CENTRAL TEXAS COLLEGE  
MENTAL HEALTH SERVICES DEPARTMENT  
SYLLABUS FOR SOCW 2362  
SOCIAL WELFARE AS A SOCIAL INSTITUTION  

Semester Hours Credit: 3  
48 Contact Hours  

INSTRUCTOR: ________________________  
OFFICE HOURS: _______________________

I. INTRODUCTION

A. This course is an introduction to the study of modern social work, the underlying philosophy and ethics of social work, and the major divisions and types of social work together with their methods and objectives.

B. This course is required to meet the curriculum requirements for the Central Texas College Associate in Applied Science Degree in Mental Health Services with a Social Work specialization.

C. This course is occupationally related and serves as preparation for jobs in the social work field. This course provides Related Education Hours as defined by the Texas Commission on Alcohol and Drug Abuse (TCADA).

D. Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II LEARNING OUTCOMES

Upon successful completion of this course, the student will:

A. Develop knowledge of modern social work (F1,2,5-17; C1, 3-20)
B. Acquire knowledge of the underlying philosophy and ethics of social work. (F1,2,5-17; C1,3-20)
C. Be introduced to the study of the major divisions and types of social work together with their methods and objectives. (F1, 2, 5-17; C1, 3-20)
D. Meet the Social Work Competencies and Practice Behaviors;
   1. Apply critical thinking skills in order to arrive at well reasoned judgment in all areas of the practice of social work, by demonstrating critical thinking skills as they relate to social problems and the development of social welfare systems that are designed to promote social and economic justice and promote respect for diversity.
   2. Participate in value guided practice and acquire skills in resolving ethical
dilemmas, by evaluating the influences that have shaped the profession and demonstrate the use of social work values and ethics as they apply to generalist social work practice.

3. Understand the social, political, and economic forces that deny justice to oppressed people and the strategies that work toward social and economic justice by:
   a. Understanding the role of the social welfare delivery system in promoting social and economic justice.
   b. Understanding the forms and mechanisms of oppression and discrimination contributing to current social problems and the responses to advance social and economic justice to populations at risk.
   c. Understanding the barriers in the social welfare delivery system that prevent social functioning.

4. Gain knowledge of the uniqueness of the professions of social work and the delivery of social services by:
   a. Understanding the historical development of the social welfare institution and evaluate agencies within the context of social change.
   b. Understanding the role of the social work profession in relation to the U.S. social welfare system.
   c. Understand the federal, state, and local human service delivery systems and their agencies.

5. Acquire working knowledge of service delivery to rural and small town population with special emphasis on Latino populations in Texas by appreciating the role of the strengths perspective and the generalist social work practice model as it relates to special populations in the U.S. and Texas.

**Program Threads and SCANS Competencies**

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

**Program Threads:**
- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.
Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources:** identifies, organizes, plans, and allocates resources (C1-C4).
- **Information:** acquires and uses information (C5-C8).
- **Interpersonal:** works with others (C9-C14).
- **Systems:** understands complex interrelationships (C15-C17).
- **Technology:** works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills:** reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills:** thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities:** displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

**III. INSTRUCTIONAL MATERIALS**

A. The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

B. Other Supplemental Instructional Material, as directed by the instructor:
   - National Association of Social Workers Code of Ethics.
   - Journal articles from the professional social work literature.
   - Book Companion Web Site accessible at [http://socialwork.cengage.com](http://socialwork.cengage.com)

**IV. COURSE REQUIREMENTS**

A. Reading Assignment: It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the Daily Plan and course Learning Guide.

B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers: Assigned written work is detailed in the Course Outline. A paper is also required for this course. The student chooses a topic for this paper by selecting a social welfare issue of interest to you and developing a historical time-line showing how viewpoints about the issue have changed and what social, political, and economic
factors during the various time periods shaped the way that issue was viewed. The student should begin working on this issue paper at the beginning of the course. This paper is to be formatted in APA style writing, at least 10 pages long, included in this count is a cover page, abstract, content of the paper, and reference page. You will also have a power point of your paper to be presented to the class on a scheduled class date. The power point is not part of the minimum 10 page paper length.

Grading is as follows:

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<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>APA Style Writing</td>
<td>2</td>
</tr>
<tr>
<td>Grammar/Spelling</td>
<td>.5</td>
</tr>
<tr>
<td>Content</td>
<td>7</td>
</tr>
<tr>
<td>Resource Sheets</td>
<td>2</td>
</tr>
<tr>
<td>Power Point Presentation</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.

C. Class Performance: Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details.

D. Class Participation: Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Web activities as they relate to meeting the course objectives.

E. Submitting Written Assignments: All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.

V. EXAMINATIONS

A. There will be four major examinations. Examinations will be essay, multiple choice, true/false, or short answer.

B. A student must be present for all examinations. No make-up examinations will be scheduled; alternative arrangements must be made with the instructor individually PRIOR to the exam date. Unexpected absences due to illness or extenuating
circumstances will require the students to see the instructor individually as soon as possible.

VI. SEMESTER GRADE COMPUTATIONS

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<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>5</td>
<td>5%</td>
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<tr>
<td>Exam 2</td>
<td>5</td>
<td>5%</td>
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<tr>
<td>Exam 3</td>
<td>5</td>
<td>5%</td>
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<tr>
<td>Exam 4</td>
<td>5</td>
<td>5%</td>
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<tr>
<td>Final Exam</td>
<td>10</td>
<td>10%</td>
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<tr>
<td>Presentations/Paper</td>
<td>15</td>
<td>15%</td>
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<tr>
<td>Module Assignments</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>110</td>
<td>10%</td>
</tr>
</tbody>
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Note: Attendance/Participation will also be applied to the final grade for face-to-face classes.

Note: A student must take the final examination and turn in the Paper/Presentation to receive a grade for the course.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 6th week for 8-week courses
- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously
issued the student a grade of “F” or “FN” for nonattendance.

B. **Administrative Withdrawal**: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. **Incomplete Grade**: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “IP” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course. The Mental Health Services Department requires the student to have completed 2/3 of the course work, on time and completely before requesting consideration of granting an incomplete in-progress grade. Students cannot request an “IP” after the course has ended.

D. **Cellular Phones and Beepers**: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory. The use of any technology (I-phone, tablet, I-Pad, lap-tops) in the classroom is at the discretion of the faculty member.

E. **Americans With Disabilities Act (ADA)**: Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion**: The instructor reserves the right of final decision in course requirements.

G. **Civility**: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Discrimination Policy**: Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.
VIII. COURSE OUTLINE

A. Module 1: Social Welfare Past and Present (this module includes Chapters 1, 4, 6)

1. **Learning Outcomes:** Upon successful completion of this unit, the student will:
   (F1-2; C 1, 3, 5-8, 15-20)
   - Discuss the historical context of Social Welfare to help them understand how the past has shaped present day social welfare problems and societal views towards people in need.
   - Introduce them to the idea that values shape our past and present social welfare structure and societal responses to human needs.
   - Identify the history of social welfare in the United States, from Elizabethan Poor Law to the current social welfare system.
   - Examine the professional culture, activities, knowledge base, and skills involved in the field of social work.
   - Explore the roles and functions of the Social Work Professionals who work within the social welfare system.
   - Explain and use systems/ecological framework as an umbrella for viewing individuals within the broader context of their environment.
   - Examine the characteristics of social inequality implicit in racism, classism, sexism, and homophobia.

2. **Learning Activities:**
   a. **Read:** Chapters 1, 4, & 6 of the textbook. (F1-2,7-14,16-17; C1,3,5-7)
   b. **Key Terms and Key Concepts:** Define, correctly use, and apply key terms and concepts in each chapter (F1-2,7-14,16-17;C1,3,5-7).
   c. **Written Assignment:** (F1-17;C1-20) Module 1: answer 2 discussion questions of your choice in Chapter 1; answer questions # 1 & 10 from Chapter 4; and answer question # 2 & 4 from Chapter 6.
   d. **Discussion Assignment:** (F1-17;C1-20)
      Based on what you have read in Chapters 1, 4 & 6 in your textbook and what you have read or heard on the news, what forms of welfare relief were/are being used in a disaster relief plan in your area at any given stage of the relief? Please have your responses be at least 100 words and briefly describe the disaster and agencies involved in recovery/aid. Please have your responses be at least 100 words.
   e. **Exam:** At the completion of these activities you will take exam 1.
B. Module 2 Fields of Practice and Populations Served by Social Workers (this module covers Chapters 7, 8, & 9)

1. **Learning Outcomes:** Upon successful completion of this module, the student will: (F1-2, 5-12; C 1, 5-9, 15-18)

   - Discuss the Social Security Act and the evolution of the Aid to Dependent Children program.
   - Discuss the differences between the Social Insurance and Public Assistance Programs.
   - Identify different programs that are defenses against poverty - SNAP, EITC.
   - Describe Basic Political Perspectives.
   - Define homelessness and the Stewart B. McKinney Homeless Assistance Act.
   - Discuss ethical issues in health care.
   - Know the difference between Medicare and Medicaid.
   - Discuss the 9 elements under the Affordable Health Care Act.
   - Describe the Americans with Disabilities Act (ADA).
   - Discuss the 4 revolutions in Mental Health.
   - Identify the Individuals with Disabilities Education Act (IDEA) and No Child Left Behind Act.
   - Understand the 3 levels of prevention in health care.

2. **Learning Activities:**

   a. **Read:** Chapters 7 (pp.172-189), 8 (pp. 216-230), & 9 (pp. 259-282) of the textbook. (F1-2, 7-14, 16-17; C1, 3-, 5-7)

   b. **Key Terms and Key Concepts:** Define, correctly use, and apply key terms and concepts in each chapter (F1-2, 7-14, 16-17; C1, 3-, 5-7).

   c. **Written Assignment:** (F1-17; C1-20) The written assignment for this Module is to answer discussion questions Chapter 7: questions 3, 6. Chapter 8: questions 4, 5. Chapter 9: question 6, 7 OR 9.

   d. **Discussion Assignment:** (F1-17; C1-20) Based on your readings in Chapters 7, 8 & 9 in your textbook in regards to generalist social workers what roles do you see Social Workers having in the disaster relief you described in Module 1 discussion. You are also to respond/interact with at least 3 of your fellow students in regards to this issue. Please make sure you address the question initially, then you can react/comment on others.

   e. **Exam:** Take Exam 2 at the end of this Module.
C. **Module 3: Social Work Services with Varied Populations** (this module includes Chapters 10, 11, & 12)

1. **Learning Outcomes:** Upon successful completion of this unit, the student will:
   
   (F1-2, 5-12; C 1, 3, 5-9, 15-20)
   
   - Define a Family and the needs of Children and Families.
   - Analyze diversity in Family constellations.
   - Describe family problems that affect children and adolescents.
   - Explore Child Welfare services in U.S.
   - Examine issues and problems an older population creates for society.
   - Identify resources that develop to create physical and social support systems designed to meet needs of older adults.

2. **Learning Activities:**

   a. **Read:** Chapters 10 (pp. 309-330), 11, and 12 (383-387; 400-404) of the textbook.
      (F1-2,7-14,16-17;C1,3,5-7)
   
   b. **Key Terms and Key Concepts:** Define, correctly use, and apply key terms and concepts in each chapter (F1-2,7-14,16-17;C1,3,5-7).

   c. **Written Assignment:** Social Welfare Issue Paper
      
      - Select a social welfare policy or program of interest to you. Write a detailed synopsis of it-what it is, what are the benefits and how to apply for them. Develop a historical time-line showing how viewpoints about the policy or program have changed and what social, political and economic factors shaped the way that issue was viewed. You are to include a list and description of at least 3 programs/agencies that provide services to your topic population. Please include in this list how the clients are to receive services from these programs.
      - Create a power point to present your paper. You are to turn in a copy of your power point with your paper but it will not be graded until after your class presentation.

   d. **Module Assignment:** (F1-17;C1-20) Submit the answers to these questions according to the dates given by the instructor. Please answer the following questions:
      
      - Chapter 10: questions 2, 9
      - Chapter 11: questions 1, 5, & 9
      - Chapter 12: questions 7, 8

   e. **Discussion Assignment:** (F1-17;C1-20)
      Each student is to pick one topic out of these three to write on and place on the discussion board, and then pick a fellow student's entry to comment on. The initial descriptions should be at least 100 words.
      Topics: Describe in your own words what it would be like to be a homeless teen; a homeless adult over the age of 65 years old; or a homeless woman with two children. Then using the ecological/systems framework, identify interventions, you as a social worker, could suggest and/or use to improve their living conditions. Remember to also comment on each other’s scenarios.

   f. **Exam:** Take Exam 3 at the end of this Module
D. **Module 4: Criminal Justice and the Globalization of Social Work** (this module includes Chapters 13 & 16)

1. **Learning Outcomes:** Upon successful completion of this unit, the student will:
   (F1-2, 5-12; C 1, 3, 5-9, 15-20)
   - Know the 4 levels of the Criminal Justice System.
   - Describe parole and probation.
   - Describe the 3 types of Drug Court.
   - Discuss the juvenile justice system.
   - Describe views of criminal behavior.
   - Define International Social Work.
   - Discuss immigration in the US and world refugees.

3. **Learning Activities:**
   a. **Read Chapters 13 & 16**
   b. **Key Terms and Key Concepts:** Define, correctly use, and apply key terms and concepts in each chapter (F1-2,7-14,16-17;C1,3,5-7).
   c. **Module Assignments** Please answer discussion questions at the end of each chapter.
      i. Chapter 13: questions 3, 6
      ii. Chapter 16: questions 4, 6
   d. Watch the following [TED Talks](#) assigned by the Instructor and then comment on the video. After you have submitted your thoughts on the video, comment on at least 3 other posts from your classmates. Your original comments should be at least 100 words. This is a potentially controversial topic so be respectful of your classmates' opinions and comments.
   e. **Take Exam 4**
   f. **Take Cumulative final exam**