SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Introduction To Social Welfare
COURSE NUMBER: SOSC0212
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE: None. Enrollment is open. Students should have a basic understanding of APA writing style.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course examines the history of Social Welfare, the structure of Social Service Agencies, and the problems of welfare in an industrialized society.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.
COURSE OUTLINE:

I. An introduction to the Social Welfare System in the United States
II. Social Change
III. Poverty, Human Needs, and Social Welfare
IV. Social Welfare Resources
V. Discrimination and Racism
VI. The Emergence of the Social Work Profession within Social Welfare
VII. Income Maintenance as a Response to Human Needs
VIII. Child Welfare Services
IX. Health Care and Social Welfare
X. Social Welfare and Mental Health
XI. Social Work and Corrections
XII. Gerontological Social Work
XIII. Organizing Fields of Practice by System Type: Groups, Communities, and Families
XIV. Old- New Fields of Practice: Industrial and Rural
XV. The Contemporary Social Welfare System

EXPECTED LEARNER OUTCOMES:

The student will be required to read enough of the vast literature in the field of social welfare to acquire a balanced perspective into the complex problems of welfare in an industrialized society. An extensive bibliography is attached. The student will be expected to read certain segments as well as segments of their own choosing. From this material the student will develop a written project to be presented in class pertinent to a social institution, or program. The format references for research papers are The American Psychological Association, Manual of Approved Style. The American Psychological Association Publication Manual or The Wichita State University Guide To Thesis and Dissertation Manual.

A. The student will be able to describe the development of social welfare as an institution.
B. The student will be able to analyze and evaluate social services and programs attacking poverty, insecurity, and inequality.
C. The student will be able to assess the influence of societal values upon social welfare.
D. The student will be able to explain the process of social change.
E. The student will be able to differentiate the systems of resources.
F. The student will be able to recognize programs that discriminate.
G. The student will be able to explain the difference between social work, social welfare, sociology, and social system.
H. The student will be able to explain the difference between professions and occupations with a focus on the Greenwood definitions.
I. The student will be able to describe income maintenance as a safety net.
J. The student will be able to describe child welfare program resources.
K. The student will be able to describe the components of health care resources.
L. The student will be able to describe the components of mental health resources.
M. The student will be able to describe the components of the corrections systems.
N. The student will be able to explain the changes that occur as people age.
O. The student will be able to understand the emerging fields of practice including groups, communities, families, industrial, and rural.

COURSE COMPETENCIES:

The student will be able to describe the development of social welfare as an institution.

1. The student will be able to discuss in detail the organization of a Social Service Agency including both internal and external affiliations, funding sources, catchment area, organization, mission, and outcome measure.
2. The student will be able to transfer that information to a written project (APA Style) and present the project to the class.

The student will be able to analyze and evaluate social services and programs attacking poverty, insecurity, and inequality.

3. The student will be able to recognize the difference between social problem, social policy, social program, and social system.
4. The student will be able to recognize the institutional and political components of ageism, racism, and sexism.

The student will be able to assess the influence of societal values upon social welfare.

5. The student will be able to explain the history of social welfare as it transitioned from friendly helping through the Pierce Veto ultimately becoming the Social Security Act.

The student will be able to explain the process of social change.

6. The student will be able to differentiate between the Federal programs and the State Programs.
7. The student will be able to describe the process of social change from political, social, economic, and cultural perspectives.

The student will be able to differentiate the systems of resources.

8. The student will be able to understand the systems of needs.
9. The student will be able to describe change as a linear model from historical event through legislative response to policy, and program.

The student will be able to recognize programs that discriminate.

10. The student will be able to explain the costs of the social welfare system.
11. The student will be able to explain the targeted populations of the social welfare system.
The student will be able to explain the difference between social work, social welfare, sociology, and social system.

12. The student will be able to discuss political motivation versus social need motivation.
13. The student will be able to summarize a program through a written analysis project.

The student will be able to explain the difference between professions and occupations with a focus on the Greenwood definitions.

14. The student will be able to present a summation of a program.

The student will be able to describe income maintenance as a safety net.

15. The student will be able to describe income maintenance programs.

The student will be able to describe child welfare program resources.

16. The student will be able to describe child welfare programs.
17. The student will be able to discuss the legislation that led to child welfare rights.

The student will be able to describe the components of health care resources.

18. The student will be able to summarize the Medicaid program.
19. The student will be able to summarize the Medicare program.

The student will be able to describe the components of mental health resources.

20. The student will be able to explain the Community Mental Health Act.

The student will be able to describe the components of the corrections systems.

21. The student will be able to compare the perspectives of social workers and corrections workers.

The student will be able to explain the changes that occur as people age.

22. The student will be able to summarize Supplemental Security Income.
23. The student will be able to summarize Old Age Supplemental Disability Income.
24. The student will be able to summarize AFDC or TANF.
25. The student will be able to explain the changing demographics of Social Security and the relationship to the aging population.

The student will be able to understand the emerging fields of practice including groups, communities, families, industrial, and rural.

26. The student will be able to differentiate between contract and grant.
ASSESSMENT OF LEARNER OUTCOMES:
The student will evidence competency in the field on oral discussions, written work, class presentations, and tests. The evaluation process is subject to revision as indicated by class need. Generally the scale for grading will be as follows:

Study questions will be provided for each Section. Study questions will account for 25% of the course grade.

The student will complete Paper/class presentation. The paper/presentation will account for 25% of the course grade.

Final examination will be composed of questions derived from the study questions. The final examination will account for 50% of the course grade.

Assignments turned in more than one class period late will be reduced in value by 50%. If an assignment is to come in late, turn in to the secretary at the Social Science office or directly to me. Giving assignments to other students to turn in may result in the assignment being lost. Lost assignments are not the responsibility of faculty.

Final grades will be determined as a percentage of the total points available:

- 100 to 91% = A
- 81 to 90% = B
- 71 to 80% = C
- 61 to 70% = D
- Below 60% = F

Attendance
Any student who is absent for five hours of class time will be administratively withdrawn from the class.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.
Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.


Kansas City Kansas Community College

21st Century General Education Learning Outcomes

Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher's name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor's office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.