

Term Information

Effective Term Summer 2016
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add distance education component to course.

What is the rationale for the proposed change(s)?

Course was not a distance learning (DL) course when first entered for the semester conversion, but is now offered in a DL format.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Social Work
Fiscal Unit/Academic Org	Social Work - D1900
College/Academic Group	Social Work
Level/Career	Undergraduate
Course Number/Catalog	1120
Course Title	Introduction to Social Welfare
Transcript Abbreviation	Int to Soc Welfare
Course Description	An introduction to the history, structure, and function of the social welfare institution.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for 220 or 520.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

44.0701

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Human, Natural, and Economic Resources

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Demonstrate knowledge of the history and development of social welfare and social services in the United States.
- Identify the role of current federal and state social policy in the delivery of social services.
- Demonstrate knowledge and understanding of ideologies, values and ethics that form the foundation of social services.
- Identify the financial, organizational and administrative structures that influence the delivery of social services.
- Demonstrate knowledge of the fields of practice and populations served in social services.
- Identify and discuss forms and mechanisms of poverty, oppression and discrimination and how these impact social services.
- Demonstrate an understanding of human diversity issues in the development and delivery of social services with emphasis on empowering at-risk and vulnerable populations.

[Previous Value](#)

Content Topic List

- What is Social Welfare?
- Approaches to the Provision of Social Welfare
- The Impact of Conflicting Values and Beliefs on Social Welfare Policies
- Identifying Your Own Values and Beliefs Regarding Social Welfare
- Historical Foundations of Social Welfare in America
- Conceptual Foundations of Social Welfare
- The Delivery of Social Welfare Services
- Social Justice and Civil Rights
- Social Insurance
- Poverty and Inequality
- Economics, Employment, Budgets, and Taxes
- Child and Family Policy
- Health Care Policy/Mental Health and Addictions Policy
- Aging Policy
- Crime and Criminal Justice as a Social Welfare Issue; United States Social Welfare Policies and International Comparisons

Attachments

- 1120 AU 15 Song.pdf
(Syllabus. Owner: Cole, Mary Cathleen)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Cole, Mary Cathleen	11/04/2015 02:51 PM	Submitted for Approval
Approved	Bronson, Denise Ellen	11/04/2015 03:12 PM	Unit Approval
Approved	Bronson, Denise Ellen	11/04/2015 03:12 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	11/04/2015 03:12 PM	ASCCAO Approval



Social Work 1120

Instructor: Stacy Song, MSW, LSW
Email: song.1067@osu.edu
Office: Stillman Hall, 306-B

Term: Autumn 2015
Phone: 614-292-7591
Office Hours: E-mail to schedule an appointment

Course Title: Social Work 1120 – Introduction to Social Welfare

Level of Instruction/Credit Hours: Undergraduate/3 credit hours (Online Course)

Prerequisites: None

GE Category: Social Science – Human, Natural and Economic Resources

Required Text

Segal, E.A. (2016). *Social welfare policy and social programs: A values perspective* (4th edition). Belmont, CA: Brooks/Cole/Cengage Learning.

Course Description

This course provides an introduction to the history, structure, and function of the social welfare institution. Students will examine the nature and causes of social problems, explore the influence of societal values and beliefs on the social welfare system, consider issues of diversity and discrimination, and explore their own values and beliefs related to social welfare issues. Topical areas include aging, criminal justice, poverty and homelessness, mental illness, health care, substance abuse, and the welfare of families.

Social Work 1120 satisfies the Social Science-Human, Natural, and Economic Resources area of the General Education (GE) curriculum.

Social science courses develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students develop abilities to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resources use.

Specific Course Objectives

1. Demonstrate knowledge of the history and development of social welfare and social services in the United States.
2. Identify the role of current federal and state social policy in the delivery of social services.

3. Demonstrate knowledge and understanding of ideologies, values and ethics that form the foundation of social services.
4. Identify the financial, organizational and administrative structures that influence the delivery of social services.
5. Demonstrate knowledge of the fields of practice and populations served in social services.
6. Identify and discuss forms and mechanisms of poverty, oppression and discrimination and how these impact social services.
7. Demonstrate an understanding of human diversity issues in the development and delivery of social services with emphasis on empowering at-risk and vulnerable populations.

Course Evaluation by Students

Student evaluation of courses and instructors constitutes an important aspect of the College's quality review process. Students will have the opportunity to evaluate the course through the online Student Evaluation of Instruction (SEI).

Statement on Academic Integrity and Academic Misconduct

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules (3335-31-02-b) in all academic work. These rules can be found in the program handbooks and the University handbook. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. *All work in the course should be completed independently unless explicitly stated by the instructor and in writing in assignment guidelines.* All instructors are strictly bound to report *suspected* cases of Academic Misconduct. **Please note that plagiarism includes using work prepared for another course!**

For further information, and **if you have never read it before**, please visit the [Ten Suggestions for Preserving Academic Integrity](#) .

College Incomplete Policy

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with me prior to the final week of the course. A time for completion of the incomplete work will be established with you. (This may not be the maximum time permitted by University rules regarding "Incompletes" but will depend upon the individual situation.) University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

Students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

Student Exceptional Circumstances

From time to time students will experience a truly exceptional circumstance (e.g., death of a close family member, victim of crime) and University policy does allow for accommodations in these circumstances to allow the student to be successful in their studies. If a student is impacted by such an event, they will be expected to contact the Student Advocacy Center on campus, register with their services, and document the event with the SAC. Then in

coordination with the SAC, the instructor will work with the student to develop a plan for success in completing the class.

Students with Disabilities

Textbooks, handouts and other materials are available in alternative format. Please contact the Office of Disability Services: 614-292-3307, 150 Pomerene Hall, 1760 Neil Avenue, Columbus, Ohio 43210; www.ods.ohio-state.edu

Method of Instruction

Methods of instruction will include lecture, videos, discussion board and case analysis. Online classroom experiences are designed to enhance the student's ability to think critically about concepts and apply learned principles to ethical practice problems as well as matters of policy.

Course Expectations

Students will be expected to demonstrate considerable knowledge and understanding of the concepts, principles, and information reflected in the course outline. These expectations will be evaluated through writing and discussion using the instructor's judgment of the quality of participation and contribution to class learning by each student.

- Students are expected to visit the CARMEN course home page at least weekly.
- Students are expected to complete assigned readings and participate in an informed and relevant fashion.
- Written assignments must be carefully edited. Clarity of expression, logical organization and grammar are considered in the evaluation of written material.

Attendance and participation:

Our class instruction relies heavily on active learning and is designed to encourage student participation. A high level of participation in each week's class is essential for us to function as a community of learners and is necessary to achieve the expected outcomes of this course. I view my classes as communities that provide all students the opportunity to learn in a supportive, friendly and comfortable environment. Please review these guidelines for your discussion post:

1. When responding to one of your classmates posts- avoid offending that classmate.
2. Use discussion *threads* appropriately.
3. Always enter a subject line for each posting so that the flow of conversation can be understood.
4. No Yelling. Do not post in all capital letters.
5. Do not engage in sarcasm or subtleties. These are not easily understood in this type of online environment. One up-manship is not helpful in a learning setting. Be straight and to the point.
6. If you do get upset, wait to process before you post. Unless the author specifically says they're angry, assume otherwise and ask for clarification of their intent.
7. Be respectful and courteous in your responses.

8. Be aware of cultural and ethnic differences. If you suspect classmates might be from other cultures, avoid unexplained references that may not be understood or cause feelings of exclusion.
9. Make your posts not too short but not too long. Try to keep your posts to a minimum of 100 words and a maximum of 300. If you must write a post that is longer, remember that others will be taking their time to read this so be courteous.
- 10. Use spell check and proper grammar. *This will not occur automatically in CARMEN.***
11. Always review your post before you hit send.
12. Remember what is posted is recorded and graded. Always re-read before officially posting.

Students are expected to complete all weekly class components (Introduction, Objectives, Tasks; Coursework; Class Discussion; Checkpoint and Weekly Wrap-Up) and to read all the assigned works. Each week's components will open at 12:01am on the Sunday of that week and will close at 11:59pm on the following Saturday. Due to the consistent use of class discussion posts/responses 35% of your grade stems from your class participation. Student discussion and participation will be evaluated by the instructor's judgment of the quality of participation and contribution to class learning by each student through discussion posts/responses. Because class participation carries such a significant weight, it is necessary to participate in all class discussions in order to earn a high grade in this course.

If you have questions and concerns the most important thing is that you communicate with me. I take my role as an educator very seriously and am willing to work hard to be successful; I expect the same from each of you. **Late discussion postings/replies will not be accepted due to the interactive and time-sensitive nature of the discussion.**

Learning Environment

Ground Rules for Discussion and Rules for Reflective Process in Peer Learning (Lee, 2005) apply during class. Because we will be spending time discussing controversial topics, it is important that we recognize that we will all have differing opinions, backgrounds, and experiences. So that we may all gain the most from our time together, sharing our own perspectives **as they relate to the material** is encouraged. Personal attacks will not be tolerated. Our in-class learning environment will be an open and respectful one, in accordance with basic social work values and principles that are central to the Social Work Code of Ethics:

- **Confidentiality and Privacy** – when we share personal stories in the context of larger concepts, they become part of the classroom and should stay within that context. When we share information about ourselves, we also (incidentally or intentionally) share information about our family and friends.
- **Respectful Listening and the Importance of Human Relationships** – we may not always agree with one another, but we each deserve to be heard. Mutual respect is a cornerstone of healthy social interactions and working professional relationships. As members of this class, we will treat one another respectfully, even though our values and opinions may differ. It's also a good idea to make room for quieter students if you know you are a talker.
- **Compassion and Dignity and Worth of Each Person** – never forget there is a human being

behind an opinion, and that we are all at different levels of growth, awareness, and life experience. *The learning process requires a certain degree of risk taking, and although each of us assumes responsibility for our own learning, we support and respect one another's efforts at experimentation with new ideas and learning challenges.*

Grading scale (Percent)

A = 93 +	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-92	B- = 80-82	C = 73-76	D = 61-66
	B = 83-86	C- = 70-72	E = 60 or less

Late Policy

No late assignments will be accepted without **prior approval** from the instructor. **Prior approval** does not include emailing the instructor just hours before something is due to ask for an extension; communicate with the instructor early if you anticipate needing an extension. There is no make up for missed discussion participation as this is time specific and interactive in regards to the lecture materials and with your classmates. Special arrangements will only be considered in extreme circumstances. Any special arrangements are at the discretion of the instructor

Specific course requirements and assignments

Assignment	Brief Description	Due Date	Weight
Discussion Participation	Discussions are the primary means of communicating ideas between and among students and the instructor. Due weekly at 11:59PM EST every Thursday. If a peer discussion is required, your response is due at 11:59PM EST on Saturday. Each discussion and peer exchange will be scored out of 100 points. See below for the discussion scoring rubric.	Weekly	35%
Mini-Assignments	Students will complete four mini-assignments. These are intended to take a short amount of time and will generally be completed in one week.		30%
-Mini-Assignment 1	Description of social welfare system (10 points)	Week 2 (9/4/15)	
-Mini-Assignment 2	Social Issue/Portfolio Worksheet (100 points)	Week 5 (9/25/15)	
-Mini-Assignment 3	Change.org Letter (100 points)	Week 7 (10/9/15)	
-Mini-Assignment 4	Sample portfolio entry (10 points)	Week 10 (10/30/15)	
Social Issue and Policy Portfolio	This is the primary project for the course. You'll choose a social problem to briefly examine and will look at interventions (e.g. policies and social programs) meant to address this issue.	Week 13 (11/20/15)	35%

*Additional assignment guidelines will be provided.

Discussion Scoring Rubric

Students will be assigned one of the following scores based on the quality of their discussions as judged by the instructor:

100 (✓+)	85(✓)	65 (✓-)	0
Student responds to discussion prompt by providing quality support for his/her stance, argument, opinion, etc. Writing is strong and free of grammatical errors. Students writes a well-thought out and clearly articulated response, and follows specific instructions for the particular discussion prompt.	Student responds to discussion prompt, but there are few issues in regards to grammar, clear writing, lack of support for argument, stance, opinion, etc., or following instructions. Response does not appear to be well-thought out prior to posting.	Student responds to post, but only in a cursory way without appropriate support. Contains several writing/grammar errors and/or does not follow instructions.	No submission. Or student response is inappropriate, contains personal attacks, or is unrelated to the discussion prompt.

Course Outline

Week	Topic	Readings: all in textbook+	# of Discussions	Checkpoint Assignment
Week 1	Introduction and Review of U.S. Government Basics	None: make sure to get textbook!	2	Anonymous mini-assessment, in surveys
Week 2	Today's American Social Welfare System: An Overview (why study social welfare, watch Ain't I A Person)	p 1 – 10 in Ch 1; p 88 (starting with section titled How is Social Welfare Policy Created?) – 95 in Ch 4; p 384 – 402 in Ch 14	2 *	Mini-assignment, describe social welfare system, dropbox; begin thinking about portfolio topic

Week 3	Today's American Social Welfare System: Values and Beliefs	p 11 -26 in Ch 1; http://www.fas.org/sgp/crs/misc/R42964.pdf is embedded in course	1	Submit portfolio topic (the earlier in the week the better, for feedback for week 5 assignment)
Week 4	Today's American Social Welfare System: Delivery Systems and Structure	Chapter 4; Chapter 5	None	None
Week 5	Foundations of Social Welfare: Ideologies, Theories, and Paradigms	Chapter 3	1*	Mini-assignment worksheet on portfolio topic
Week 6	Historical Developments in Social Welfare	Chapter 2 (start now and finish in week 7)	1*	None
Week 7	Historical Developments in Social Welfare: Civil Rights	Chapter 2	None	Change.org One-page mini-assignment
Week 8	Historical Developments in Social Welfare: Civil Rights, Women's Rights and the GLBT movement	Chapter 6	1*	None
Week 9	Poverty: An Overview (demographics)	Chapter 7	2*	None
Week 10	Poverty: Causes, Beliefs, and Early Policy	Chapter 8 and Chapter 9	1	Submit one portfolio entry (for feedback and credit)
Week 11	Social Welfare Policy and Children and Families (and Women)	Chapter 11	1	None
Week 12	Social Welfare Policy and Older Adults	Chapter 10	2	None

Week 13	Other Vulnerable Populations: Immigrants, Veterans, and Prisoners	None: You get a break to put the final touches on your portfolio, and there are two documentaries to watch this week	2*	Portfolio Due
Week 14	Health Care	Chapter 12	2*	None
Week 15	Wrap up		1	Qualitative Feedback

Course Outline:

*indicates there is a peer exchanged required

+ There are often pdfs or other readings embedded in the course online. Be sure to read those that are not considered supplementary.