



Course Prefix/Number/Title: *GERO 256* Development of Social Welfare

Number of Credits: 3

Course Description:

The course introduces the history, value, political and economic goals of Social welfare. While examining philosophy-based assumptions, and conditions which influence the development and implementation of social welfare services for individuals, families, groups, and communities. Lastly this course explores the variety of organizations that provide social welfare services at the micro, mezzo, and macro level of practice.

Pre-/Co-requisites: None

Course Objectives:

1. Develop an awareness of the history, value, political and economic goals of Social welfare.
2. Develop an awareness of the social work profession and its influence on modern structure, issues, and programs.
3. Identify, describe and examine basic knowledge of philosophy-based assumptions, and conditions which influence the development and implementation of social welfare services for individuals, families, groups, and communities.
4. Discuss the impact of the variety of organizations that provide social welfare services at the micro, mezzo, and macro level of practice.
5. Discuss the impact of cultural diversity and the practitioner's need to develop ethnic and gender competencies especially the Northern Great Plains Region.

Instructor: Jim Holben, LMSW, CTRS, CPRP

Office: Can be reach through course e-mail or through Dakota College e-mail

Office Hours: The course is checked daily throughout the semester and will answer questions at that time.

Phone: 701-269-8845

Email: Jim.Holben@dakotacollege.edu

Lecture/Lab Schedule: Follow course calendar and weekly schedule posted in the course.

Textbook(s):

Understanding Social Welfare: A Search for Social Justice 9th Ed, R. Dolgoff and D. Feldstein, Pearson Education; 2013, ISBN-13:978-0-205-17970-1

Recommended Resources:

Understanding Social Welfare: A Search for Social Justice 7th Ed, R. Dolgoff and D. Feldstein, Pearson Education; 2007, ISBN # 0-205-47806-9

Worlds Apart: Why Poverty Persists in Rural America, Cynthia M. Duncan, Yale University Press; 1999, ISBN # 0-300-08456-0

American Social Welfare Policy: A Pluralist Approach 4th Ed. Howard Jacob Karger, David Stoesz, Allyn and Bacon 2002, ISBN # 0-8013-3311-3

The Reluctant Welfare State 4th Ed, Bruce S. Jansson, Brooks, Cole-Thomson Learning; 2001, ISBN # 0-534-36551-5

Becoming an Effective Policy Advocate: From Policy Practice to Social Justice 4th Ed, Bruce S. Jansson, Brooks, Cole-Thomson Learning; 2003, ISBN # 0-534-52770-1

A New History of Social Welfare 5th Ed, Phyllis J. Day, Allyn and Bacon 2006, ISBN # 0-205-43703-6

Course Requirements:

Students must read assigned chapters from the textbook and other resources, complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered. There will be 3 tests, a comprehensive final, as well as 10 quizzes, 4 discussion board questions, 1 policy research analysis paper, 1 presentation and 1 reaction paper. Your final grade is determined by dividing total points earned by total points possible. There are a total of 600 points possible for this course.

Tentative Course Outline:

This course follows the traditional on-campus semester timeline. It begins the first day of the semester and concludes at the end of the semester. Students are expected to complete the course in that timeframe. Should an emergency occur, students need to contact the instructor. If a student elects to discontinue the course at any time, s/he must complete the online drop/withdraw form found on Dakota College Online Campus homepage.

- History, value, political and economic goals of Social welfare.
- Philosophy based assumptions and conditions
- Impact of philosophy-based assumptions and conditions.
- Social welfare services for individuals, families, groups, and communities.
- Social work profession and its influence on modern structure, issues, and programs.
- Variety of organizations that provide social welfare services at all levels of practice.
- Cultural diversity
- Ethnic and gender competencies

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Demonstrate knowledge of how to connect concepts and use a differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving.

Relationship to Campus Focus:

Development of Social Welfare introduces the history, value, political and economic goals of Social welfare. While examining philosophy-based assumptions, and conditions which influence the development and implementation of social welfare services for individuals, families, groups, and communities. Lastly this course explores the variety of organizations that provide social welfare services at the micro, mezzo, and macro level of practice. Then through class assignments the student demonstrate knowledge of how to connect concepts and use a differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving.

Classroom Policies:

- Regular participation in the class is expected.
- Every assignment is done online or in your community and then sent to the Instructor through an assignment drop box located within the course. Quizzes/Tests are completed online. Students are NOT expected to come to the campus at any time.
- All quizzes and exams can be taken on any computer with Internet access.
- Quizzes and exams can be taken at home, in a library, and/or some other setting that has a suitable testing environment.
- Students need to select a testing environment conducive for testing such as a distraction-free area at home, a computer lab at a library, etc.
- Exams may be taken during set dates and times. The dates and time period are posted on the course calendar.
- Each quiz/test will be available for a 3-5-day period on a date set by the instructor. Students can take a quiz/test at any time during the 3-5-day period.
- Quizzes and test are given for a limited time only.
- Each quiz/test will be available for a limited period of time (15-90 minutes) depending upon the number of questions.
- Expectations: There are ten quizzes, three tests, a mid-term and final that is given during the course of the semester. The type of questions on the quizzes and tests are multiple choice, true/false, fill in the blank, short essay, essay, and matching.
- Tests are comprised primarily of multiple choice, true/false, short answer, essay, fill in the blank and matching. Quizzes have approximately 5 questions each and mid- term exam has around 30 questions and final has around 75 questions.

Students must read the assigned lecture note and review other resources identified in the course complete assignments that reinforce learning and demonstrate by exam knowledge of the topics Students must read assigned chapters from the textbook and other resources, complete assignments that reinforce learning, and demonstrate by exam knowledge of the topics covered.

There will be 3 tests, a comprehensive final, as well as 10 quizzes, 4 discussion board questions, 1 policy research analysis paper, 1 presentation and 1 reaction paper. Your final grade is determined by dividing total points earned by total points possible. There are a total of 600 points possible for this course.

- Policy Research Analysis Paper (100 Points)
- 4 Discussion Board Questions (25 points each for a total of 100 points)
- 3 Tests (50 points each for a total of 150 points)
- Test 1 Ch. 1-3
- Test 2 Ch. 4-6
- Test 3 Ch. 7-10
- Comprehensive Final (100 Points) Ch. 1-10 and 11-15.
- 10 Quizzes (5 points each for a total of 50 points)
- On-line Policy Research Analysis Presentation through common chat room in class or Power Point Presentation. Time and date to be arranged. (50 points)
- 1 Reaction Paper (50 Points)
- Grades will be calculated using the following criteria:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

All submitted work is to be your own.

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on evaluated assignments without authorization.

To learn how to avoid plagiarism in your work, review the website from Purdue University, [Is It Plagiarism Yet?](#)

Violations of academic principles such as cheating, plagiarism or other academic improprieties will be handled using the guidelines outlined in the [Student Handbook](#) on pages 18, 19, and 37.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even

when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

Final Comments:

The recommended Resources do not need to be purchased, however were utilized in the development of this course and will be referenced in the lecture presentation, discussions board questions, quizzes, exams, reaction papers, practice paper and case study.