

Introduction to Social Work Course Syllabus

COURSE INFORMATION

Number: SCWK 201
Credits: 3
Prerequisite: ENGL 202, English Composition II, sophomore standing
Quarters offered: Fall, Winter, and Spring

INSTRUCTOR INFORMATION

Instructor: Ann Gowen
Office: Pete Beaverhead Building, room 120
Telephone: 406-275-4766
E-mail: ann_gowen@skc.edu
Office hours: As posted

COURSE DESCRIPTION

Introduction to Social Work provides an overview of the history, mission, values, and current challenges of the social work profession; introduces the SKC Bachelor of Social Work Program; and allows students to assess their interest in a social work career. [Writing Course; Portfolio Course]

The course will introduce students to various areas of **Generalist Social Work** practice. Guest presentations by community professionals and personal interaction with local agencies will acquaint students with social work in the community. Written exercises and class discussions will allow the students to examine the ethical dilemmas faced by social workers and allow students to assess their own value systems with the values of the social work profession.

COURSE OBJECTIVES

Upon completion of the course, participants will be able to:

General Course Objectives

1. Describe the field of generalist social work practice.
Measured by: Class discussion, reflection papers, quizzes, and exams.
2. Describe the history and mission of the social work profession.
Measured by: class discussion, quizzes, and exams.

Critical Thinking Objectives

3. Compare one's own values and ethics with those of the social work profession.

Measured by: Class discussion, quizzes.

4. Use a systems approach to discuss social work settings and practice.

Measured by: Class discussion, quizzes, reflection paper.

5. Describe the issues and challenges of a specific social agency.

Measured by: Oral presentation and research paper.

Cultural Objectives

6. Reflect on oneself from a cultural perspective and consider ways one's own values and biases may affect working with individuals and groups from other cultures / ethics.

Measured by: Reflection papers, classroom discussion.

7. Describe the mission, course objectives, and requirements of the SKC BSW Program.

Measured by: Classroom discussion, quizzes.

REQUIRED MATERIALS

Farley, O. W., Smith, Larry, & Boyle, (2003). Introduction to Social Work (9th ed.) Boston, Allyn 7 Bacon.

National Association of Social Workers: *NASW Code of Ethics*.. www.naswdc.org/code.htm

A variety of handouts and on-line references will be provided throughout the quarter to be read and used in assignments and classroom discussions.

COURSE REQUIREMENTS

1. Class preparation, participation, and attendance: 150 points: 15/class

Each class will involve the presentation of information, discussion about readings and opportunities to practice or demonstrate some of what the student has learned. Students are graded on their involvement in the learning process, not on what they share. Students will be graded on attendance, interactions during class time, participation, willingness to learn, and attitude. Students are responsible for arriving to class on time and are responsible for obtaining lecture materials and assignments for missed class(es).

2. Five written reflection papers: 150 points: 30/paper

Each writing assignment will relate to special issues, concepts or specific professions related to social work. Each paper will have to be typed; double spaced, 12 font. Citations must be used where appropriate, in the body of the paper, and references cited at the end of each

paper. Each assignment requires at least three references. Classroom handouts, web sites or text book may be used as part of the required references. Each paper must be two pages, including references.

To receive full points, follow the directions carefully.

1. Define “Social Work”:
Using three resources define “Social Work” and list employment settings and opportunities in Social Work practice. Describe your area of interest in social work and what population you are interested in working with.
 2. Define “Person in the Environment”:
Using three resources define “Person in the Environment” and site an example of how it can effect you work with an individual client in a social work setting. Diagram and describe yourself as “Person in the Environment”: individual, supporting system and sustaining system, as described in class.
 3. Summarize NASW Code of Ethics:
Review *NASW Code of Ethics*, class handouts and the NASW web site. Briefly list and summarize the primary ethncal principals and standards of the *NASW Code of Ethics*. Choose one of the six core values and give an example of how the value fits with your personal and professional goals.
 4. Define “Strengths Perspective and Client Empowerment”:
Using three resources define and give an example of the “Strengths Perspective” in Social Work. Include a written list of personal and/or professional strengths, needs and goals.
 5. Define “Micro, Mezzo and Macropractice” in Social Work:
Using three resources define “Micro, Mezzo and Macropractice” in Social Work. Give two examples of the where each type of practice would be used.
3. Five Quizzes: 100 points: 20/quiz.
Quizzes will be based on reading assignments. Assignments to be covered will be listed in the class the week before the quiz. The format for the quizzes will be discussed in class.
 4. Research Paper: 50 possible points.
Choose a local social work agency and arrange an interview with one of their Social Workers or Administrators:
 - b. What is the agencies mission?
 - c. Is this a private agency or a public agency?
 - d. What population does the agency serve?
 - e. What type of services does the agency provide?
 - f. What are their funding sources?
 - g. What is the minimum employee qualification required for the organization?

Use the interview as the bases for a research paper on the agency/organization. Use two resources, in addition to the interview. The report must be a minimum three pages, 12 font, double spaced with a cover page, and in APA style.

5. Oral presentation: 50 possible points.

Present your research finding to the class. Allow 15-20 minutes for the presentation, including questions and answer. Provide handouts and supportive materials with your presentation.

Note: Points will be deducted for late work. If you have a viable reason for your work being late, make an appointment with me and discuss your situation. (If for any reason you will be late or can't attend class contact me prior to class, preferably day before).

GRADING

Class preparation, participation, and attendance:	150 points: 15/class
Five written reflection papers:	150 points: 30/paper
Five Quizzes:	100 points: 20/quiz
Research paper:	50 possible points
Oral presentation:	50 possible points

A total of 500 points is possible.

Grades are earned in the following way:

500-450 points = A
449-400 points = B
399-350 points = C
349-300 points = D
Under 300 points = F

An Incomplete grade ("I") for this course is NOT an option, except in cases of extreme emergency or death of a family member. In either situation, instructor approval is required. The instructor must be notified within 48 hours.

Late assignments will lose 5 points for each class period they are late. Late assignments cannot be turned in after two weeks.

Grading criteria for writing assignments

Written assignments will be worth various points. The distribution of the points will be determined on the following percentages.

Content (Clear, coherent, convincing)	10 %
Organization (Follow assignment directions, information in logical order)	10 %

Readability (punctuation, spelling, grammar, follow writing tips)	10 %
Accurate reflection of information	15 %
Reference; correct use of APA format	5 %

Computer excuses

Since many assignments involve use of the computer, you are advised to leave ample time for inevitable disasters such as a system crash, lost files, or forgotten passwords. You should always save early and often, make multiple copies, and check for viruses. Be aware that the computer labs will get busier as the semester wears on. ALWAYS save your work to disk, CD or a flash drive (early and often) in order to make it portable.

WEEKLY SCHEDULE

Week 1

- Introduction to Social Work / SCWK 201
- Introductions, class objectives, review syllabus.
- Overview of Social Work: History and Definition and Employment Opportunities

Required Readings:

1. Farley, O. W., Smith, Larry, & Boyle, (2003). Introduction to Social Work (9th ed.) Boston, Allyn 7 Bacon: Chapter 1: What is Social Work & Chapter 4: Education for Social Work
2. National Association of Social Workers: *NASW Code of Ethics*. www.naswdc.org/code.htm
3. Handouts and website listings provided in class

Assignments:

1. Download a copy of *NASW Code of Ethics*. Read and bring to next class for use.
2. Complete written Assignment 1 to be handed in Week 2

Week 2

- Discussion of Chapters 1 & 3
- Review written assignment 1
- Person in the Environment: The Dual Perspective
- Personal cultural perspective and biases
- Review *NASW Code of Ethics*

Required Readings:

1. Farley, O. W., Smith, Larry, & Boyle, (2003). Introduction to Social Work (9th ed.) Boston, Allyn 7 Bacon: Chapter 4: Generalist Practice and Introduction Theory & Chapter 5: Practice With Individuals
2. Handouts and website listings provided in class

Assignment:

Complete written Assignment 2 to be handed in Week 3

Week 3

- Discussion Chapters 4 & 5
- Review written assignment 2
- Strength's Perspective in Social Work
- Personal and Professional Strength, Needs and Goals

Required Readings:

1. Farley, O. W., Smith, Larry, & Boyle, (2003). Introduction to Social Work (9th ed.) Boston, Allyn 7 Bacon: Chapter 6: Social Work with Groups
2. Handouts and website listings provided in class

Assignments:

1. Complete Written Assignment 3 to be handed in week 4
2. Complete required readings and prepare for quiz two

Week 4

- Discussion of Chapter 6
- Review written assignment 3
- Choose agency and individual to be interviewed.
- Presenter(s)

Required Readings:

1. Farley, O. W., Smith, Larry, & Boyle, (2003). Introduction to Social Work (9th ed.) Boston, Allyn 7 Bacon: Chapter 7: Practice with Communities.
2. Handouts and website listings provided in class

Assignments:

1. Complete Written Assignment 4 to be handed in week 5
2. Complete required readings and prepare for quiz three

Week 5

- Discussion of Chapter 7
- Review Written Assignment 4
- Agencies that serve the local community
- Tribal and Non-Tribal Service Agencies
- Indian Child Welfare Act

Required Readings:

1. Farley, O. W., Smith, Larry, & Boyle, (2003). Introduction to Social Work (9th ed.) Boston, Allyn 7 Bacon: Chapter 9 Mental Health Services & 10 Health Care Services
2. Handouts and website listings provided in class

Assignments:

1. Complete Written Assignment 5 to be handed in week 6
2. No quiz next week

Week 6

- Discussion of Mental Health Services & Health Care Provider
- Review Written Assignment 5
- Presenter(s)

Required Readings:

1. Farley, O. W., Smith, Larry, & Boyle, (2003). Introduction to Social Work (9th ed.) Boston, Allyn 7 Bacon: Chapter 11 Social Work in Schools & 13 Family and Child Welfare
2. Handouts and website listings provided in class

Assignments:

Complete required readings and prepare for quiz four

Week 7

- Discussion of social work in schools & with families in child welfare.
- Presenter(s)

Required Reading:

Handouts and website listings provided in class

Assignments:

1. Complete required readings and prepare for quiz five
2. Download one article from the internet regarding the agency you will use for your research paper and bring to class

Week 8

- Review individual articles
- Presenter

Required Readings:

1. Farley, O. W., Smith, Larry, & Boyle, (2003). Introduction to Social Work (9th ed.) Boston, Allyn 7 Bacon: Chapter 15 The Aged & 16 Drug Abuse
2. Handouts and website listings provided in class

Assignments:

Prepare personal presentation for next weeks class

Week 9

- Review Chapter 15 & 16
- Student presentations

Required Readings:

Farley, O. W., Smith, Larry, & Boyle, (2003). Introduction to Social Work (9th ed.) Boston, Allyn 7 Bacon: Chapters 17 - 18 & 20

Assignments:

Prepare personal presentation for next weeks class

Week 10

- Review Chapter 17-18 & 20
- Student class evaluation
- Presentations by students
- Wrap up discussion

(If for any reason you will be late or can't attend class, contact me prior to class, preferably day before).

REFERENCES

Bond, L.A., & Wagner, B.M. (1988). Families in transition: Primary Prevention programs that work. Newborn Park, CA: Sage.

Dubois, B., & Miley, K. K. (2002). Social work: An empowering profession. Boston, MA: Allyn and Bacon.

Farley, O.W., Smith, L., & Boyle, __ (2003). Introduction to social work (9th ed.). Boston, Allyn and Bacon.

Hamlin, E.R. (1991). Community-based spouse abuse protection and family preservation team. Social Work, 36(5).

Krout, J. A. (1986). The aged in rural America. Westport, CT: Greenwood.

Morales, A.T., & Sheafor, B.W. (2002). The many faces of social work clients. Boston, MA: Allyn and Bacon.

Morales, A.T., & Sheafor, B.W. (2004). Social work: A profession of many faces. Boston, MA: Allyn and Bacon.

Rivas, R. F., & Hull, G.H., Jr., (1996). Case studies in generalist practice. Pacific Grove, CA: Brooks/Cole.

Rothman, J.C., (1999). The self-awareness workbook for social workers. Boston, MA: Allyn and Bacon.

Trattner, W.I. (1999). From poor law to welfare state (6th ed.). New York: Free Press.

SKC Syllabus Supplement

Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

Reasonable Accommodations

Reasonable accommodations are provided to students with diagnosed or suspected disabilities through the ACCESS Office located in the Social Work Department in the Beaverhead Building. For additional information, contact John Domitrovich, the SKC ACCESS Officer, Beaverhead Building Room 131; 406-275-4889; john_domitrovich@skc.edu.

Appropriate Behavior

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

Course Transferability

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

Course Responsibilities

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

Study Time Expectation

Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour. For example, if this is a 5-credit course, you are expected to spend 5 hours in class and a minimum of 10 hours outside of class, a total of at least 15 hours each week to earn a C.

Attendance

Good attendance and active participation will help you to achieve success in your academic career. Poor attendance will result in missed information, missed assignments and tests, and possible failure of the course.

Guidelines for Papers

A Paper: Generally has strong presentation, with a solid opening paragraph explaining what the paper is about. The argument is clear, logical and backed up by evidence, (assessment, intake, etc.) Examples support your paper. The paper demonstrates a sound command of all material from the course, reading, discussions, guest speakers, etc. “A” papers are well written with few, if any, errors of fact or grammar.

B Paper: Has a presentation, but is less developed. The body uses examples and demonstrates an understanding of the material, but lacks depth or sophistication. There may be errors of fact. Contains more errors of fact or grammar/spelling/punctuation than an “A” paper.

C Paper: Weak or only implied understanding of the topic. Paper demonstrates some evidence of familiarity with the course materials, but in a superficial way. Writing lacks structure often does not use paragraphs, and examples and details are few or missing. Several errors of fact and grammar/spelling/punctuation. Paper is too brief, is not supported by facts. Assignment directions may be only partially followed.

D Paper: Show little evidence of grasping the issue. May make some connections, but in a disjointed way. Rarely offers detailed information. Like C papers, these are usually too brief. Errors of fact are common and errors of grammar/spelling/punctuation. Directions are not followed accurately.

F Papers: Papers are poorly organized and poorly written, do not follow directions, and show very little or no grasp of the subject matter. These are often too brief and may be full of spelling and punctuation errors.