

**SCHOOL OF SOCIAL WORK
ST. CATHERINE UNIVERSITY/UNIVERSITY OF ST. THOMAS**

*Ours is a 'big tent' classroom...
which welcomes diversity under a large canopy of grace and common purpose.*

- I. COURSE:** **SOWK 2810W: Introduction to Social Work: Fall, 2009**
8:30 a.m. – 12 Noon, Saturdays
- COURSE CREDITS:** One course (4 credits)
- INSTRUCTOR:** Mary Ann Brenden, MSW, LICSW
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Mailing Address:
2004 Randolph Avenue MS# F-15, St. Paul, MN 55105
Office: 301 Fontbonne Hall
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Office Hours and Telephone Consultation Times: TBA
- REQUIRED TEXTS:** *Introduction to Social Work and Social Welfare.*
Kirst-Ashman, Karen. Thomson Brooks/Cole, 2007.
- Social Work for Social Justice: Ten Principles.*
School of Social Work, College of St. Catherine/
University of St. Thomas, 2006.
- More Days in the lives of Social Workers.*
Grobman, Linda May, Editor. What Hat Communications, 2005.
- BSW Student Handbook*, School of Social Work,
College of St. Catherine/University of St. Thomas.
- Handouts and additional readings as assigned.
- PREREQUISITE COURSES:** Introduction to Sociology and/or
Introduction to Psychology

II. COURSE OBJECTIVES

This course introduces students to the profession of social work within the context of the social welfare institution. It provides an overview of an integrative approach to generalist social work practice which emphasizes intervention on individual, environmental and societal levels. Special emphasis is placed on values, human diversity, social problems and social work fields of practice.

Upon completion of this course, students will have attained the following knowledge and skills:

A. Knowledge of the following concepts:

1. Alternative ideological perspectives (conservative, liberal and radical), the world view related to each including response to populations at risk, and the ideological perspective consistent with the profession of social work.
2. The social work frame of reference including the generalist model of practice, the problem solving process, general systems theory and the relationship between personal problems and social policy.
3. The social welfare institution, its services and programs, its resources and limitations including the concept and experience of stigma, and its relationship with the social work profession.
4. The history of social work and content on current structures of social welfare services, particularly as it relates to the Social Security Act, Medicare, Medicaid and the Older Americans Act.
5. An understanding/appreciation of human diversity and its relationship to human experience in the social environment, discrimination and oppression, and social problems such as poverty, homelessness, and the "-isms" across the lifespan.
6. Social problems including alternative views regarding definitions and theories on causation as well as the response to social problems by society and the social work profession.
7. Value systems, the potential for values conflicts and dilemmas, professional social work values and ethics and social justice principles which emerge from Catholic Social Teaching.
8. Social institutions including the family, economy, political system and religion and the relationship between culture, class, social organization and social institutions.
9. The profession of social work including its historical development, values and ethics, methods of practice, attributes and organizations, and employment related information.
10. Fields of social work practice including related functions, knowledge, values, ethics, roles, settings and relevant current issues and trends.

11. Poverty, the human experience of it, alternative theories regarding causation and anti-poverty efforts undertaken by society and the social work profession from the English Poor Law through contemporary times.
12. The importance and purposes of research-based social work practice.
13. Formal organizations within which generalist social workers practice and delivery of client-centered services.
14. Power and influence, and the dynamics of discrimination and oppression in relation to populations at risk including children, elders, women, ethnic/racial minorities, and gay/lesbian persons.
15. Social change, including factors facilitating change, obstacles to change and social policy as a process of change.

B. Skills in:

1. Responding to human diversity by recognizing, respecting and accepting the needs and preferences of individuals in relation to age, race, class, sexual orientation and gender.
2. Understanding and managing one's own beliefs, values and attitudes about human diversity in order to be able to respect others whose lifestyle traditions and behaviors are different from one's own.
3. Identifying and being aware of social problems at the societal and community levels and analyzing the causative impact of policy on these problems.
4. Understanding one's own commitment to working for social justice and assisting others to clarify their attitudes and to understand the implications of their working or not working for social justice.
5. Clarifying the implications of professional ethics in specific situations and personally rejecting and encouraging others to reject unethical activities or plans.
6. Written and verbal communication skills, including answering questions and providing information when needed or requested.
7. Awareness of ones' own ideological perspective, that of the profession of social work and an understanding of complementary and/or conflict between the two.
8. Understanding the fields of practice including: children and families, the elderly, people with disabilities, health care, mental health, youth and schools, and criminal justice.

III. CONTENT OUTLINE

Introduction to Social Work and Social Welfare

What is Social Work?

What is Social Welfare?

Conservative-Liberal Continuum?

Content Areas in the Social Work Curriculum

Environmental Context of Problems

Social Work Values and Ethics

The NASW Code of Ethics

Social Worker's Ethical Responsibilities to Clients

Social Workers' Ethical Responsibilities to Colleagues

Social Workers' Ethical Responsibilities as Professionals

Social Workers' Ethical Responsibilities to the Social Work Profession

Social Workers' Ethical Responsibilities to the Broader Society

Social Workers' Ethical Obligations to Help People at the Macro Level

Personal and Professional Values

Social Work for Social Justice: Ten Principles

Empowerment and Human Diversity

Discrimination, Oppression, Stereotypes, and Prejudice

Populations-at-Risk and Social and Economic Justice

Empowerment and a Strengths Perspective

Human Diversity

Appreciating Cultural Differences in National Origin

Class

Gender

Sexual Orientation

Family Structure

Marital Status

Age

Disability

Religion and Spirituality

The Process of Generalist Practice

Defining Generalist Practice

The Planned-Change Process

Assessment Emphasizing Strengths and Empowerment

Implementation with Macro Client Systems

Practice Settings

Organizations and Communities

Social Work with Individuals

Social Work with Families

Social Work with Groups

Generalist Practice: A Three-Level Process
Professional Organizations in Social Work
Social Work Licensing
The Council on Social Work Education
Employment Settings

An Overview of Social Welfare and Social Work History

Early European Approaches to Social Welfare
U.S. Social Welfare History: Early
The Civil War Era
The 1870s to 1900
The Progressive Period
The Great Depression and the 1930s
The Social Security Act of 1935
War and Wealth: The 1940s
Peace and Complacency
The 1960s and the War on Poverty
Civil Rights in the 1960s
Conservatism in the 1970s
Welfare Reform
The Development of the Social Work Profession
Social Work Accreditation

Policy, Policy Analysis, and Policy Advocacy

Social Welfare Policy
Agency Policy
Structural Components
Value Perspectives
Policy Analysis

Policies and Programs to Combat Poverty

International Perspectives
Poverty in the United States
Social Insurance Policy
Public Assistance Policy
Stereotypes About People “on Welfare”

Social Work and Services for Children and Families

Child Maltreatment and Child Protective Services
Intensive Family Preservation
Child Day Care
Advocacy for Resources
Kinship Care
Foster Family Care
Residential Settings
Adoption

Social Work and Services for the Elderly

International Perspectives
Demographic Characteristics
Common Problems Facing Elderly People
 Macro Practice Empowerment
Empowerment for Diverse Populations

Social Work and Services for People with Disabilities

Ethical Implications
Defining Developmental Disabilities
 Developmental Disabilities
 Social and Economic Justice
 Deinstitutionalization
Empowerment Through Legislation
 Americans with Disabilities Act
Community Empowerment

Social Work and Services in Health Care

Social Work Roles in Health Care
Health-care Policy and Problems in the Macro Environment
 Populations-at-Risk
 Health-Care Costs
 Ethical Dilemmas
International Perspectives: AIDS

Social Work and Services in Mental Health

Mental Health, Mental Illness, and Social Work Roles
Clients with Mental Health Problems
 DSM-IV-TR
Managed Care Policies and Programs
Cultural Competence

Social Work and Services for Youths and in the Schools

School Social Work
 Focus on Mezzo Practice
 Enhancing Multiculturalism
Creative Empowerment for Youths Through Macro Practice
Teenage Sexual Activity, Pregnancy and Parenting Issues

Social Work and Services in the Criminal Justice System

Crime and Criminal Justice
Who Commits Crimes? Race, Social Class, and Gender Issues
Criminal Justice Settings
Punishment Versus Empowerment
The Cycle of Domestic Violence
International Perspectives: Gangs Around the World

IV. COURSE REQUIREMENTS AND ASSIGNMENTS:

A. Attendance/Participation/Classroom Climate:

Professional education involves experiential and collaborative learning and the development of high standards of personal responsibility. Each student is a valuable resource in the learning experience of the class as a whole. Therefore, students are expected to attend all class sessions, arrive on time, be prepared, and participate in order to enhance activities and discussions for all. Because attendance is so important, it will weigh in the final grade. Punctual attendance at all class sessions is expected and a prerequisite to earning a grade of "A" in the course. More than one absence seriously jeopardizes a student's successful completion of the course and may result in a grade of "F." Attendance will be recorded at the beginning of each class. Late arrival will be noted.

Active participation in the learning experience promotes a richer experience for individual students as well as the class as a whole. Students are encouraged to participate in class and small group discussions. We will be discussing many controversial topics. Diverse positions will be valued and respected. Although we may not all share the same opinions, the only 'political correctness' appropriate in this course is the search for truth and the commitment to pursue the course goals and to treat each other with openness, honesty and respect.

Climate:

Ours is a 'big tent' classroom. Diversity is valued as an important resource in the classroom which enhances the learning experience. Unity in the common bond of learning is valued. Unity is distinguished from uniformity; diverse positions/opinions are respected. Our tent has no rigid walls or exclusive boundaries. The center pole of our tent is the spirit of mutual regard for each person and a commitment to encounter and engage the course goals, the texts/readings and each other with openness, honesty and respect.

To maintain a professional climate in the classroom, students are asked to refrain from eating. Beverages are permitted.

Influenza Statement:

St. Catherine University and the University of St. Thomas are committed to maintaining a healthy campus community. During the 2009-2010 academic year, there will be ongoing concerns regarding the prevalence among university faculty, staff and students of both the H1N1 virus and seasonal influenza.

To help limit the spread of these illnesses, the Center for Disease Control has provided college campuses the following recommendation: students, faculty, or staff with influenza like illnesses (temperature of 100.0 or greater, plus a cough or sore throat) are directed to self-isolate (or stay home) for at least 24 hours after their fever is gone without the use of fever-reducing medicine. In the event that students are unable to attend classes due to this self-isolation recommendation, they should consult the pandemic web sites <http://minerva.stkate.edu/offices/administrative/emergency.nsf>
<<http://minerva.stkate.edu/offices/administrative/emergency.nsf>> or
<http://www.stthomas.edu/pandemic/plan/default.html>
<<http://www.stthomas.edu/pandemic/plan/default.html>>

St. Catherine students should contact their professor by email about their absence. St Thomas students should complete an on-line form informing professors of their absence. In accordance, faculty will

provide opportunities for these students to participate in alternative educational delivery due to this illness.

B. Quizzes: A take-home quiz will be due in class starting with the first class session. Quizzes will generally feature objective questions (multiple choice, true/false, etc.), but could also include a combination short answer and/or short essay questions. Items will reflect the content of assigned readings. Quiz #4 will serve as the midterm exam. **Quizzes will be due at the beginning of class. Late quizzes will not be accepted.**

C. Reflection Essays: These essays are designed to help each student to articulate his or her personal responses to a variety of issues critical in contemporary social work. Essays should be about **3-4 pages typed, double-spaced, written in gender-fair English, carefully organized, and properly written**. Essays with typographical or grammatical errors and essays that are otherwise unprofessional will be graded down. Please see Section V (below) for grading standards.

Reflection Essay #1: "My Ideological Perspective". The text identifies three ideological perspectives: the conservative, liberal, and radical. **Write a reflective essay which demonstrates that you understand the distinctions among the three perspectives and that you are aware of your own ideological perspective.** Address these questions:

- Which perspective (conservative, liberal, radical) most closely describes your own perspective? How?
- How does your ideological perspective differ from the other two perspectives outlined by the text?
- What influences in your life have led you to this ideological perspective?
- What does this exercise tell you about your personal values?
- Select two of the principles of **Social Work for Social Justice: Ten Principles**. Write a statement of how each principle relates to your ideological perspective.
- What harmonies and possible conflicts do you imagine you will have, personally, with the dominant ideological framework of social work?

Reflection Essay #2: "Diversity".

View the movie *Crash* (2004) and, after reflecting on the following questions, write an essay addressing your response to the movie and your experiences related to diversity.

Warning: *Crash* is a movie that contains graphic language and violence. By virtue of its subject matter, this film is very disturbing. Some segments of the film are very unpleasant to witness.

Your essay should have three parts... one corresponding to each of the following sets of reflection questions:

1. Reflection about the movie:

- What is your response to *Crash*?
- Is the content of *Crash* consistent with your personal experiences related to race in our culture? How/how not?
- Does the content of *Crash* reflect experience related to race that you observe in your day-to-day living? How?

2. Reflection about yourself:

It has been said, “*Anyone growing up and/or living in a racist society is likely to internalize values and attitudes reflecting the prejudice and discrimination existent in society.*”

With this in mind, reflect on the following questions:

- What personal biases do you feel you have in relation to race? In relation to other dimensions of diversity?
- Where do you think these personal biases have come from? How have you developed them?
- How do these biases influence your interaction with others in day-to-day living?
- What does this reveal to you about you? Your values? Your ideology?

3. Conclude this assignment with a reflection that addresses the following questions:

- Select two principles from *Social Work for Social Justice: Ten Principles* and discuss how they relate to the movie *Crash* and racism in our society.
- How will you manage your past experiences related to diversity and your biases as you practice social work?
- What personal and professional goals would you like to set for yourself in relation to diversity?

Reflection Essay #3: "An Observation".

Scenario: You are married woman with two children of preschool age and financially dependent on your spouse. Your spouse has just been fired from his job and, prompted by this crisis and the fact that you have been having marital problems, he walks out on you and says he is not coming back. You have very little cash (less than \$30), no savings, no job, no childcare and no one to turn to. The rent will be due in a few weeks and you have only a few days food supply. You decide, out of necessity, to apply for public assistance.

Based on this scenario, find out where to go to apply for public assistance. Then, go there, sit in the reception/waiting area and observe for one hour. Note: Please bear in mind three important things.

- (1) The public assistance office is a public space financed by tax dollars. Any citizen has a right to go there.
- (2) The people you see at the public assistance office may be in a vulnerable position. Be sure to conduct yourself in a respectful and sensitive manner.
- (3) This experience is a part of your professional training. Bear in mind that you are doing this as part of a program to prepare yourself for competent social work practice. You need to know about the welfare system and how it affects individuals and families.

This assignment ‘begins’ the minute you read the scenario above. Exercise self-consciousness through each ‘phase’ of the assignment and imagine how it would actually feel to be in this situation.

Write a reflective essay in response to this experience and these questions:

1. How does it feel to be suddenly without resources and responsible for the support of two children?
2. How do you feel about applying for public assistance? Why?
3. How did you go about finding the office? Was it easy to locate? Was it accessible?
4. What did you observe when you were there? What were your thoughts and feelings?
5. What were your expectations before you went? Where did these expectations come from? Did the experience ‘match’ the expectations?
6. How are social myths regarding poor people and people on public assistance reflected in what you observed and your reactions to what you saw?

7. What have you learned about the public assistance system through this exercise?
8. What have you learned about yourself through this experience? What values issues does this experience raise for you?

Conclude your essay with a discussion of how the *Social Work for Social Justice* principles relate to poverty and welfare. Address these two points:

- Identify and discuss at least two principles that relate to this experience.
- For each principle, discuss one specific change that would bring about greater social justice to the experience of needing/applying for public assistance.

Final Reflective Essay (#4): Social Work and Me: How is the Fit?

Given what you have learned during this course about the profession of social work and yourself:

1. Complete the exercises presented in the Epilogue of the text.
2. Write a brief (you will have the opportunity to elaborate further in Part 3) summary about yourself in relation to each exercise using the following headings:
 - a. Box A (Assessing your Capabilities)
 - b. Box B (Employment Goals and Work Context)
 - c. Box C (Job Preferences)
3. Read the following chapters in Gropman: 3, 10, 28, and one of your own choosing. For each, write a paragraph or two addressing how the content/message of the chapter relates to your own development as a social worker.
4. Write a reflective essay which addresses each of the following questions:
 - How good is the fit of social work as a career for you? In what ways is social work a 'good' fit? In what ways is social work a 'poor' fit? What especially attracts you to the profession? What deters you?
 - What strengths (knowledge, skills and values) do you bring to the profession? How will you build on them?
 - What deficits (knowledge, values and skills) do you bring to the profession? How will you address these as you prepare for practice?
 - What struggles do you anticipate when you envision yourself as a social worker? How will you address them?
 - What is your primary goal in the social work profession? What do you want to accomplish/achieve/contribute? What is your social work dream? How do you want to make a difference in the lives of others?
 - Considering *Social Work for Social Justice: Ten Principles*, which principle especially ignites your passion as a future social worker/citizen?

Due: In class on the last day of class

Grading Criteria:

- Demonstrates knowledge of the profession (knowledge, values and skills)
- Demonstrates self-awareness in relation to the profession
- Proper writing
- Thoughtfulness
- Thoroughness

C. Skills Assignments:

These assignments introduce you to some critical skills important in your professional education. Worksheets will be provided to assist you in completing these assignments. The quality and punctuality standards discussed above also apply to the following assignments.

Skills Assignment #1: Going Online: Using BlackBoard, Sending E-Mail and Exploring the WWW. Using the resources of the computer center or your own computer and modem, complete Skills Worksheet #1.

Skills Assignment #2: Use of Library Reference Materials. (Note: The *Guide* prepared by the CSC Librarian and provided by the instructor will be helpful if reviewed prior to completing this worksheet.)

Prior to beginning your work in the library, select a population-at-risk and a field of social work practice, then complete Skills Worksheet #2 to develop/utilize library research skills to learn about your field of practice.

Social Work Program Plan: Meet with your social work advisor and together map out your course plan. Submit a copy of your plan signed by your advisor.

Skills Assignment #3: Telephone Interview. Conduct a telephone interview with a social worker employed in a specific field of social work practice. Skills Worksheet #3 will ask you to plan your questions and report on your learning.

Skills Assignment #4: Field of Practice Presentation.

The class will be divided into six teams-- one of the following fields of social work practice.

Child/family welfare	Mental health
School social work	Health care
Criminal justice	Geriatric social work

Instructions to each team:

Along with a small team of class members, you have been assigned a specific field of social work practice. The team is responsible for doing a **fifty (50) minute presentation** for the class about your assigned field of practice. The presentation should build upon what you have learned from the text about this field of social work practice and may include the following:

- a visit by a current social work professional practicing in this field
- a timely video addressing this population and/or an issue relating to this field
- exercises which enable students to explore and expand their understanding of this field
- a profile of an agency serving this population
- a relevant chapter from the Gropman text as a focus for student discussion

Students are encouraged to reference the **Skills #4 Evaluation/Grading Form** as they plan their presentations. Each presentation must address

1. **Examples** of how a social worker in this field might work at the:

- a. micro level (providing services to individuals/families/groups)
- b. meso/community level (through programs, agencies and organizations)
- c. macro level advocating for social change to address the social problem(s) this area of practice focuses on

2. Using the *Teaching Justice* principles:
 - a. Discuss a specific example of social injustice apparent in this field of practice (link this to one or more principles);
 - b. Discuss a specific example of how social workers in this field strive to achieve justice with or on behalf of their clients (link this to one or more principles).

Some class time will be provided to enable students to meet together to prepare for this assignment. It may also be necessary for students to meet outside of class to plan their presentation. Students must participate in the planning process and be present when their group presents in order to receive full credit.

Grading criteria:

- Clear and effective communication
- Effective organization
- Use of effective visual aids
- Clear examples of micro, meso and macro practice
- Meaningful discussion of social justice
- Effective use of time
- Collaborative teamwork
- Successfully building upon the content presented in the chapter

V. EVALUATION AND GRADING

- All written assignments must be double-spaced on a word processor in proper, gender-fair English.
- **To earn full credit, assignments must be submitted on time.**
- Assignments are expected to be professionally presented. Typographical/grammatical errors and assignments that are poorly written or otherwise of an unprofessional quality will be graded down.
- Evaluation criteria are listed for each requirement. Grades are assigned as follows:
 - A Excellent/superior work
 - B Good work; minimum requirements have been met and exceeded
 - C Work meets but does not exceed minimum requirements
 - D Work does not meet minimum requirements
 - F Work is incomplete, lacks academic integrity or falls short of minimum requirements

Final grades will be calculated according to the following formula:

Attendance/Participation	20%
Quizzes/Midterm	20%
Reflection Essays & Skills #3	30%
Skills #4 Field of Practice Presentation	30%

Note: There will be no opportunities for "extra credit."
Final grades will reflect student performance on the requirements outlined above.

Policy regarding Incompletes:

If you are forced by emergency circumstances to request an "incomplete", we will negotiate and sign a written agreement setting forth the requirements and time line for completing the course. Requests for such an option must be student-initiated. As stated in the Student Handbook, incompletes can only be awarded if the student has completed a minimum of one-half the required coursework at a "B" quality or above. You would need to approach me at least two weeks before the end of the course. An incomplete cannot extend beyond May 1, 2010; if it does, it reverts to an "F". An incomplete would ideally be completed prior to the beginning of spring semester.

VI. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Classroom accommodations will be provided for qualified students with documented disabilities. Students are required to contact Resources for Disabilities in the O'Neill Learning Center at St. Catherine University about accommodations for their courses within the first two weeks of the term. Appointments can be made by calling 651-690-6563.

For further information: <http://minerva.stkate.edu/offices/academic/oneill.nsf>.

**SOWK 281: Introduction to Social Work
 Skills Assignment #4: Field of Practice Presentation**

Team: _____

Field of Practice: _____

Examples of <u>micro</u> level work in this field of practice	
Examples of <u>meso</u> level work in this field of practice	
Examples of <u>macro</u> level work in this field of practice	
Specific example(s) of how social workers in this field strive to achieve justice using two <i>Justice Principles</i>.	
Presentation effectively builds on content presented in the text	
Clear and effective communication	
Use of effective visual aids	
Effective use of time (50 minutes)	
Collaborative teamwork is evident	

GRADE: _____

**SOWK 281: Introduction to Social Work
 Final Grade Calculation**

Student _____

A. Reflection Essays & Skills Exercises (30%)

Reflection #1 _____ Skills #1 _____
 Reflection #2 _____ Skills #2 _____
 Reflection #3 _____ Skills #3 _____
 Reflection #4 (Final Reflection) _____
 Program Plan _____

B. Quizzes (20%)

Quiz	Points	Score	Percent
1			
2			
3			
4 (Midterm)			
5			
6			
7			
8			
Total Points			

C. Skills #4: Field of Practice Presentation (30%)

D. Attendance/Participation (20%)

FINAL GRADE

IV. Topics and Activities

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
<p>WE #1 Sept. 12</p>	<p>Welcome and Introductions Review of syllabus Education for Social Work Practice: Outcome Survey BlackBoard Orientation</p> <p>What is Social Work? Knowledge, Values, Skills What is Social Welfare? Critical Thinking in Social Work Ideological Perspectives Systems in the Environment</p> <p>Skills #4 Team Assignments</p> <p>Video: BSW Students at UST/CSC School of Social Work</p>	<p>Chapter 1</p> <p>Quiz #1</p> <p>Reflection Essay #1</p> <p>Skills #1</p>
<p>WE #2 Sept. 19</p>	<p>Social Work Values and Ethics NASW code of Ethics Personal and Professional Values Managing Ethical Dilemmas</p> <p>Integrative Social Work Practice (Introduction)</p> <p>Social Work for Social Justice: Ten Principles</p> <p>Video: <i>Professional Choices, Ethics at Work</i></p> <p>Skills #4 Team Meetings</p>	<p>Chapter 2</p> <p>Read: Integrative Model of Social Work (article)</p> <p>Quiz #2</p> <p>Skills #2</p>

<p>WE #3 Oct. 3</p>	<p>Empowerment and Human Diversity Discrimination, Oppression, Stereotypes, Prejudice Populations at risk and Social Economic Justice Empowerment and a Strengths Perspective Human Diversity: ethnicity/culture, class, gender, disability, age , religion, sexual orientation</p> <p>Examining Privilege and Discrimination in our own lives (McIntosh article)</p> <p>Video: <i>Mirrors of Privilege</i></p> <p>The CSC/UST School of Social Work Nature of Professional Education Admission to the Major Curriculum: Fieldwork CSWE</p> <p>Skills #4 Team Meetings</p>	<p>Chapter 3 McIntosh article</p> <p>View: <i>Crash</i></p> <p>BSW Student Handbook</p> <p>Quiz #3</p> <p>Reflection #2</p>
<p>WE #4 Oct. 17</p>	<p>Social Work Practice Generalist Practice Social Work Roles Planned Change Process: Engagement, Assessment, Planning, Implementation, Evaluation</p> <p>Practice Settings Micro: Social Work with individuals and families Mezzo: Social Work with groups Macro: Social Work with organizations and communities Careers in social work</p> <p>Skills #4 Team Meetings</p>	<p>Chapters 4 and 5</p> <p>Quiz #4</p> <p>Skills #3</p>

<p>WE #5 Oct. 31</p>	<p>Social Welfare and Social Work History Early European Approaches U.S. Social Welfare History: Colonial Times through Contemporary Welfare Reform The Development of the Social Work Profession Video: <i>“Women of Hull House”</i></p> <p>Fields of Social Work Practice: Research and Team Presentation Planning</p>	<p>Chapter 6</p> <p>Chapter 6 Quiz (Midterm Exam)</p> <p>Detailed outline of Skills #4 Chapter</p> <p>Identify a chapter in Grobman that relates to your field of practice</p>
<p>WE #6 Nov. 14</p>	<p>Policy Analysis and Advocacy Social Welfare Policy and its Development Components of Social Welfare Programs Values Perspectives on Social Responsibility Policy Analysis Policy Practice and Advocacy Video: <i>“Welfare Warriors”</i></p> <p>Policies and Programs to Combat Poverty Classism in America The Poverty Line in the U.S. Poverty: A Global Problem Social Welfare Policies and Programs Social Insurance Policy Public Assistance Policy</p> <p>Web Resource: <i>Poverty in America</i></p> <p>Skills #4 Team Meetings</p>	<p>Chapters 7 & 8</p> <p><i>Top Five Social Justice Issues</i> (article)</p> <p>Quiz on Chapter 7 & 8</p> <p>Program Plan</p> <p>Reflection #3</p> <p>Skills #4 Presentation Plan</p>

WE #7 Nov. 21	8:40-9:30 Social Work: Children and Families 9:45-10:35 Social Work and Services for the Elderly 10:50-11:40 Social Work: Health Care	Chapters 9, 10, 12 Quiz Program Plan Due Skills #4 Presentations
WE #8 Dec. 5	8:40-9:30 Social Work: Mental Health 9:45-10:35 Social Work: Youth & Schools 10:50-11:40 Social Work: Criminal Justice System Course Evaluation and Wrap Up Time Permitting <i>Video: "Faces of Change: Social Work in the New Millenium"</i>	Chapters 13 - 15 Quiz Skills #4 Presentations Final Project Due (Reflection #4)

**SOWK 281: Introduction to Social Work
SKILLS WORKSHEET #1
Using On-Line Technologies: BlackBoard, E-Mail and the WWW**

NAME: _____

YOUR E-MAIL ADDRESS: _____

1. Log into CSC's *BlackBoard* and send an e-mail message to your instructor briefly share about why you want to be a social worker.

2. Go on the *World Wide Web* and search for sites about social work.
 - a. Select two sites that you find most interesting.
 - b. Print the first page of these two sites and attach them this to this worksheet.
 - c. Identify three new insights you learned about social work below.

2. Search for sites about Catholic Social Teaching (CST) on the WWW.
 3. Select two sites that you find most interesting.
 4. Print the first page of these two sites and attach them this to this worksheet.
 5. Identify three new insights you learned about CST below.