COURSE DESCRIPTION
This first year foundation course begins preparing students to function as informed and competent professional practitioners who implement social policies and programs and, where appropriate, work towards policy change. In this course, students develop the contextual framework of history, social structure and social processes necessary for the development of practice competence within the policy arena. Students will learn basic social welfare concepts, study the development of social welfare in the United States, and examine the major social welfare institutions. Economic inequalities in U.S. society will be studied, along with strategies to lessen poverty and deprivation. These issues will be analyzed in view of the interrelationship of political, economic and social factors such as race, ethnicity and gender. Students begin the study of social policy analysis that deepens their understanding of the political processes relevant to shaping and influencing the institution of social welfare. Throughout, the role and function of the social work profession is stressed.

This course is taken in the first semester of study, and relates to and builds upon the (macro) content covered in Human Behavior and the Social Environment I and Foundations of Social Work Practice I, as well as content infused throughout the curriculum related to social justice, equality and equality for vulnerable populations and those in need. This course is a pre-requisite for Social Policy.

COURSE COMPETENCY OUTCOMES
Upon successful completion of this course, students should be able to:

1. Apply social work ethical principles to guide professional values to guide practice: Recognize and manage personal values in a way that allows professional values to guide practice (CSWE competency 2.1.2a).

2. Apply critical thinking to inform and communicate professional judgments: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom (CSWE competency 2.1.3a).

3. Apply critical thinking to inform and communicate professional judgments: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (CSWE competency 2.1.3c).

4. Advance human rights and social and economic justice: Engage in practices that advance social and economic justice (CSWE competency 2.1.5c).

5. Apply knowledge of human behavior and the social environment: Critique and apply knowledge to understand person and environment (CSWE competency 2.1.7b).

6. Engage in policy practice to advance social and economic well-being and to deliver effective social work services: Analyze, formulate, and advocate for policies that advance social well-being (CSWE 2.1.8a).
7. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities (CSWE 2.1.10a).

8. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities: Collect, organize, and interpret client data (CSWE 2.1.10d).

9. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities: Critically analyze, monitor, and evaluate interventions (CSWE 2.1.10m).

**PLAGIARISM**
Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

**HIPAA ALERT**
In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

**CONFIDENTIALITY**
Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

**STUDENTS WITH DISABILITIES**
Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu. Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

**E-RES (Electronic Reserve)**
Most of the articles mentioned in the curriculum are available on electronic reserve [E-RES]. You can access the full text articles from your home or from a university computer at no charge.

**How do I Use E-RES?**
1. Go to the library’s online resources page: [http://www.yu.edu/libraries/online_resources.asp](http://www.yu.edu/libraries/online_resources.asp)
2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.

3. Click on “Search E-RES” or on “Course Index,” and search by instructor's name, department, course name, course number, document title, or document author.

4. Click on the link to your course.

5. Enter the password given to you by your instructor.

6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.

7. When the article text or book record appears on the screen, you can print, email, or save it to disk.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

**COURSE ORGANIZATION**
Social Welfare Organization consists of units of study in the following six areas:

1. History of the evolution of the United States social welfare state.

2. History of the evolution of social work as a profession.

3. Organizational structures for the provision of social services.


5. Contemporary U.S. social problems of concern for the social work profession. Special attention will be paid to patterns of oppression and discrimination as they affect populations distinguished by race, ethnicity, culture, class, age, gender, sexual orientation, religion and disability.

6. The current policy environment and contemporary approaches for examining the impact of social welfare policies on social work client populations, professionals, and organizations, and current policy.

**COURSE REQUIREMENTS**

Required Texts


Recommended Texts


Class sessions are structured by lectures that follow the progression of the course outline. Discussions will focus on lecture content, reading assignments, current events relevant to social welfare and student experiences in the field. A variety of techniques, including classroom exercises, audio-visual presentations and guest speakers may be used. Instructors may assign additional readings to add to the class discussion.

**ASSIGNMENTS**

1. On the 7th session, there will be a mid-term examination. This exam may be in-class or take-home, at the professor’s option. (CSWE competencies 2.1.2a, 2.1.3c, 2.1.5c, 2.1.7b, and 2.1.10m).

2. On the 12th session a final paper is due. Choose a government social welfare program. Some examples are Temporary Assistance to Needy Families, Medicaid, SSI, and Child Welfare Programs. Include the following in your discussion:

   - What is the social problem the program is designed to address?
   - Who is the target population?
   - How are services/assistance provided? What is the source of funding?
   - What role do social workers and the social work profession play in the program?
   - Is the program successful?
   - What are the changes in policy and program would you like to see and why?

3. Use class readings and professional literature.

4. Page length: 10-12. APA Style Required. (CSWE competencies 2.1.2a, 2.1.3a, 2.1.3c, 2.1.5c, 2.1.7b, 2.1.8a, 2.1.10a, 2.1.10d, and 2.1.10m).
Grading Policy

The first assignment will be worth 35%, the final assignment 45%, & constructive participation 20%.

COURSE OUTLINE

SESSIONS 1 & 2. INTRODUCTION AND KEY CONCEPTS

- Social work values and ethics, ethical dilemmas, competing ideologies.
- Stigma and social welfare, including racial/ethnic, social economic and class issues.
- Descriptive definitions of social welfare.
- Theories of the evolution of social welfare system.
- Classification of social welfare services.


Recommended Readings


SESSION 3. SOCIAL WELFARE HISTORY

- The background.
- Colonial America.
- The era of the American Revolution.
- The trend toward indoor relief.
- Civil War & After - Scientific Charity.
- Invisible populations - First Nations, People of Color, Women, Children & the Old.


Recommended Readings:


**SESSION 4. SOCIAL WELFARE HISTORY**

- Renaissance of public welfare.
- Progressive era
- Social work and welfare in the 1920’s.
- Depression and the New Deal – poverty revisited
- Competing ideologies.

Chapter 5, 153-179. Chapter 6, 197-228.

**Recommended Readings**


**SESSION 5. SOCIAL WORK AS A PROFESSION.**

- Social work’s historical development: casework and social justice.
- Jane Addams and the Settlement House Movement
- Practice approaches and settings.
- Social work in the larger field of social welfare.
- Perspectives on practice.
- Ethical Issues: values and assumptions, oppression and discrimination.


Recommended Readings


SESSION 6. **THE DEVELOPMENT OF ANTI-POVERTY PROGRAMS.**

- Seeds of the reluctant welfare state.
- The return of prosperity, 1940-1960.
- The Great Society programs
- Reform and reaction, 1960s.


Chapter 7, 251-282.

Recommended Readings


SESSION 7. **THE DEVELOPMENT OF ANTI-POVERTY PROGRAMS.**

- Reform and reaction, 1960 to present.
- Current issues and perspectives on anti-poverty programs
- Temporary Assistance to Needy Families (TANF).
SESSION 8. **THE NATURE AND CAUSES OF POVERTY**

- Definition of Poverty
- The measurement of economic inequality (Poverty Line).
- Theories of poverty.
- Who are the poor: race, ethnicity, gender social class, homelessness and the oppressed.
- Programs to fight poverty
- Social work roles and responsibilities.


**Recommended Readings**


**SESSION 9  CIVIL RIGHTS AND DISCRIMINATION**

- Basic human rights.
- Civil liberties and oppressed groups (women, African Americans, Hispanics, American Indians, gays, lesbians, people with disabilities etc.).
- Social justice: legal, commutative and distributive justice.
- Historical issues: voters rights, affirmative action, abortion.
- Social work roles and responsibilities.

Required Readings:


Recommended Readings:


SESSION 10. CHILD WELFARE AND AGING
- Definitions of child welfare and aging.
- History of child welfare and aging.
- Perspectives: Maltreatment/rights of children, parents and the government; race ethnicity and social class.
- Social work roles and responsibilities.

Required Readings:


Recommended Readings


SESSION 11. MENTAL HEALTH AND DEVELOPMENTAL DISABILITIES.

- Definitions of mental illness.
- Dynamics of mental illness.
- Historical perspectives on mental illness.
- Current issues and trends – MICA, deinstitutionalization and homelessness,
- Kendras Law, Duty to Inform.
- Social work roles and responsibilities.

Required Readings:


**Recommended Readings**


**SESSION 12 - HEALTH CARE.**

- Definitions of health and illness.
- History of health care.
- Current issues and trends (Poverty, Insurance and Managed Care).
- Affordable Care Act
- Major work related problems of significance to social welfare.
- Historical perspectives on work, unemployment and underemployment.
- Social work roles and responsibilities.

Required Readings:


**Recommended Readings**


Genworth Financial National Poll Findings: Long Term Care National Poll (March 2007).


**SESSION 13. HOUSING AND HOMELESSNESS.**

- Definitions of the problem.
- History of housing.
- Current issues and trends.
- Social work roles and responsibilities.

**Required Reading:**


Chapter 14, 527-535.


**Recommended Readings**


SESSION 14. FINAL CLASS MEETING – THE CURRENT POLICY ENVIRONMENT AND SEMESTER REVIEW.

- Selection of current policy issue for in-depth analysis and class discussion
- Immigration debates
- Young and undocumented
- DREAM ACT


BIBLIOGRAPHY


**JOURNALS**

Each student is expected to become familiar with the key professional journals in social work, such as:

Social Work  
The Social Service Review  
Journal of Gerontological Social Work  
The Journal of Jewish Communal Service  
Families in Society: Journal of Contemporary Human Services  
Child Welfare  
Administration in Social Work  
Health and Social Work

**Website:**  
National Association of Social Workers  
[www.socialworkers.org](http://www.socialworkers.org)