

Course Outline for PCN 5

INTRODUCTION TO SOCIAL WORK AND HUMAN SERVICES

Effective: Spring 2022

I. CATALOG DESCRIPTION:

PCN 5 — INTRODUCTION TO SOCIAL WORK AND HUMAN SERVICES — 3.00 units

An introductory overview of social welfare and the societal institutions in the U.S. that structure the provision of social services. The course presents a historical perspective on the development of U.S. social work and human services. Special attention is given to the evolution of social welfare programs and institutions, contemporary social problems, current service delivery systems, policies, procedures, and the tasks of culturally responsive social workers and human service workers within those settings.

3.00 Units Lecture

Strongly Recommended

ENG 1A - Critical Reading and Composition
 with a minimum grade of C
 or

ENG 1AEX - Critical Reading and Composition Expanded
 with a minimum grade of C

Grading Methods:

Letter or P/NP

Discipline:

- Counseling

	MIN
Lecture Hours:	54.00
Expected Outside of Class Hours:	108.00
Total Hours:	162.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

A. ENG1A

1. Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:
 - a. Summarize a thesis and main points;
 - b. Analyze main ideas;
 - c. Evaluate the validity and logic of the text's reasoning and support;
 - d. Relate ideas and information in the text to his/her own experience as well as other texts;
 - e. Create a coherent position or argument based on reading;
2. Write multiple-paragraph papers that:
 - a. Accurately and appropriately respond to a given assignment;
 - b. Develop a relevant, focused thesis;
 - c. Are well-organized and coherently move from coordinating to subordinating points;
 - d. Are well-developed with sufficient and relevant evidence;
 - e. Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;
 - f. Demonstrate stylistic choices in tone, syntax, and diction;
 - g. Use standard American English correctly;
3. Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:
 - a. Review sources for relevant evidence and arguments;
 - b. Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;
 - c. Document sources in an academically responsible way.

B. ENG1AEX

1. Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:

- a. Summarize a thesis and main points;
 - b. Analyze main ideas;
 - c. Evaluate the validity and logic of the text's reasoning and support;
 - d. Relate ideas and information in the text to his/her own experience as well as other texts;
 - e. Create a coherent position or argument based on reading;
2. Write multiple-paragraph papers that:
 - a. Accurately and appropriately respond to a given assignment;
 - b. Develop a relevant, focused thesis;
 - c. Are well-organized and coherently move from coordinating to subordinating points;
 - d. Are well-developed with sufficient and relevant evidence;
 - e. Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;
 - f. Demonstrate stylistic choices in tone, syntax, and diction;
 - g. Use standard American English correctly;
 3. Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:
 - a. Review sources for relevant evidence and arguments;
 - b. Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;
 - c. Document sources in an academically responsible way.

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Discuss the historical evolution of social welfare and human services in the United States
- B. Explain the current service delivery system environment in which social work and human service clients' needs are addressed
- C. Demonstrate critical thinking in envisioning ways of collaborating, negotiating, and advocating in working with and within social welfare and human service agencies and institutions
- D. Explain the services provided by a local social welfare agency (ideally associated with a visit or volunteer experience)
- E. Identify and be able to uphold the legal, ethical, and professional practice responsibilities of working with social work and human service organizations with attention to cultural humility and oppressed groups
- F. Demonstrate knowledge of current social welfare policies and programs in the U.S. and the ideals which shaped existing public welfare structures

V. CONTENT:

- A. Historical overview of social work, human services, and social welfare in the United States, such as:
 1. Distinct eras (1600's to present)
 2. Prominent figures in the development of social welfare history
 3. The emergence of distinct methods of practice in their historical context
 4. The influence of religious values, ethics, and social and political climates on the profession's development
- B. The evolution of social welfare institutions and programs in the United States, such as:
 1. Social Insurance
 2. Public Assistance
- C. Discussion of social policy analysis perspectives addressing social work and human services, and 'filter' this discussion through a lens that considers: Ethnicity, Culture, Class, Age, Nationality, Religion, Physical or Cognitive Abilities, Gender Identity, Sexual Orientation, and other potential targets of oppression
 1. Purpose and implementation
- D. Critical examination of legal system and major court decisions shaping social work and human services in the United States such as:
 1. Social Security Act
 2. Civil Rights Act
 3. Personal Responsibility and Work Opportunity Reconciliation Act
- E. Detailed profile of the current social welfare, human services, and service delivery system environment in the United States
 1. Examination of populations served
 2. Needs in the community
 3. Settings and delivery issues
- F. Social work and human service practitioner roles and orientations in the current service delivery system environment
 1. Direct and indirect services
 2. Approach and methods
- G. Values and professional practice perspectives for social work and human service practitioner
 1. Values and ethics defined
 2. Foundation of professional social work values
 3. NASW Standards and Code of Ethics
- H. Contemporary social problems, such as:
 1. Poverty (homelessness/hunger/employment)
 2. Health (general/mental/ability/disability)
 3. Crime
 4. Immigration
 5. Families, children and the aging population

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Streaming video
- B. **Discussion** -
- C. **Lecture** -
- D. **Written Exercises** -

VII. TYPICAL ASSIGNMENTS:

- A. Brief Writes
 1. Provide a brief in-class written response to material covered in the course. The goal of the assignment is to think critically about the issues presented in class and to integrate points that have emerged over the course of the class (i.e., readings, videos, presentations, lectures, group discussions).
- B. Significant Historical Event or Figure
 1. Select a significant historical figure or event which contributed in the development of the social welfare system in the U.S. and describe and analyze the contribution of that event or person to the field.
- C. Social Problem Analysis
 1. Introduce a social problem. How is the problem defined? Who is affected by the problem (e.g., size, growth trends, socioeconomic characteristics)? What are the consequences of the problem? What are the causes of the problem (e.g., individual, environmental, societal)?
- D. Group Policy Presentation
 1. In groups of 2-4, students will select a current social welfare service program (TANF, EITC, FS, Medicare and Medicaid, WIC, Veteran's Benefits, etc.), and present an overview of that program to the class. Presentations should address eligibility, benefits, and funding of the program, make international comparisons, and apply the transcultural model to the program. In addition, the group should facilitate a class discussion regarding current issues or debates related to the program, including

identification of a useful reading to be assigned to the class.

VIII. EVALUATION:

Methods/Frequency

- A. Papers
4-5 per term
- B. Oral Presentation
1 per term
- C. Class Participation
Daily
- D. Home Work
Weekly
- E. Other
 - 1. Critical analysis paper
 - a. 1 per term.

IX. TYPICAL TEXTS:

1. Neukrug, Edward. *Theory, Practice and Trends in Human Services*. 6th ed., Brooks/Cole, Cengage Learning, 2017.
2. Zastrow, Charles. *Empowerment Series: Introduction to Social Work and Social Welfare: Empowering People*. 12th ed., Cengage, 2017.
3. Berg-Weger, Marla. *New Directions in Social Work*. 5th ed., Routledge, 2019.
4. Kirst-Ashman, Kristen. *Introduction to Social Work & Social Welfare*. 5th ed., Cengage, 2017.
5. National Association of Social Workers (55th ed.). Code of ethics of the National Association of Social Workers. Silver Spring, Maryland: NASW Press. Retrieved from <http://www.socialworkers.org>

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Access to a computer and internet connection.