167-03 Survey of Society in Social Work

Elizabeth Torrison
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SOCW 167-03 Survey of Society in Social Work

Course Syllabus (may be amended)
Fall 2016
3 Credits
Tuesdays & Thursdays 8:30-9:45 AM
Cohen Center, Room 34

Faculty: Elizabeth Torrison, MSW, LISW
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Email: torrisone@xavier.edu
Office Hours: By appointment only (typically before class)

Curriculum Satisfaction: This course satisfies the following requirements: Diversity Curriculum, Gender & Diversity Studies Minor/Major, and Social Science – University Core


Other Required Readings: NASW Code of Ethics
NASW Standards for Cultural Competence
As indicated in syllabus and provided in Canvas

Xavier University Core Curriculum Social Sciences Elective Statement:

The Social Sciences study human behavior and action in a systematic, rigorous, evidence based, generalizing, objective, and cumulative way. They apply the scientific method, using qualitative and quantitative techniques, to study how people behave and act as individuals, in groups, and in society. In this course, you will analyze social issues using scientific research conducted with diverse populations. You will become better able to describe the role and functions of social institutions, explain human behavior and relationships within complex social systems, and critically analyze social science issues within a larger historical and global context.

This course is part of the Xavier Core Curriculum, which aims to develop people of learning and reflection, integrity and achievement, in solidarity for and with others. It addresses the following core learning objectives at the introductory level:

- 1a Students recognize and cogently discuss significant questions in the social sciences.
- 5a Students examine the diverse, complex, and interdependent nature of people in the world.
• 4a Students describe and examine the multifaceted character of society and how inclusion of different perspectives can influence one’s worldview.

Diversity Curriculum Requirement
Our experiences of the world may seem absolute, but in many ways they are shaped by our culture. The ability to analyze the ways that cultures affect experiences and opportunities is invaluable in today’s society. In this course, you will examine the social, economic, political, psychological, and cultural experiences and positions of individuals and groups defined by gender, race, sexual orientation, ethnicity, socioeconomic class, age, religion, and physical/mental abilities. The ability to explain your own cultural perspective and make meaningful comparisons to other cultural perspectives will improve your ability to live and work effectively with diverse groups and individuals."

This course is part of the Xavier Core Curriculum, which aims to develop people of learning and reflection, integrity and achievement, in solidarity for and with others. It addresses the following core learning objectives at the introductory level:

4a: Students describe and examine the multifaceted character of society and how the inclusion of different perspectives can influence one’s worldview

Gender & Diversity Studies Minor/Major
The following is one of the five Student Learning Outcomes for students earning a B.A. in Gender & Diversity Studies. In this course, students will be able to:

2. Define key concepts, theoretical frameworks, and analytical methods in interdisciplinary diversity studies as related to the socioeconomic, political, psychological, and cultural experiences and positions between and among individuals and groups defined by gender, race, sexual orientation, ethnicity, socioeconomic class, age, religious beliefs, and physical/mental abilities

COURSE DESCRIPTION
This course is designed to offer the student a beginning knowledge and historical understanding of the profession of social work as well as the social institution of social welfare and profession of social work, primarily in the U.S. A core of social welfare concepts and social and behavioral theories are studied analyzing current events through a social justice lens using critical thinking skills. In addition to engaging diversity and underscoring the value orientation necessary to pursue a career in the field of social work, students are introduced to a bio-psycho-social-spiritual model to policy analysis, generalist social work practice, ethical dilemma problem solving, and the variety of social worker roles found across the wide span of social service populations and settings.
COURSE OBJECTIVES

By the end of the course the student should be able to:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice

Council on Social Work Education (CSWE)

The Council on Social Work Education (CSWE) uses their Educational Policy & Accreditation Standards (EPAS) to accredit social work programs through supporting academic excellence by establishing thresholds for professional competence. CSWE (2015, p. 5) states that:

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

The full text of the Education Policy and Accreditation Standards (EPAS 2015) for Baccalaureate & Master’s Social Work Programs can be found at the following link:

http://www.cswe.org/File.aspx?id=81660

The following CSWE EPAS 2015 competency components are addressed through the learning objectives of this course:

COMPETENCY 1: Demonstrate Ethical and Professional Behavior
COMPETENCY 2: Engage Diversity & Difference in Practice
COMPETENCY 3: Advance Human Rights & Social, Economic, and Environmental Justice
COMPETENCY 4: Engage in Practice-Informed Research and Research-Informed Practice

COURSE POLICIES

Academic Honesty:
As integrity, honesty, and truthfulness are expected standards of ethical conduct, cheating, plagiarism, and collusion will not be tolerated. Refer to Xavier University’s Catalog for specifics on academic honesty.

Accommodations for Special Needs:
It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Guidelines for Assignments:
1. **All written assignments are to be typed** with 1” margins, double spaced, Times New Roman 12 pt. font and corrected for grammar and spelling (according to APA guidelines). Spell check does not catch everything (to/two/too – weather/whether – hear/here). **PLEASE REVIEW and correct your papers before you hand them in for a better grade.**
2. **All references in written assignments shall be cited according to the format and guidelines described in the Publication Manual of the American Psychological Association (6th ed.).** A copy of this publication can be viewed in the Social Work Department Office or in the library. Electronic reference formatting is also described online by the APA at [http://www.apastyle.org/](http://www.apastyle.org/). Non-social work majors may use MLA referencing instead of the APA style. **Wikipedia is NOT accepted as a scholarly source.** When searching for sources start with the Xtreme subject guide set up through the library website and use the database Social Work Abstracts.

Exams & Late Assignments
1. **Exams** are to be taken at the scheduled time as indicated by the professor. Arrangements for rescheduling of exams in the event of an emergency must be made prior to exam time. No call/no show for an exam may result in a grade of 0. Final determination will be made at the discretion of the instructor.
2. All assignments are expected to be handed in **ON TIME at the beginning of class of the day due. Without an acceptable and documented excuse, assignments will have 1 point deducted for every calendar day late.**

Electronics Etiquette

To enhance the learning environment for all in the class, please make sure all devices are placed on silent and put away during class to reduce distractions to you, to those around you, and to the professor. If, for whatever reason, a student must take an emergency call, please leave the room to complete the call. This year, professors may need their cell phones in class because there has been a change in the process for requesting technology assistance. Faculty must call the technology assistance phone number for help. **If a student uses one’s device other than for an emergency call during class, there is a risk for potentially losing participation points.**
The use of laptops in class for “note taking” has been increasing. Some use is legitimate. But, in our days of multitasking, professors are aware that students are also checking e-mail/social media, editing the paper for the next class, shopping, etc. The laptop use is distracting to the student using it as well as those next to and behind it. Everyone behind the student can see what the student is doing which makes them think of doing it as well. And it is distracting to the professor. The newest research [several links are included below] is showing that, in general, hand written notes are better for long term learning comprehension. Most social work courses are taught for people to learn ideas and concepts and theories rather than absolute verbatim memorization. Therefore, the social work department strongly encourages note taking by hand rather than laptops in all social work courses. Legitimate use of a laptop for note taking should be as silent as possible and does not involve connecting to the internet except for specific activities as directed in class. Please check out the links below.

http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away
https://www.washingtonpost.com/posteverything/wp/2014/12/30/this-year-im-resolving-to-ban-laptops-from-my-classroom/?tid=ss_mail
http://hilt.harvard.edu/files/hilt/files/notetaking_0.pdf

**Office of Student Success**

Location: 514 Conaton Learning Commons

Phone: (513) 745-3036

Email: studentretention@xavier.edu

The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals, to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit www.xavier.edu/student-success to learn more or visit us in the Conaton Learning Commons.
### Grading and Evaluation

#### Evaluation & Grading

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<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tr>
<td>Attendance/participation</td>
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<td>95-100</td>
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<td>Exam I</td>
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<td>Exam II</td>
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<td>Journal Article Critique</td>
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<td>85-88</td>
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<td>Agency Assignment</td>
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<td>Final Exam</td>
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#### Grading Scale

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### Grading Guidelines

1. Answers are evaluated within the context of the class. The same question would require a different response in a policy class vs. an institutions class vs. a practice class.

2. In questions where illustrations are important to fully explain an answer: (i) are they provided; (ii) are they relevant to the question; (iii) are they explained in a way that supports your answer to the question?

3. For highest grades: (i) was the answer given thoughtful and reflective; (ii) was it comprehensive; (iii) was it free of spelling and/or grammatical errors; (iv) were other relevant sources cited, such as from the text; (v) what level of analysis is evident in the answer?

4. Lowest grades accorded to: (i) answers that do not show evidence of having completed class readings and other assignments; (ii) answers that do not show enough reflection or analysis to give a thoughtful, coherent response; (iii) responses that are inaccurate or missing; (iv) answers with many spelling and/or grammatical errors, illegible handwriting, or too messy or unorganized to follow.

5. Average grades accorded to: (i) responses not necessarily inaccurate but given in the narrowest possible terms showing minimal reflection or analysis; (ii) papers with some spelling and/or grammatical errors.
ASSIGNMENTS

Attendance/Participation – 10 points (complete grading rubric at final exam): Students, who miss more than ¼ of the classes, are at risk of failing the course due to the department’s attendance policy located in the student handbook. Students are accountable for all assignments and information presented in class whether they are present or not. Students are expected to attend all classes and come to class prepared to participate. You can expect to lose two (2) attendance and participation points after missing 3 unexcused classes. **Beginning with class on August 30th, a student(s) will be called upon at the beginning of each class to ask the professor and the class a thought provoking question based upon the reading(s) for that week that either challenges the class to: 1. question how social workers can advocate client access to services or 2.) identify and discuss structures/values that may oppress, marginalize, alienate, or create/enhance privilege/power. Each student can exercise one free pass during the semester to avoid asking a question when called upon in class.**

Examinations – In-class objective and short answer (3) - 10 points first exam (scheduled for September 13th), 20 points second exam (scheduled for October 11th), and 20 points comprehensive final exam (December 15th; 8:30am).

Journal Article Critique—20 Points (October 25th)

**Step 1:** Identify a research article
- Go to the Library website
- Go to the database: Social Work Abstracts
- Search any research topic that interests you and browse a bit
- Choose a SCHOLARLY research article (not an opinion or historical article) published within the past 5 years and print it out. Exceptions to the 5 year rule require approval of the instructor.

**Step 2:** Write a summary of the article. In 1 page or less summarize the main or important parts of the article.

**Step 3:** Write a critique of the article 3-4 pages (1500-2000 words). Include the following:
1. What is the significant research question(s) examined in the article? (Social Science SLO 1)
2. What type of research (e.g., descriptive, exploratory, explanatory or evaluation) is used?
3. Is a quantitative, qualitative, or mixed methodology utilized?
4. What are the strengths and limitations of the research for describing and examining the multifaceted character of society and how inclusion of different perspectives can influence one’s world view? (Social Science SLO 3a)
5. How does this article use research evidence to examine the diverse, complex and interdependent nature of people in the world? (Social Science SLO 2)
6. How do the research findings inform social work practice?

**Step 4:** Put it all together 4-5 pages (2000-2500 words).
- Proofread for clarity and accuracy.
• Don’t forget to attach a copy of the front page of the article.

Agency Assignment—20 Points (due at final exam – December 15th)

Purpose: Provide students with the opportunity to see a social service agency and to practice presenting information to their classmates. This assignment has 3 parts:
I. Doing - going to an agency
II. Writing – prepare a 4-5 page paper (2000-2500 words).
III. Sharing - presenting to the class

I. Doing
As a part of the Survey of Society in Social Work course students have the opportunity to pick an agency, which employs social workers, and learn more about it through an individual agency visit - students arrange their own visit to an agency, which employs social workers. The student must arrange to interview with a social worker in person. Choice of the agency will be determined prior to November 3rd.

II. Writing
In addition to going to an agency, all students are expected to write a paper. This paper will cover 3 areas and should be 4-5 pages (2000-2500 words).
A. Intro (Agency you visited -chose 1 if you visited several)
B. Social problem/population served by the agency
C. Impressions of the agency

A. Intro – Provide the reader with a bit of background or context for the rest of your paper.
• Briefly (1 paragraph) explain the name & location of agency, who you interviewed, their position in the agency, and the types of programs offered.
• Briefly (1 paragraph) explain the population(s) served by the agency - ages, race, religion, gender, socioeconomic, geographic area, etc. Include criteria clients must meet in order to obtain services.
• In several paragraphs, capture the agency’s mission and objectives, programs offered, and characteristics (e.g., private, public, nonprofit, sectarian, urban).

B. Social problem/population served by the agency - Most social service agencies target a particular population that is eligible for the services offered by the agency because they suffer from a social problem (homelessness, child abuse, drug addiction, mental illness, etc.) Some serve multiple needs. Choose one population served by the agency you visited and research it. Learn more about the group via multiple sources. In your final writing include at least 3 scholarly sources in your description. Describe and examine the multifaceted character of society and how the inclusion of different perspectives can influence one’s view of the social problem/population served.

C. Impressions of the agency –
• What were your thoughts on the agency visit? What surprised you, if anything? What did you like or dislike? What do you think it is like for a client coming to that agency? Could you envision being a client there?
• How is the agency addressing the problem or serving the population you studied?
• How does this agency continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services?
• What was empowering about the agency, to whom, and in what way?
• How does the agency contribute to social welfare as the collective well-being of all?

III. Sharing
Each student is expected to present some information to the class. Individual presentations should be 5-10 minutes. All presentations should at least include:

A. Introduction to the agency:
• name & location of agency
• who you interviewed and their position in the agency
• types of programs offered, size of staff, classifications of agency

B. Population(s) served including criteria clients must meet in order to obtain services - ages, race, religion, gender, socioeconomic, geographic area, etc.

C. Impressions
• How the agency is addressing the issue/serving the population you studied.
• What is the most important thing to know about social welfare at that agency & why?
• What was empowering about the agency, to whom, and in what way?
• What is the most important thing to know about social workers and social work at that agency and why?
COURSE SCHEDULE
Please note schedule is subject to change. Additional readings may be added and will be announced in class.

| MODULE 1 | SOCIAL WELFARE HISTORY – This module is to provide a historical perspective and reference point as to the development of our welfare systems in the U.S. It includes aspects such as the goals, values orientation of “helping” and key figures in historical social welfare movements. |

MODULE 1 EPAS:
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice

WEEK 1
8/23 & 8/25
- Introductions
- Review Syllabus
- Additional Readings and use of Canvas

Write down one question you want this course to answer
Social welfare and social work

- Read syllabus and come to class with any questions
- Chapter 1: The Social Work Profession

WEEK 2
8/30
- Student(s) ask a question
A Glimpse into the World of Social Work
SW distinct from other helping professions

- Chapter 2: History of Social Work and Social Welfare

9/1
- Student(s) ask a question
History of Social Work and Social Welfare (e.g., British origins, Elizabethan Poor Laws, Settlement House Movement, and Charity Organization Societies)
Video: Legacies of Social Change: 100 Years of Professional Social Work in U.S.


WEEK 3
9/6
- Science and social research
- Types of social research
- Basic and applied research
- Research process
Consumers and producers of research (Social Science SLO 1)
Strengths and limitations of research (Social Science SLO 1)


9/8
Student(s) ask a question and class discussion about the use of research to examine the diverse, complex, and interdependent nature of people in the world (Social Science SLO 2)
Discussion of use of research to promote, describe and examine the multifaceted character of society and how inclusion of different perspective can influence one’s world views (Social Science SLO 3a)


WEEK 4
9/13 Exam I – during class content through 9/8

| MODULE 2 | DIVERISTY, VALUES & ETHICS – This module is to help increase students understanding of diversity and cultural competency. They will be introduced to the concept of “Social Justice” and begin exploring marginalized populations and various approaches to ensuring the well-being of all. Students will delve into values, ethics and human rights as the social work profession defines them. |

MODULE 2 EPAS:
Demonstrate ethical and professional behavior
Engage diversity and difference in practice
Advance human rights and social, economic, and environmental justice

Week 4 (continued)
9/15 Student(s) ask a question
Advocacy in Social Work
- Chapter 4 Advocacy in Social Work

WEEK 5
9/20 Student(s) ask a question
Diversity and Poverty
Intersectionality of diversity (re-occurring theme)

- Chapter 5 Poverty and Inequality

9/22 Student(s) ask a question
Human needs and rights, supportive environment, economic and social justice, political access (re-occurring themes)
Housing challenges and diversity
Homelessness, affordable housing, and segregation

- Chapter 13 Communities at Risk and Housing

**WEEK 6**

9/27  
Student(s) ask a question
Current trends related to work and workplace challenges

- Chapter 14: The Changing Workplace

9/29  
Diversity and employment – handout for observing diversity in the workplace

- Chapter 14 continued

**WEEK 7**

10/4  
Student(s) ask a question
Generalist Practice

- Chapter 3: Generalist Social Work Practice

10/6  
No Class – Fall Holiday

**WEEK 8**

10/11  
Exam II - during Class content from 9/15 through 10/4

10/13  
Student(s) ask a question
Global Practice, international social work, and cultural competency

- Chapter 17: Global Practice and International Social Work
- Read NASW Standards for Cultural Competency – part of this assignment is to search and find the standards – internet

**MODULE 3**

SOCIAL WORK PRACTICE – This module is to help increase students’ exposure to the wide range of practice in which social workers engage. Students will learn the various levels of social work practice, similarities and differences in practicing across the various fields of social work.
MODULE 3 EPAS:
Advance human rights and social, economic, and environmental justice
Engage in policy practice

WEEK 9
10/18  Student(s) ask a question
Fields of practice
  • Chapter 6: Family and Child Welfare

10/20  Student(s) ask a question
Micro Practice
  • Chapter 7: Health Care and Health Challenges

WEEK 10
10/25  Student(s) ask a question
Practice with Groups
  • Chapter 9: Mental Health
  • Nguyen (2013). Group work with male adolescent sex offenders. From 
    Riding the Mutual Aid Bus, p. 185-189. (on Canvas)
  • Journal Article Critique Due 10/25

10/27  Group Exercise

WEEK 11
11/1  Video Clip
Mezzo practice and organizations
  • Chapter 8: Physical and Mental Challenges

11/3  Student(s) ask a question & confirm agency visit site
Macro practice
  • Chapter 16: Environmentalism

WEEK 12
11/8  Student(s) ask a question
Macro practice continued
• Community organizing for social change from *Days in the Lives of Social Workers*, p. 395-399. (**on Canvas**)

11/10  
Student(s) ask a question
Professional development in social work and professional goals; do you want to be a social worker?
Field of practice – substance use and addiction

• Chapter 10: Substance use and Addiction

**WEEK 13**

11/15  
Contemporary field of practice – criminal justice and older adults

• Chapter 12: Criminal Justice
• Chapter 11: Challenges and Rewards of Aging

11/17  
**Guest Speaker**

**WEEK 14**

11/22  
Contemporary field of practice – veterans and military social work

• Chapter 15: Veterans, their Families, and Military Social Work

11/24  
**No Class – Thanksgiving Holiday**

**MODULE 4**  
SOCIAL SERVICE AGENCY PRESENTATIONS – This is an opportunity for students to pull together several components of their learning, including social services systems, client populations and practice. All students will present on their individual agencies and also learn from peer presentations on the variety of agencies and service delivery.

**MODULE 4 EPAS:**
  
Demonstrate ethical and professional behavior
Engage diversity and difference in practice
Advance human rights and social, economic, and environmental justice
Engage in practice-informed research and research-informed practice
Engage in policy practice
WEEK 15
11/29 & Student Presentations (per list)
12/1

WEEK 16
12/6 & Student Presentations
12/8

WEEK 17
12/15 (Thur.) Finish student presentations; Comprehensive Final Exam
8:30 am TURN in AGENCY VISIT REPORT
Final Exam