Exam One</b>	Opinion Paper Due-10 pts	Jan. 26 (Mon.)
<b>Jan. 26, 28, 30</b>	#3-American Colonial Period		
<b>Feb. 2, 4</b>	#4-Westward Expansion/ Civil War		
<b>Feb. 6</b>	<b>Exam Two</b>	Opinion Paper Due-10 pts	Feb. 6 (Fri.)
<b>Feb. 6, 9</b>	#5-Industrial Boom		
<b>Feb. 11, 13, 18</b>	#6- Policy during Progressive Era		
<b>Feb. 16</b>	<b>President's Day-No Class</b>		
<b>Feb. 20</b>	<b>Exam Three</b>	Opinion Paper Due-10 pts	Feb. 20 (Fri)
<b>Feb. 20, 23</b>	#7-Great Depression/ WW II		
<b>Feb. 25, 27</b>	#8-Soc Policy in the 60's-70's		
<b>Mar. 2</b>	<b>Exam Four</b>		
<b>Mar. 2, 4</b>	#9- Conservative Transition in Am		
<b>Mar. 6</b>	<b>Midterm Exam ( #9 &amp; first ½ of class)</b>		Mar. 6 (Fri.)
<b>Mar. 9-13</b>	<b>Spring Break-No Class</b>		
<b>Mar 16, 18, 20</b>	#10-Current Programs & Issues		
<b>Mar. 23</b>	<b>Exam Six</b>		Mar. 23 (Mon.)
<b>Mar. 23</b>		Visit an Agency Due-25pts	Mar. 23 (Mon.)
<b>Mar. 23</b>	Choose Groups		
<b>Mar. 25, 27</b> (Prepare)	Work in groups		
<b>Mar. 30</b> (If miss, -3 part)	#11-Framework for Policy Dev.		
<b>Apr. 1</b> (Prepare next chpt)	<b>Exam Seven</b>		Apr. 1 (Wed.)
<b>Apr. 3, 6</b>	No Class-Attend a seminar or volunteer	Attend a Seminar or Volunteer Assignment Due- 25 pts	Apr. 10 (Fri)
<b>Apr. 8</b> (If miss, -3 part)	#12-Preparing for Policy Dev.		
<b>Apr. 10</b> (Prepare next chpt)	<b>Exam Eight</b>		Apr. 10 (Fri.)
<b>Apr 13</b> (If miss, -3 part)	#13-Understanding the Soc Problem		
<b>Apr. 15</b> (If miss, -3 part)	#14-Researching		
<b>Apr. 17</b> (Prepare next chpt)	<b>Exam Nine</b>		Apr. 17 (Fri.)
<b>Apr. 20</b> (If miss, -3 part)	#15-Developing Recommendations		
<b>Apr. 22</b> (If miss, -3 part)	#16-Advocating		
<b>Apr. 24</b>	<b>Exam Ten</b>		Apr. 24 (Fri.)
<b>Apr. 27, 29</b>	Group Project	Group Project- 65 pts	
<b>May 4</b>	<b>Final Exam</b>		12:30-2:30 (Mon)

## **Campus Resources**

Several campus 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://www.dixie.edu/tutoring/>

If you need help writing papers, essays, etc 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://dixiewritingcenter.com/>

If you need to use a **computer** to do schoolwork on campus, go to the Smith Computer Center or the Holland Centennial Commons on the second, mezzanine, or third floors.

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://www.dixie.edu/testing/>

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

## **Assignments**

### ***Team Activity***

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. Each group will find an example for each political point of view. You will present your examples to the class.

### ***Opinion Paper***

Discuss your opinion about the concepts in the chapter. Your paper must be one full page (500 words), double spaced, type written. Comment about why you agree or disagree. Discuss why you believe the concept is so important to you. You can relate the information to a current experience, to your work, to a social problem, to a controversial issue, to a political issue, or to a family member's past experience or situation. I will look for sentences beginning with "I" or "My..." In summary, this is "your reaction to the material".

### ***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 or could employ 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 describing 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 two policies that are beneficial to the client. Number them.
- (5) Describe two alternative rules/policies that could be different at that particular agency. Number the two 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. Put these headings at the top of each section. 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.

**Or**

### ***Volunteer (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 for 2 hours or more.

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”?

### ***Group Project-Teaching***

Your group will present on an assigned chapter #11-#16 for one class period.

- Prepare a power point presentation.
- Your presentation will include a simple summary of the important information in the chapter.
- Everyone must participate.
- Teach and elaborate on the information.
- Use examples from the news, from your work, from a community agency, or from a social work situation.

Complete a peer evaluation Rubric on each member of your group.

You will be graded on the Group Presentation Rubric presented in class and listed under “file” on Canvas.