

**COLLEGE OF ST. CATHERINE AND
THE UNIVERSITY OF ST. THOMAS**

SCHOOL OF SOCIAL WORK

SYLLABUS

- I. COURSE:** **SOWK 2810 D01: Introduction to Social Work**
Fall Semester 2009
T, R 9:55-11:35 am
Fontbonne 103
St Catherine University
- COURSE CREDITS:** One course (4 credits)
- INSTRUCTOR:** Serene Thornton, MSW, LICSW
Office: 305 Summit Classroom Bldg, University of St. Thomas
Phone: 651-962-5805
Office Hours and Telephone Consultation times:
T, R 11:45-1:15; Other Times by Appointment
- REQUIRED TEXTS:** Introduction to Social Work and Social Welfare
Second Edition. Kirst-Ashman, Karen
Thomson Brooks/Cole 2007
- Case Studies in Generalist Practice
Rivas, R. and Hull, G., Eds.
Pacific Heights, CA: Brooks Cole, 2004
- Social Work for Social Justice: 10 principles
- 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, and professional social work values and ethics.
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

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 and preparation: 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 class regularly, arrive on time, be prepared, and participate at their level of comfort in order to enhance activities and discussions for all.

B. Tests: Three tests will take place throughout the semester. Tests will generally feature subjective questions (essay.) Items will reflect the content of assigned readings and classroom presentation and discussion.

C. Reflection Essays: These essays are designed to help each student to articulate his or her personal response to a variety of issues critical in contemporary social work. Each essay should use 3 to 5 quotes from the text or lecture to demonstrate your understanding of the material. Essays should be about 3 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. Late essays will be graded down

Reflection Essay #1: "Diversity". Write a reflective essay exploring your personal experience regarding diversity specifically addressing the following questions, remembering to use 3-5 quotes from the text or class:

- What experiences have you had with persons different from yourself?
- What have these experiences been like for you?
- What personal biases do you feel you might have?
- Where do you think these personal biases have come from?
- How might you handle these biases as you practice social work and work for social justice (based on the 10 Principles of Social Justice)?

Reflection Essay #2: "An Observation". Visit either Hennepin or Ramsey County Human Services (Welfare) Department. Sit in the main income maintenance program waiting room for one hour. Based on your observations, reflect on the following questions, remembering to use 3-5 quotes from the text or class:

- What were your expectations of this experience before you went?
- What did you observe?
- How are social myths regarding people on welfare reflected in what you observed and your reactions to what you saw?
- What values issues does this experience raise for you?
- What did what you observed on your visit fit with the 10 Principles of Social Justice?

D. 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 (See IV.C.) also apply to the following assignments.

Skills Assignment #1: 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 #2: Group Presentation. Along with a small group of class members, you will be assigned a field of social work practice. The group will be responsible for doing a presentation for the class. Some class time will be provided to enable students to meet together to prepare for this assignment. It will be also necessary for students to meet outside of class. Students must participate in the planning process and be present on the day of presentation to get full points.

V. **EVALUATION AND GRADING:**

Final grades will be calculated according to the following formula:

Reflection Papers (each 15 points possible)

#1 _____
#2 _____

Tests (each 40 points possible)

#1 _____
#2 _____
#3 _____

Skills Assignments

#1 _____ (15 points)
#2 _____ Presentation (35 points)

TOTAL POINTS 200

Students with Disabilities

Qualified disabled individuals seeking reasonable accommodation should talk with the instructor by second week of the term. You must submit documentation from your respective institution that identifies additional supports to augment your learning. If you suspect you may have a condition that interferes with your learning ability, you can contact the St. Catherine's O'Neill Center for Academic Development at 690-6563 or go directly to the Center, which is located in the lower level of CDC room 021, M-F, 8:30-4:30. The web site is

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

At UST, contact the Enhancement Program - Disability Services at 651-962-6315 or 800-328-6819 extension 6315. You may also make an appointment in person in O'Shaughnessy Educational Center, room 119. For further information, you can locate the Enhancement Program on the web at

<http://www.stthomas.edu/enhancementprog/>

Influenza Statement

Saint 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://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.

IV. Topics and Activities

Date	Topic	Assignment
9/10	Introduction Review of syllabus Education for Social Work Practice: Knowledge, Values, Skills Outcome Survey	
9/15	What is Social Work? What is Social Welfare? Political Perspectives Content areas in the Curriculum	Social Work and Social Welfare, Ch. 1 Handout: The Integrative Model of Social Work
9/17	Environment Integrative Model Video “On Any Given Day Social Workers Help”	Case Studies, Ch.1 Handout: The Code of Ethics
9/22	Social Work Values and Ethics NASW Code of Ethics Personal and Professional Values Video: <i>Professional Choices, Ethics at Work</i>	Social Work, Ch. 2
9/24	Empowerment and Human Diversity Case Study: Immigrants Oppression Populations-at-Risk	Social Work, Ch. 3 Case Studies, Ch. 4
9/29	Social Work for Social Justice: 10 Principles Video: BSW Students Introduction to the School of Social Work Nature of Professional Education Admission Curriculum: CSWE Case Study: Disability	Social Work for Social Justice: 10 Principles Case Studies, Ch. 12,
10/1	Strengths Perspective Case Study: Latino Culture Human Diversity Ethnicity and Culture Class Gender Disability Age Religion Case Study: Rural Poverty	Case Studies, Ch. 5, 15 Reflection #1: Diversity

10/6	Generalist Practice The Planned Change Process	Social Work, Ch. 4 Case Studies, Ch. 4
10/8	Junior Field Interviews	No Class
10/13	Practice Settings Micro Practice Mezzo Practice Macro Practice Social Work Licensure Case Study: Mezzo Practice Assignment of Presentation Groups	Social Work, Ch. 5 Case Studies, Ch. 13
10/15	Test #1	Case Studies, Ch. 3 Handout in class: BSW Handbook
10/20	Social Welfare and Social Work History Meet with Presentation Group	Social Work, Ch. 6,
10/22	Policy Analysis Policy Advocacy Case Study: Criminal Justice Meet with Presentation Group	Social Work, Ch. 7 Case Studies, Ch. 8 Skill #1 Telephone
10/27	Policies and Programs to Combat Poverty Case Study: Homelessness Social Insurance Policy Public Assistance Policy Video: <i>On the Outside Looking In</i>	Social Work, Ch. 8 Case Studies, Ch. 19
10/29	Classism The Poverty Line in the U.S.	
11/3	Meet with Presentation Group: Finalize	Reflection #2 Observation
11/5	Child Welfare Protective Services Family Preservation Day Care	Social Work, Ch. 9 Skill #2 due on the day your group presents.

	Foster Care/Kinship Care Adoption	
11/10	Services for the Elderly Demographics Social Security Hospitals Nursing Homes Empowerment	Social Work, Ch. 10
11/12	Test #2	
11/17	Services for People with Disabilities Self-Determination Definitions Developmental Disability Deinstitutionalization ADA Empowerment	Social Work, Ch. 11
11/19	Health Care Services Roles Policy Populations-at-Risk International Perspectives AIDS/HIV	Social Work, Ch. 12
11/24	Generalist Practice Case Examples Video “Families First”, Michigan	Case Study Ch, 20 and 23
12/1	Mental Health Services Employment Settings BSW and MSW DMS – IV – TR Managed Care Cultural Competence	Social Work, Ch. 13
12/3	School Social Work Mezzo Practice Multiculturalism LGB Students Teen Pregnancy & Parenting	Social Work, Ch. 14

12/8	Criminal Justice Crime Domestic Violence Gangs: International Punishment vs Empowerment	Social Work, Ch. 15
12/10	Values/Career Decision-Making Resilience in Social Work Practice Course Evaluation	Social Work, Epilogue Case Studies, Ch. 26 Handout
Finals Week	Test #3	

**Social Work 281
Introduction to Social Work**

Bibliography

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Aging and Social Policy: Web Resources

National Non-Governmental Organizations

AARP -- www.aarp.org

Alzheimer's Association, Inc. -- www.alz.org

American Association of Homes and Services for the Aging -- www.aahsa.com

American Geriatrics Society -- www.americangeriatrics.org

American Society of Aging -- www.asaging.org

Assisted Living Federation of America – www.alfa.org

B'nai B'rith Center for Senior Housing and Services – www.bnaibrith.org

Gerontological Society of America – www.geron.org

National Archives of Computerized Data on Aging – www.icpsr.umich.edu/nacda/

National Asian Pacific Center on Aging – www.napca.org

National Association of Area Agencies on Aging – www.n4a.org

National Association of Professional Geriatric Care Managers – www.caremanager.org

National Council on the Aging – www.ncoa.org

National Hispanic Council on Aging – www.nhcoa.org

Southern Gerontological Society – www.wfu.edu/academic-department/gerontology/sgs/

Government Agencies

National Institute on Aging – www.hcfa.gov

National Institute on Aging – www.nih.gov/nia/

Social Security Administration – www.ssa.gov

US Administration on Aging – www.aoa.gov

Other Resources and Advocacy Groups

Ageline – www.research.aarp.org/ageling/home.html

Americans for Better Care of the Dying – www.abcd-caring.org

Center for Demography of Health and Aging – www.ssc.wisc.edu/cdha/home.htm

Medicare Rights Center – www.medicarerights.org

National Academy on an Aging Society – www.agingsociety.org

National Citizens' Coalition for Nursing Home Reform – www.nccnhr.org

National Committee to Preserve Social Security and Medicare – www.ncpssm.org

National Council of Senior Citizens – www.ncscinc.org

Association for Gerontology Education in Social Work – www.agesocialwork.org

Association for Gerontology in Higher Education – www.aghe.org

Ebenezer Center on Aging, Minneapolis – fairviewebenezer.org/education.htm

Geriatric Education Centers – www.hrsa.dhhs.gov/bhpr/dadphp/gec/htm

National Caucus and Center on Black Aged -- www.ncba-blackaged.org

National Indian Council on Aging – www.nicoa.org

**S0WK 281: Introduction to Social Work
SKILLS WORKSHEET #1
TELEPHONE INTERVIEW WITH SOCIAL WORKER**

NAME: _____

FIELD OF PRACTICE: _____

1. Describe briefly how you located a social worker in this field to interview by phone:

2. Name of Social Worker: _____

Phone: _____ **Agency:** _____

Address: _____

3. Date of preliminary phone call to request and schedule a 15-20 minute telephone interview:

4. Date of actual telephone interview:

5. List of interview questions:

Include at least one question about each of the following:

- An example of a typical ethical dilemma faced in this area of practice
- Diversity of client population served in this area of practice
- Impacts of welfare reform on clients in this area of practice

6. Attach a two page summary (on word processor) of interview.

S0WK 281: Introduction to Social Work

**SKILLS WORKSHEET #2
GROUP PRESENTATION ON SOCIAL WORK FIELD**

TEAM MEMBERS: _____

FIELD OF PRACTICE: _____

Goal/Purpose: Your goal as a team is to familiarize the class with this specific field of practice. Your presentation should help students to: appreciate the importance of this field of practice and assess their interest in working within it in the future. In order to achieve this, presentations must be somewhat broad. But, bear in mind that specific examples are very helpful in making the information concrete and meaningful. Therefore, each team needs to strike a balance between breadth and depth.

Content: In order to ensure that we have some basic content common across all presentations, please include the following components in your outline and presentation:

- Introduction (definition of terms, scope of problem, etc.)
- History (including social/economic justice/injustice)
- Functions (the fundamental goals of this field both in terms of intervention and prevention)
- Values & Ethics
- Clients Served (include information regarding risk and diversity)
- Knowledge (theories and, what our text calls, ‘dynamics’)
- Current Issues (policy, legislation, etc.)

Each group will present their field of practice to the class on the scheduled day. Plan the presentation to include the required content (above), related activities, questions & answers, and discussion.

Please note: Each team member is expected to contribute equitably.

4. Ideas for creative methods, class activities, etc. which would make the presentation interesting and effective:

III. FINAL PLAN FOR PRESENTATION: Attach an outline of team's presentation which reflects content, methods and activities.

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ASSESSMENT OF INDIVIDUAL GROUPWORK

Name: _____ Team: _____

Purpose: Group work is an important aspect of social work practice. Effective group work requires the conscious use of the skills and knowledge learned in social work education. This form provides an opportunity to assess the group work skills of each member of the team throughout the group process.

Directions: Please use the rating scale at the left to evaluate your own teamwork and that of each person on your team. This form is confidential and will not be seen by any one other than the instructor. Only compiled results will be shared with students.

Rating Scale:

1. All the time
2. Nearly all the time
3. Some of the time
4. Hardly ever
5. Not at all

Student's Grade _____

	ME (Self-Evaluation)			
		(enter name)	(enter name)	(enter name)
Attended team meeting regularly				
Came to team meeting prepared				
Actively participate in team meetings				
Completed assigned tasks on time				
Communicated effectively in team meetings				
Used problem solving skills to help resolve issues as they came up				
Demonstrated a positive attitude throughout the group process				
Gave support to others when asked or as needed				
Asked for support from others when needed				
Made a positive contribution to the group effort				

What did you learn about group work through this experience?

What did you learn about yourself through this experience?

