

# PARADIGMA ILMU KESEJAHTERAAN SOSIAL<sup>1</sup>

Edi Suharto, PhD<sup>2</sup>

*“The goals of social welfare is to fulfill the social, financial, health, and recreational requirements of all individual in a society. Social welfare seeks to enhance the social functioning of all age groups, both rich and poor. When other institutions in our society (such as the market economy and the family) fail at times to meet the basic needs of individuals or groups of people, social services are needed and demanded...Almost all social workers are employed in the social welfare field. There are, however, many other professional and occupational groups working in the field.”*

Charles, H. Zastrow, *The Practice of Social Work* (1999: 6)

Apa yang ada dalam benak kita manakala mendengar atau membaca istilah kesejahteraan sosial? Apakah kita memandang kesejahteraan sosial sebagai kondisi kehidupan, kegiatan yang terorganisir, atau sebagai sebuah ilmu? Dengan memfokuskan kesejahteraan sosial sebagai sebuah disiplin akademis, makalah ini akan membahas dimana posisi ilmu kesejahteraan sosial dalam konteks ilmu sosial terapan; bagaimana perkembangan ilmu kesejahteraan sosial dan apa landasan epistemologinya; apa saja paradigma ilmu kesejahteraan sosial dan mana yang paling tepat dikembangkan dalam kurikulum Perguruan Tinggi di Indonesia, khususnya di UIN Sunan Kalijaga, Yogyakarta.

## Kesejahteraan sosial

“Kesejahteraan sosial” (*social welfare*) memiliki arti yang berwayuh wajah. Ia dapat didefinisikan dari berbagai sudut pandang (Suharto, 2007a; 2007b). Kesejahteraan sosial dapat diartikan sebagai pendekatan atau kegiatan yang terorganisir dalam bidang pembangunan sosial. Dalam konteks ini, kesejahteraan sosial biasanya merujuk pada arena atau *field of practice* tempat berkiprah berbagai profesi kemanusiaan, termasuk pekerja sosial, dokter, perawat, guru, psikolog, dan psikiater. Di negara-negara maju, kesejahteraan sosial sangat identik dengan jaminan sosial (*social security*), seperti *public assistance* dan *social insurance*, yang diselenggarakan negara terutama untuk kaum yang kurang beruntung (*disadvantaged groups*). Di Indonesia, kesejahteraan sosial sering dipandang sebagai tujuan atau kondisi kehidupan yang sejahtera, yakni terpenuhinya kebutuhan pokok manusia (Suharto, 2006a; 2006b).

Kesejahteraan sosial bisa dipandang sebagai ilmu atau disiplin akademis yang mempelajari kebijakan sosial, pekerjaan sosial, dan program-program pelayanan sosial. Seperti halnya sosiologi, psikologi, antropologi, ekonomi, politik, studi pembangunan, dan pekerjaan sosial, ilmu kesejahteraan sosial berupaya mengembangkan basis pengetahuannya untuk mengidentifikasi masalah sosial, penyebabnya dan strategi penanggulangannya. Pada masa awal perkembangannya, kesejahteraan sosial memiliki

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<sup>2</sup> Ketua Program Pascasarjana Spesialis Pekerjaan Sosial, Sekolah Tinggi Kesejahteraan Sosial (STKS) Bandung; *Social Policy Expert*, Galway Development Services International (GDSI), Irlandia; *Consultant* Plan International Indonesia

basis ilmu yang dikembangkan dari berbagai disiplin ilmu sosial lain, terutama filsafat, sosiologi, psikologi, antropologi, politik dan ekonomi. Belakangan ini, bidang studi kesejahteraan sosial telah sangat aktif menyelenggarakan berbagai proyek penelitian dan pengembangan keilmuannya yang semakin spesifik. Zastrow (2000: 7) menegaskan perkembangan ilmu kesejahteraan sosial ini dengan menyatakan:

This increased research and theory development activity is an indication that **social welfare is a discipline** that is maturing, as it is now developing much of its own knowledge base (cetak tebal oleh saya).

Sebagai bagian dari ilmu sosial terapan, kesejahteraan sosial sering sulit dibedakan dengan sosiologi, psikologi, sosiatri (yang dikembangkan di Universitas Gadjah Mada), dan khususnya dengan pekerjaan sosial (*social work*). Di semua universitas Australia dan Selandia Baru, penyelenggaraan pendidikan kesejahteraan sosial, sepengetahuan saya, dilakukan di bawah *school* atau *department of, social work*. Sebagian besar universitas di Amerika Serikat juga menyelenggarakan pendidikan kesejahteraan sosial di bawah *school of social work*. Namun, beberapa universitas di AS, seperti State University of New York at Albany dan University of Kansas, menyelenggarakan pendidikan kesejahteraan sosial di bawah *School of Social Welfare*. Sedangkan di University of California at Los Angeles (UCLA), ilmu kesejahteraan sosial diajarkan di *Department of Social Welfare* yang berada di bawah *School of Public Affairs*. Di semua universitas AS, meskipun namanya *School of Social Welfare*, fokus studi dan kurikulumnya tetap mengacu pada bidang ilmu pekerjaan sosial (lihat lampiran).

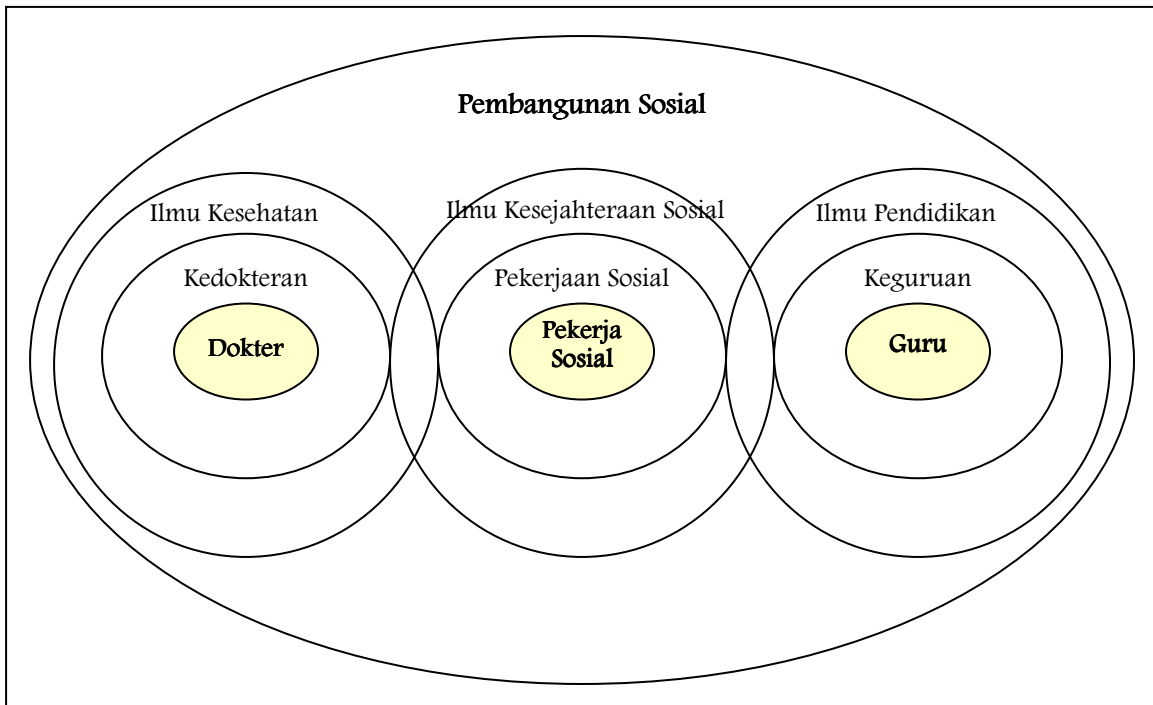
Lantas apa bedanya pendidikan kesejahteraan sosial dan pekerjaan sosial? Untuk mempermudah pemahaman, saya seringkali membuat analogi kesejahteraan sosial dengan bidang kesehatan dan pendidikan yang sama-sama menjadi bagian dari pembangunan sosial (Suharto, 2007b). Merujuk pada bidang kesehatan, ilmu kesejahteraan sosial identik dengan ilmu kesehatan yang di dalamnya ada ilmu kedokteran dan dokter sebagai profesi utamanya. Dalam bidang pendidikan, ilmu kesejahteraan sosial senafas dengan ilmu pendidikan yang mencakup ilmu keguruan dan melibatkan guru sebagai profesi utamanya. Jika analogi ini digunakan, maka ilmu kesejahteraan sosial mencakup ilmu pekerjaan sosial dan melibatkan pekerja sosial (*social worker*) sebagai profesi utamanya. Dengan kata lain, ilmu kesejahteraan sosial sangat erat kaitannya dengan, namun lebih luas daripada, disiplin pekerjaan sosial (Gambar 1). Menurut Zastrow (2000: 7):

*Social welfare* is a more comprehensive term than *social work*; social welfare encompasses social work. Social welfare and social work are primarily related at the level of practice.

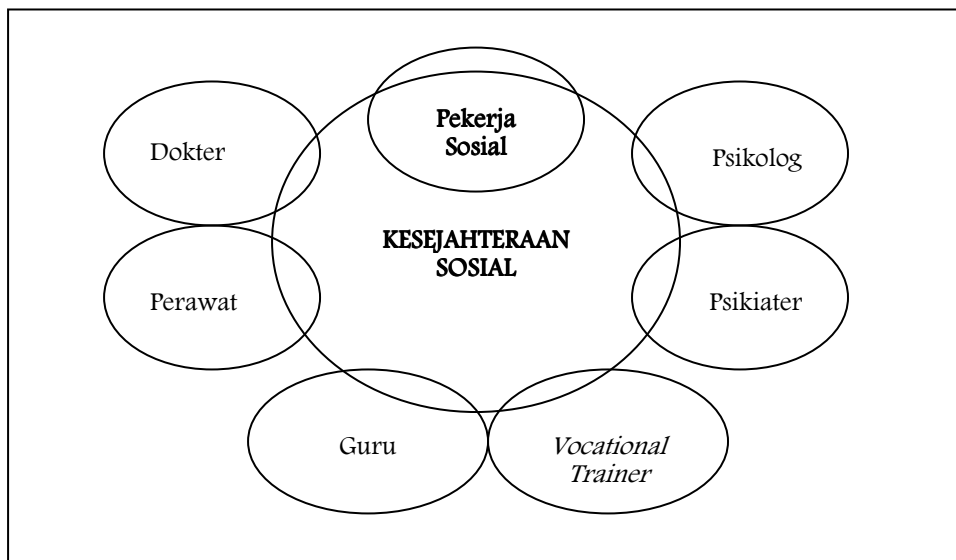
Oleh karena itu, jika ada kalangan Perguruan Tinggi yang mencoba mengembangkan ilmu kesejahteraan sosial, namun sama sekali tidak mengkaitkannya dengan, dan bahkan *reluctant* atau alergi terhadap, disiplin pekerjaan sosial, **selain a-historis juga bisa disebut sebagai “orang yang kebingungan” – untuk tidak menyatakan “orang yang tersesat dan menyesatkan.”**

Sebagaimana dinyatakan Zastrow (1999: 6) yang dikutip di awal tulisan, hampir semua pekerja sosial bekerja di bidang kesejahteraan sosial, meskipun berbagai profesi lain juga terlibat di sana. Sebagai contoh, lembaga kesejahteraan sosial adalah *primary setting* bagi pekerja sosial dan *secondary setting* bagi profesi lain. Di sebuah lembaga

rehabilitasi pecandu NAPZA (Narkotik, Psikotropika dan Zat Adiktif) atau lembaga perawatan anak, pekerja sosial adalah profesi utama. Sedangkan dokter, psikolog, dan guru yang bekerja di sana adalah profesi penunjang. Rumah sakit adalah *primary setting* bagi dokter dan *secondary setting* bagi profesi lain. Profesi utama yang bekerja di rumah sakit adalah dokter. Profesi lain yang biasanya terlibat dalam bidang pelayanan kesehatan adalah perawat, akuntan, dan pekerja sosial medis. Begitu juga di sekolah. Selain guru, juga terdapat psikolog, administrator, dan dokter yang sering terlibat atau bekerja di sekolah (Gambar 2).



Gambar 1: Analogi ilmu kesejahteraan sosial, kesehatan dan pendidikan



Gambar 2: Beberapa profesi yang terlibat di bidang kesejahteraan sosial

## Paradigma

Sebagai sebuah ilmu, kesejahteraan sosial relatif masih muda. Di Amerika, tanah kelahirannya yang kedua setelah Inggris, lembaga-lembaga kesejahteraan sosial yang pertama muncul di wilayah perkotaan pada tahun 1800an (Suharto, 2007b). Lembaga-lembaga pelayanan swasta ini dikembangkan berdasarkan inisiatif para pendeta dan kelompok-kelompok keagamaan. Hingga awal tahun 1900an, pelayanan sosial umumnya diberikan oleh para pendeta, biarawati atau orang kaya baik hati yang tidak memiliki pendidikan formal dan pemahaman yang komprehensif mengenai perilaku manusia dan bagaimana menolong orang. Fokus utama lembaga-lembaga pelayanan sosial saat itu adalah memenuhi kebutuhan fisik minimal orang-orang miskin dan berusaha menyembuhkan penyakit-penyakit emosional dan personal dengan pendekatan keagamaan (DuBois dan Miley: 2005; Suharto, 2007b)

Perkembangan kesejahteraan sosial menjadi sebuah bidang ilmu juga tidak dapat dilepaskan dari wacana mengenai peran negara dalam pembangunan, khususnya pembangunan sosial. Karenanya, kesejahteraan sosial sangat terkait dengan tiga ideologi ‘besar’ (*grand ideology*) atau mazhab pemikiran yang berkembang di Amerika Serikat dan Eropa Barat, yaitu: liberalisme, konservatisme dan strukturalisme (Suharto, 2006b; lihat Parsons et al 1994; DuBois dan Miley, 2005). Ketiga ideologi ini memiliki pandangan berlainan tentang bagaimana seharusnya negara berperan dalam pembangunan ekonomi dan sosial yang kemudian melahirkan sistem ‘negara kesejahteraan’ (*welfare state*) dan mempengaruhi perkembangan paradigma kesejahteraan sosial dan pendekatan pekerjaan sosial.

### 1. Liberalisme

Kaum liberal mendukung *welfare state*. Negara merefleksikan kehendak individu dan dipilih berdasarkan perwakilan kelompok. Negara memiliki legitimasi untuk mengatur dan bertindak. Tiga intervensi negara yang diperlukan dalam pembangunan mencakup: (a) penciptaan distribusi pendapatan, (b) stabilisasi mekanisme pasar swasta, dan (c) penyediaan barang-barang publik (*public goods*) yang tidak mampu atau tidak efisien disediakan oleh pasar. Individu dan kelompok adalah warga negara yang sehat, namun punya potensi menjadi rentan (*vulnerable*) dan bermasalah dikarenakan adanya kesalahan sistem atau lingkungan. “*Blaming the system*” adalah pandangan utama ideologi ini. Masalah sosial, termasuk orang yang mengalaminya, diakibatkan bukan oleh kesalahan individu yang bersangkutan, melainkan oleh kesalahan sistem.

Kesejahteraan sosial berporos pada **paradigma institusional-universal** yang meyakini bahwa masalah sosial hanya bisa dipecahkan dengan program pelayanan sosial yang melembaga, berkelanjutan, dan mencakup semua warga. Pendekatan pekerjaan sosial menekankan pentingnya aspek pencegahan dan pengembangan kesempatan yang dapat meningkatkan kualitas kehidupan masyarakat. Program-program pengembangan masyarakat (*community development*), termasuk *community*

*empowerment, capacity building* dan *social entrepreneurship* dianggap paling ampuh dalam meningkatkan kesejahteraan dan kemandirian masyarakat.

## 2. Konservatisme

Mazhab konservatisme adalah penentang *welfare state*. Sistem politik pada hakekatnya bersifat fungsional dan karenanya akan lebih baik jika dibiarkan berjalan sendiri. Masalah sosial terjadi bukan karena kesalahan sistem, melainkan kesalahan individu yang bersangkutan. Misalnya, karena malas, tidak memiliki jiwa wirausaha dan karakteristik budaya kemiskinan lainnya. Solusi yang diajukan oleh para penganut “*blaming the victim*” ini pada intinya membatasi peran pemerintah dan menekankan perubahan pada individu dan kelompok-kelompok kecil. Paradigma kesejahteraan sosial berpijak pada **pandangan residual-selektifitas**. Pelayanan sosial hanya perlu diberikan kepada kelompok lemah secara temporer manakala lembaga pasar dan keluarga tidak berfungsi. Pendekatan pekerjaan sosial lebih menitikberatkan pada pelayanan langsung dan rehabilitasi sosial-klinis untuk membantu orang agar dapat beradaptasi dengan lingkungan sosialnya.

## 3. Strukturalisme

Kaum struktural memandang masalah sosial sebagai akibat adanya ketimpangan pada sistem atau struktur sosial masyarakat. Masalah sosial adalah situasi tidak terhindarkan dan akan selalu ada dalam sistem yang *classist, sexist* dan *racist*, karena sistem seperti itu menciptakan ketidakadilan melalui perbedaan-perbedaan status sosial. Keadaan ini akan semakin membesar dan memburuk dalam sebuah sistem ekonomi kapitalis. Rakyat adalah korban dan objek eksploitasi orang-orang yang memiliki kekuasaan dan *privilege*. Solusinya: rakyat harus berjuang memperoleh kekuasaan dan menjangkau sumber-sumber. Sistem ekonomi, sosial dan politik harus diubah dan direstrukturasikan secara menyeluruh.

Para penganut mazhab strukturalisme memiliki kesamaan pandangan dengan kaum liberal. Mereka menganut faham “*blaming the system*” atau lebih tepatnya “*blaming the structure*” serta paradigma kesejahteraan sosial yang bersandar pada **model institusional-radikal**. Yang membedakannya dengan kaum liberalis adalah bahwa pendekatan pekerjaan sosial yang dikembangkan oleh kelompok strukturalis lebih memfokuskan pada perubahan lingkungan pada aras makro. Analisis kebijakan sosial, advokasi kelas dan aksi-aksi sosial dan politik adalah beberapa metoda yang sering digunakan untuk melakukan perubahan sosial secara struktural dan radikal. Skema perlindungan sosial, seperti *social security, welfare-to-work programmes, social safety nets*, dan conditional cash transfer adalah beberapa program yang umumnya diterapkan oleh mazhab ini.

### **Implikasi bagi kurikulum**

Paradigma mana yang paling tepat dikembangkan oleh Perguruan Tinggi di Indonesia, khususnya oleh UIN Sunan Kalijaga? Menilik pengalaman UIN Sunan Kalijaga

menyelenggarakan Jurusan Pengembangan Masyarakat Islam, ketersediaan Sumber Daya Manusia, dan kemungkinan pasar kerja di Indonesia, paradigma kesejahteraan sosial yang berporos pada mazhab pertama dan ketiga lebih tepat dijadikan pijakan dalam mengembangkan kurikulum di bidang (atau yang terkait dengan), ilmu kesejahteraan sosial.

Untuk program Strata 1 (*undergraduate*), fokus kurikulum seyogyanya diarahkan untuk meningkatkan kapasitas mahasiswa pada *level* pekerjaan sosial generalis (*generalist social work*). Kompetensi mahasiswa sebaiknya tidak hanya menyangkut penguasaan pengetahuan dan keterampilan praktis semata, melainkan pula perlu mencakup aspek nilai-nilai atau sikap yang berkaitan dengan landasan etis dan komitmen pekerjaan sosial. Sebagai contoh, mata kuliah yang bersifat dasar perlu menyentuh beberapa “pengetahuan sosial umum” yang bisa disajikan baik secara terpisah maupun bagian dari beberapa ilmu ini: Sosiologi, Psikologi, Antropologi, Ekonomi Pembangunan, Hukum dan Politik. Sedangkan, mata kuliah yang lebih spesifik dan mencakup aspek sikap dan keahlian yang perlu diberikan diantaranya adalah: (a) Kesejahteraan Sosial dan Pekerjaan Sosial dalam Masyarakat Islam; (b) Hak Azasi Manusia dan Etika Pekerjaan Sosial; (c) Perilaku Manusia dalam Lingkungan Sosial; (d) Metoda Pekerjaan Sosial; (e) Penelitian Kesejahteraan Sosial; (f) Kebijakan Sosial dan Perlindungan Sosial; (g) Perencanaan dan Manajemen Pelayanan Sosial; (h) Pengembangan Masyarakat (*community development*); dan (i) Praktikum.

### Senarai pustaka

- DuBois, Brenda dan Karla Krogsrud Miley (2005), *Social Work: An Empowering Profession*, Boston: Pearson
- Parsons, J. Ruth, James D. Jorgensen dan Santos H. Hernandez (1994), *The Integration of Social Work Practice*, Pacific Grove: Brooks/Cole.
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- Suharto, Edi (2006b), *Membangun Masyarakat Memberdayakan Rakyat: Kajian Strategis Pembangunan Kesejahteraan Sosial dan Pekerjaan Sosial* (cetakan kedua), Bandung: Refika Aditama.
- Suharto, Edi (2007a) *Kebijakan Sosial Sebagai Kebijakan Publik: Memperkuat Pembangunan Kesejahteraan Sosial, Pekerjaan Sosial dan Negara Kesejahteraan di Indonesia*, Bandung: Alfabeta (segera terbit)
- Suharto, Edi (2007b), *Pekerjaan Sosial di Dunia Industri: Memperkuat Tanggungjawab Sosial Perusahaan (Corporate Social Responsibility)*, Bandung: Refika Aditama
- Zastrow, Charles H. (1999), *The Practice of Social Work*, Pacific Grove: Brooks/ Cole.
- Zastrow, Charles H. (2000a), *Introduction to Social Work and Social Welfare*, Pacific Grove: Brooks/Cole.

**SCHOOL OF SOCIAL WELFARE  
STATE UNIVERSITY OF NEW YORK AT ALBANY**

(<http://www.albany.edu/ssw>)

**The Mission**

In keeping with ***Social Work's historic and enduring commitments***, the mission of the School of Social Welfare is to further social and economic justice and to serve people who are vulnerable, marginalized or oppressed. This mission is implemented through education, knowledge development, and service that promotes leadership for evidence-based social work with a global perspective. The School of Social Welfare seeks to expand its national and international leadership by virtue of:

- Ever increasing its excellence in research and scholarship, teaching and learning, and professional service;
- Broadening its achievements related to multiple kinds of collaboration and community partnerships;
- Deepening its ability to act strategically in relation to rapid and dramatic social change; and
- Furthering its reliance on systematic and planful organizational and programmatic assessment and evaluation for mutual learning, improvement, innovation and knowledge development.

**Course Offerings: Undergraduate Courses**

**SSW 210 Social Welfare in the United States (3)** Within the context of societal responsiveness to human needs, this course examines U.S. social welfare policies and programs as influenced by economic, political and social changes. Addresses current public and private social welfare efforts and underlying value issues. Examines the role of professional social work within social welfare. Open to sophomores, juniors and seniors only.

**SSW 220 Value Issues in Social Welfare (3)** The course considers implicit and explicit values of societal responses to human needs. From an examination of selected topics in social welfare, the course considers social, economic, ethical, religious, and/or personal values as they affect and are affected by social welfare. *Meets General Education.*

**SSW 290 Community and Public Service Program (3)** This course requires a minimum of 100 hours per semester (about 7 1/2 hours per week) of volunteer work in public or private agencies which provide service to the community. A supervised evaluation and seminars are required. Prerequisite(s): at least sophomore standing and permission of instructor. *S/U graded.*

**SSW 291 Human Service in the Community (2)** This course requires a minimum of 60 hours volunteer work in public or private agencies that provide service to the community. A supervised evaluation and seminars are required. Requires permission of instructor. *S/U graded. May not be taken for credit by students with credit for R Ssw 390. Prerequisite(s): sophomore standing has been removed*

**SSW 301 Human Behavior and The Social Environment I(3)** Knowledge of human behavior and the social environment as a basis for generalist practice with individuals, families, groups and communities. Includes theoretical and empirical knowledge about the range of normal bio-psycho-social development and the nature and impact of oppression and discrimination on individuals and families throughout the life course. Prerequisite(s): permission of the instructor. *For majors only.*

**SSW 305 Social Work Practice I (3)** Introduction to social work practice. Overview of generalist social work practice; history, values and ethics of social work; role of social work; the helping process in a systems framework; self-awareness and professional use of self; introduction to basic communication skills and social work practice skills with diverse clients; effects of oppression and social injustice. *For majors only.*

**SSW 306 Social Work Practice II (3)** This course is a continuation of RSSW 305: Social Work Practice I. Students will be introduced to the generalist helping processes of engagement and assessment with individuals, families, groups, organizations and communities; basic social work and professional skills in engagement and assessment with diverse clients; the effects of oppression and injustice in engaging and assessing populations at risk Pre-requisites: Grades of C or higher in 301 & 305. *For majors only.*

**SSW 322 Introductory Research Methods in Social Welfare (3)** Introduction to quantitative and qualitative research methods in social work, including content on: defining social work research problems, developing and testing hypotheses, the logic of causal inference, sampling, measurement (including reliability and validity), basic skills in data analysis and research utilization, the ethics of research, and research issues concerning human diversity and power. Emphasizes methods and content relevant to social work practice and the problems of social welfare. Prerequisite(s): permission of instructor. *For majors only.*

**SSW 390 Community and Public Service Program (3)** This course involves volunteer work in public or private non-profit agencies involving service to the community. A minimum of 100 hours per semester (about 7 1/2 hours per week) must be spent in the agency, Prerequisites: SSW 290 and permission of instructor. *S/U graded.*

**SSW 400 Field Instruction in Social Welfare I (4)** Internship in an approved social welfare agency and attendance at a weekly seminar to discuss professional and practice issues. Students are in field 16 hours per week supervised by approved field instructors. Course is graded Satisfactory or Unsatisfactory (S/U). Pre-requisites: Grades of C or higher in Rssw 301, 305, 306, 322; concurrent with 405z

**SSW 405Z Social Work Practice III (3)** Continuation of RSsw 306. The generalist helping processes of contracting and basic intervention with individuals, families, groups, organizations and communities; special social work and professional skills in contracting and intervention with diverse



clients; application of theory and research to practice in contracting and basic interventions; effects of oppression and injustice in contracting and intervening with populations at risk. Includes development of written and oral communication skills: course meets general education upper level writing and oral discourse requirements. Prerequisite: Grade of C or better in RSSW 306. Concurrent with RSSW 400. *For majors only.*

**SSW 406 Social Work Practice IV (3)** This course is a continuation of RSSW 405. The focus of this course is the generalist helping process of advanced intervention, evaluation and termination with individuals, families, groups, organizations and communities; specialized social work and professional skills in intervention, evaluation, and termination with diverse clients; application of theory and research to practice in advanced intervention, evaluation, and termination in concurrent field placement; effects of oppression and injustice in intervening, evaluating and terminating with populations at risk. Prerequisite: Grade of C or better in RSSW 405z. Concurrent with RSSW 410. *For majors only. For majors only.*

**SSW 408 Organizational and Community Theory(3)** An introduction to practice & theory at the organizational and community levels, with emphasis on oppressed populations. Includes the history of communities, organizations and macro-practice in social work; major approaches to organizational behavior and community dynamics; the nature of non-clinical social work; the organizational and community contexts for the provision of social services; and skills for working in organizations and communities. Prerequisite(s): Permission of instructor, SSW 210 and 301. *For majors only.*

**SSW 409 Introduction to Social Policy Analysis (3)** Within an historical context, current social welfare policies and programs will be examined in terms of their rationale, implementation, and effectiveness. The strengths, limitations and alternatives to governmental intervention in social welfare. Emphasis on concepts and frameworks for analyzing social welfare policies and programs, with special attention to their differential impact on at-risk and oppressed populations. Prerequisite(s): permission of instructor, SSW 408. *For majors only.*

**SSW 410 Field Instruction in Social Welfare II (4)** Continuation of RSSW 400. Internship in an approved social welfare agency. Hours per week are set to meet acceptable professional standards. Must be taken concurrently with RSSw 406. Course is graded Satisfactory or Unsatisfactory (S/U). Pre-requisites: Grade of C or higher in 405z & 408, Grade of S in 400.

**SSW 450 Independent Study in Social Welfare (3)** Independent reading or research on a selected experimental, theoretical or applied problem is planned under the direction of a faculty member. Prerequisites: written permission of instructor and chair of undergraduate program. *May be repeated with different content.*

**SSW 499 Special Areas of Social Welfare (3)** Consideration of a topic or issue in the field of social work knowledge or practice is selected on the basis of faculty and student interest. May be repeated with different content. Prerequisite: permission of instructor.

## **SCHOOL OF SOCIAL WELFARE, UNIVERSITY OF KANSAS**

(<http://www.socwel.ku.edu>)

### **Mission Statement**

The mission of the University of Kansas School of Social Welfare is to educate students, conduct scholarly inquiry and perform community service in order to promote an approach to **social work practice** that advances the empowerment and well-being of individuals and communities.

In both the BSW and MSW programs, our practice-centered approach, leading to empowerment and well-being, is guided by four themes:

- Focus on people's strengths
- Celebration of human diversity
- Promotion of social justice
- Developing a critical perspective

The School has a commitment to educational approaches that directly and explicitly enhance the connection of theory and concepts to the needs of clients and the demands of everyday practice. This commitment flows from the values and ethical base of the profession and is enriched by four themes. We define the themes as follows:

- *Strengths*: A perspective that recognizes and mobilizes the inherent strengths of individuals, families, neighborhoods, organizations and communities to discover and develop their own and communal resources and assets in their struggle for a better quality of life.
- *Diversity*: Understanding, valuing and engaging the broad range of differences and commonalities based on culture, ethnicity, race, geography, gender, race, social class, sexual orientation, and physical and mental abilities, particularly when those differences are the cause for discrimination.
- *Social Justice*: A commitment to greater equality based on a complex understanding of the effects of economic, political and social structures on people's life chances, particularly as it relates to economic inequality and the availability of necessary social resources.
- *Critical Perspective*: The capacity to engage in a deliberate and continuing examination of the assumptions underlying theories, methods and approaches used by social work in understanding and responding to human need.

### **BSW Goals**

The School of Social Welfare provides the education and experience necessary for **a career in social work**. By helping shape students' capacity for caring, the school prepares social workers to carry out the unique purposes of the profession, to develop human potential, to promote individual well being, and to bring about a more just society.

## **Educational Goals**

1. The baccalaureate program educates students for generalist practice at the entry level. Thus, students will be able to practice competently, under professional supervision, with a variety of client systems, and at all system levels.
2. The baccalaureate program prepares students for advanced graduate work in social work, as well as degree programs in other disciplines.

## **Educational Objectives**

Educational objectives flow from the School's mission and goals. Further, each objective is linked to course objectives, articulated in each course syllabus, and accomplished through the assignment of readings, papers, and/or projects. Graduates of the BSW Program will be able to:

1. Apply practice skills based upon a *critical analysis* of the problem context, the biopsychosocial variables that affect the development and behavior of systems, as well as the interaction thereof.
2. Understand and implement a *strengths-based approach* to social work practice.
3. Engage in ethical social work practice with a commitment to social work values.
4. Demonstrate appropriate use of self in social work practice with systems of all sizes.
5. Understand oppression and discrimination, as well as approaches that advance *social and economic justice*.
6. Understand the history of social welfare and the social work profession and its current structures and issues.
7. Analyze the impact of social policies on client systems, workers, and agencies.
8. Have the ability to evaluate research and apply it to practice, and to use research skills in the service of both one's own practice and one's agency.
9. Communicate and practice with a *diversity of colleagues and community members, as well as client populations*.
10. Use supervision appropriately.
11. Participate in necessary organizational and system change.

## **BSW Social Work Curriculum**

### ***Freshman or Sophomore Year***

**SW 220 or Equivalent** Social Work, Social Welfare and U.S. Society (3). SF S An introduction to the field of social welfare and its relationship to the social work profession, charged with carrying out its primary missions. Specific social welfare policies will be analyzed, particularly as those policies affect individuals and families in need. LEC

### ***Junior Year***

**SW 510** Fundamentals of Social Work Practice (3). Introduces the basic concepts of social work practice including the focus and context of practice, the nature of a social work relationship; basic skills and techniques common to practice such as interviewing, engagement, information gathering,

etc. Introduction to problem solving and social work roles. Prerequisite: SW 530, SW 540, and SW 555. (Spring)

**SW 530** Human Behavior in the Social Environment (3). A study of theoretical frameworks for understanding human behavior. The theories include the developmental stages across the life cycle, abnormal behavior compared to normal, analysis of family and societal processes and their effects on the individual, and individual behavior in relation to social class, ethnicity, and cultural background. Junior social work classification required. (Fall)

**SW 532** Community and Organizational Dynamics and Human Behavior (3). An analysis of community and organizational life with emphasis on human behavior dynamics. Systems operation and change are considered and related to social functioning, especially as it impinges on social welfare objectives. Junior social work classification required. (Spring)

**SW 540** Fundamentals of Research in Social Work (3). An examination of the basic concepts and principles of scientific inquiry as applied to the social work profession's quest for and utilization of knowledge. Positivistic and naturalistic methods of inquiry are covered. Other content includes conceptualization, operationalization, sample design, ethics, and client participation in the research process. Junior social work classification required. (Fall)

**SW 541** Social Work Research Seminar (3). Focus is on applying material learned in SW 540 to the critique of empirical work in the social work arena and to the development of a proposal for a practicebased research project. Emphasis on assessing relevance of research to special populations. Content on the interpretation of graphs, tables, and statistical measures provided. Prerequisite: SW 540. (Spring)

**SW 555** Topics in Diversity (3). This class focuses both generally on human diversity and the consequences of minority status in U.S. society, and specifically on how social work is practiced with one particular minority group. The specific focus may change from semester to semester.

### **Senior Year**

**SW 601** Field Practicum (5). Students are assigned to social service agencies that provide generalist practice opportunities under the supervision of a qualified field instructor. This provides students with the opportunity to apply and test social work knowledge, values, and skills within an approved practice setting in order to gain competency as beginning social workers. This course is taken for two semesters (fall-spring), with credit being given only after completion of the second semester. Enrollment in this course must be concurrent with enrollment in SW 610 and SW 612. FLD (Fall/Spring)

**SW 610** Social Work Practice Seminar I (3). Focuses on learning and implementing the problem-solving and interaction models of practice to be applied to individuals, families, and small groups. Concurrent with SW 601, practicum; students bring issues with clients to class for discussion. Open only to B.S.W. seniors. Prerequisite: SW 510. (Fall)

**SW 611** Case Management (3). The philosophy, knowledge, and skills necessary for the practice of effective case management with a variety of client groups: the mentally ill, the elderly, and children at risk etc. Both didactic and experiential learning techniques are used. (Fall)

**SW 612** Social Work Practice Seminar II (3). Second of two-course sequence extends the work begun in SW 610. Examines interventive strategies applicable to practice with larger systems. Models of community organization and community development are presented. Concurrent with SW 601, practicum; students work on individualized, agency-related projects. Prerequisite: SW 610. (Spring)

**SW 620** Social Policy and Program Analysis I (3). A conceptual model for the analysis of social welfare problems and policies is developed. The framework is applied to the problem of poverty and major policies and programs developed to cope with that problem. In addition the model is used to examine social welfare problems/needs being addressed in the students' practicum agencies. The focus throughout is on the understanding and application of the analytic framework. (Fall)

**SW 621** Social Policy and Program Analysis II (3). The course builds on SW 620 using the conceptual model to examine a range of social welfare problems/needs, policies and programs. These areas include children/families and the elderly, as well as major problem/ policy areas of mental health, developmental disabilities, juvenile justice, adult corrections, and housing and homelessness. Emphasis is on advancing student's understanding and skills for using the analytic framework. Attention given to the role of social workers in the legislative process for shaping social welfare policies. (Spring)

**SW 623** Seminar in Professional Issues (3). Seminar in the philosophy, values, and issues in contemporary social work and social welfare. Seminar will address areas such as conception of profession and professionalism, standards, licensing, and professional regulation, accountability and professional responsibility. Senior social work classification required. (Spring).