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.

Required Text:

Evaluation of Learning and Grading: Regular attendance is considered essential to achieving a successful course outcome. Because of the importance attached to regular class attendance, each absence from class beyond 2 will result in a deduction of points from your grade.

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<th>Grade</th>
<th>Percentage</th>
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Assignments:
1. Agency Observation Report. (25 points). **Due: October 5 & 6, 2004.**

**Note on Assignment #1:** In groups of three to five, visit a social service agency which is new to you in the Central Florida area and analyze staffing patterns and daily operations. Although the agency visit is a group project, the paper is not--you must write your paper alone. The length of this paper must be 5 or more double spaced and typed pages. Spelling errors will result in point deletions. **Respond to 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?

2. Test 1 (25 points), Date: Section 2 = September 21, 2004, & Section 3 = September 22, 2004.
3. Test 2 (25 points), Date: Section 2 = November 2, 2004, & Section 3 = November 2, 2004.

Exams will cover discussions, PowerPoints, readings and lectures. Exams will contain multiple choice, matching, true/false, and short answer (essay) items. There are no make up times for an exam unless the student has a written medical excuse.

All assignments will be discussed in class.

Course Policies. Policies for all Social Work classes can be found in the School of Work Student Handbook and The Golden Rule Handbook for UCF Students


1. Students are expected to be punctual both in attendance and in meeting deadlines. Attendance will be taken each class meeting. Any student who is not present 30 minutes after class begins will be categorized as absent that day. Any student with more than 3 absences during the semester will have their final grade dropped by one letter grade. Any student with more than six absences will have their final grade dropped by two letter grades. Students who experience chronic medical or personal problems, which prevent them from attending class regularly, are encouraged to review policies relating to securing a leave of absence from their university studies.

2. Written assignments are due during class on the date listed in the syllabus. Any student unable to attend class on the date an assignment is due may turn their assignment in prior to the due date.

3. It is important that the social worker be able to demonstrate effectiveness and competence through the written word. For this reason, each paper will be graded for both clarity and content. All written work must follow the APA format without exception. Students are strongly advised to visit the University Writing Center for assistance with their papers.

4. All written assignments must be typed (word processed) in 12 font print, doubled-spaced, and posses appropriate cites. The American Psychological Association (APA) manual must be used when writing papers. Margins must be 1 inch around. That is, 1-inch top, bottom, left, and right. Handwritten papers will not be accepted. The cover page is not a page of text. If you decide to number this page, increase the number of assigned pages by one.
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
6. Overpopulation, Misuse of the Environment & Family Planning
   a. The population Crisis
   b. Environmental Problems
   c. Social Work & Family Planning
   d. Future

Activities:

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.
3. Test 1 – Week 5, September 21 & 22, 2004

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, Sex Variances, and Sex Counseling
2. Zastrow, Ch 9, Crime, Juvenile Delinquency, and Correctional Services
3. Week 7 – Agency Paper Due, October 5 & 6, 2004

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, Ethocentrism, and Strategies for Advancing Social and Economic Justice
2. Zastrow, Ch. 14, Aging and Gerontological Services
3. Test 2 – Week 11, November 2 & 3, 2004

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
2. Section 2 - Week 12 – No Class, Veteran’s Day, November 11, 2004

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 25, 2004
Final Examination Schedule:
Section 2=Thursday, December 9, 2004 1pm until 3:30pm
Section 3=Wednesday, December 8, 2004 7pm until 9:50pm

Selected Bibliography