

**Introduction to Social Work
Fall 2009**

Course: SWK 201 70
Credits: 4

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Course Domain:

Students are introduced to social work as a profession with distinctive frameworks, educational requirements and credentials. Students will learn about the ecological model in generalist practice that conceptualizes problems as resulting from the reciprocal transactions that take place between people and their environments. Social welfare, traditional methods of social work practice and professional knowledge, skill and value bases are covered in this course. Students are challenged to consider how social work holds the belief that all people have worth, dignity and should be treated with respect. The mission and standards of the National Association of Social Work's Code of Ethics embraces a view of social work that includes social justice, professional conduct, competency, the importance of human relationships and empowerment. There is also the shared belief that society should provide opportunities for growth and development that allows each person to realize their full potential. The course introduces social problems that require a societal response, such as child abuse, poverty, homelessness, mental illness, racism, sexism, ageism, violence, substance abuse and discrimination based on sexual orientation. Case work, group work and community organization are discussed from a generalist social work practice approach.

Course Objectives:

1. To introduce students to social work as one of the human services or "helping" vocations, with distinctive characteristics as to philosophy of helping, values base, skill base and knowledge base in relation to problems of individual, group and social functioning.
2. To introduce students to the social problems that require a societal response and to examine how the social work profession responds to those problems with the use of scientific methods and research.
3. To examine the social work function and how social workers perform their tasks within the social welfare system. To understand that the history of current social structures has an impact on social work policy.
4. To begin examining some of the social science concepts which social work utilizes in the development of practice theory.
5. To develop critical thinking skills in the application of social work theory to generalist practice.
6. To begin examining human behavior and development across the lifespan and its reciprocal relationship to the environment.

7. To examine the major developments in the social welfare system and the social work profession.
8. To introduce students to the value of diversity and practice without discrimination with respect to age, class, color, disability, ethnicity, family structure, gender, nation of origin, race, religion, sexual orientation, and how the mechanism of oppression and discrimination operate in our society.
9. To begin to examine strategies for the movement toward social and economic justice on the local and global levels. International social work is highlighted with a focus on global awareness of human rights violations and areas for social action.
10. To begin to examine a generalist social work practice with individuals, groups, organizations and communities.
11. To expose students to various social work professionals working in different practice settings. Demonstrate the range of settings and fields in which social workers practice.
12. To expose students to service in the practice area of family and child welfare. Agency service allows students to engender ethical action, and social responsibility while connecting academic learning to their community and individual problems.
13. To begin to examine and understand the N.A.S.W. Code of Ethics. To understand how the professional use of self is used in practice grounded in social work values and ethics.
14. To begin to understand how to locate and evaluate research studies; how to use APA style for writing scholarly papers; to appreciate that writing and critical thinking plays a vital role in social work practice.

Course Outcomes:

Students will demonstrate knowledge of the distinctive characteristic of social work and the profession's unique knowledge, value and skill base. Students will gain an understanding of areas of social workers practice, social welfare institutions, and the Code of Ethics.

Assessment: Students will take a mid-term and final exam that reflects the student's knowledge of the above concepts.

Students will develop critical thinking skills in the application of social work theory to generalist practice.

Assessment: Students will demonstrate research skills by completing a research paper on a social problem and the social work response to that problem.

Students will acquire a deeper understanding of their personal values, social work knowledge and values, and make closer connection to their community.

Assessment: Students will keep a journal of their service-learning experiences. They will demonstrate reflection on the readings, lecture material and site experiences. There must be integration of theory, service and personal values. Students should include thoughts on empowerment, social justice, dignity issues, the reciprocal transactions between people and their environment, culture, class and gender issues.

Students will demonstrate knowledge of the various fields of social work practice and how service delivery differs based on the client population

Assessment: Students will interview a social work student currently in their senior year field education about their practice area. They will write a report on their reflections of how direct services are provided at that agency.

Textbooks:

Morales, A. & Sheaffer, B (2004). *Social work: A profession of many faces*. (10th Ed.). Boston. Allyn and Bacon, Inc.

Perrin, R. (2005). *Pocket guide to A.P.A. style*. Boston: Houghton Mifflin.

Articles on Reserve in the Library. Those marked with an * will also be handed out in class.

*Berkman C. & Zinberg, G. (1997). Homophobia and heterosexism in social workers. *Social Work*, 2, 319-332.

*Chapelle, J. (1999). A strength-focused approach to community development. *Case studies in social work practice*. Belmont, CA: Brooks/Cole.

Choussudousky, M. (2003). *The globalization of poverty and the new world order (2nd Ed.)* Ontario, Canada: Global Outlook.

*Derald, S. (2006). *Multicultural social work practice*. Hoboken, NJ: Wiley and Sons.

Dunbar, H., Mueller, C., Medin, C. & Wolf, T. (1998). Psychological and spiritual growth in women living with HIV. *Social Work*, 43, 144-154.

*Dzawa, M., & Yeon, H. S. (2005). "Heavers" from TANFA and AFDC: How do they fare economically? *Social Work*, 50 (3), 239-249.

- Gazzola, R. (1998). Social workers: Unsung heroes. *Social Work, 43*, 474-475.
- Jankowski, S. Sherman-Videka, L. & Dickinson-Laquidara, K. (2000). Social support networks of confidants to people with AIDS. *Social Work, 41*, 206-213.
- *Lortie, K. (1999). Finding resources: Case management with childhood chronic illness. *Case studies in social work practice*. Belmont, CA: Brooks/Cole.
- Manning, S. (2007). The social worker as moral citizen: Ethics in action. *Social Work, 42*, 223-230.
- *Patterson, S., Jesse, J., LeCroy, W. & LeCroy, C. (1999). Using the ecological model in generalist practice: life transitions in late adulthood. *Case studies in social work practice*. Belmont, CA: Brooks/Cole.
- Pollio, D. (1997). The relationship between transience and current life situation in the homeless services - using population. *Social Work, 42*, 541-551.
- *Scannapieco, M. Jackson, S. (1996). Kinship care: The African American response to family preservation. *Social Work, 41*, 190-196.
- *Tomlman, B. (1999). Group work with men who batter. *Case studies in social work*. Belmont, CA: Brooks/Cole.
- *West, C. (1993). Race matters. Boston, MA: Bacon Press.

The following are recommended books of special value to the course:

- Bergh, N. (1995). *Feminist practice in the 21st century*. Annapolis, MD: NASW Press.
- Crossmon, C. (1998). *Exploring child welfare: a multicultural perspective*. Needham Heights, MA: Allyn and Bacon.
- Dodson, L. (1999). *Don't call us out of name: The untold lives of women and girls in poor America*. Boston, MA: Bacon Press.
- DuBois, B. (1999). *Social work: An empowering profession*. (3rd Ed.) Needham Heights, MA: Allyn and Bacon.
- *Ewalt, P., Freeman, E., Kirk, S. & Poole, D. (1996). *Multicultural issues in social work*. Annapolis, MD: NASW Press.
- Fitch, D. (2004). A multidimensional conceptual framework for understanding HIV/AIDS as a chronic long-term illness. *Social Work, 49* (3), 469-477.

- Garvin, C. & Tropman, J. (1998). *Social work in contemporary society*. (2nd Ed.) Needham Heights, MA: Allyn and Bacon.
- Gibelman, M. (1995). *What do social workers do?* DC: NASW Press.
- Ginsberg, L. (1998). *Careers in social work*. Needham Heights, MA: Allyn and Bacon.
- Gutierrez, L. (1998). *Empowerment in social work practice*. Belmont, CA: Brooks/Cole.
- Hokenstand, M. C. & Midgley, J. (1997). *Issues in international social work*. Washington, DC: NASW Press.
- *Hunter, S., & Hickerson, J. (2003). *Affirmative practice: Understanding and working with lesbian, gay, bisexual, transgendered persons*. Washington, DC: NASW Press.
- Melendez, M. & Lasala, M. (2006). *Who's oppressing whom? homosexuality, christianity, and social work*. Annapolis, MD: *Social Work*, 52 (4), 371-377.
- Leukefeld, C. & Fimbres, M. (Ed.) (1986). *Responding to AIDS psychosocial initiatives*. New York: National Association of Social Workers.
- Linzer. (1999). *Resolving ethical dilemmas in social work practice*. Needham Heights, MA: Allyn and Bacon.
- Lowy, L. (1985). *Social work with the aging: The challenge and promise of the later years*. New York: Longman Press.
- Lum, D. (1999). *Culturally competent practice: A framework for growth and action*. Boston: Brooks/Cole Pub.
- Macht, M.W. & Ashford, J. B. (1991). *Introduction to social work and social welfare*. (2nd Ed.) NY, NY: Charles E. Merrill.
- *Mallon, G. P. (1998). *Foundations of social work practice with gay and lesbian persons*. New York, NY: The Haworth Press.
- *Martin, E. & Martin, J. (1995). *Social work and the black experience*. Annapolis, MD: NASW Press.
- *Roby, J. & Shaw, S. (2006). The African orphan: Crisis and international adoption. *Social Work*, 51 (3), 199-210.
- Safford, F. & Krell, G. (1997). *Gerontology for health professionals*. (2nd Ed.) Annapolis,

MD: NASW Press.

Sidel, R. (1987). *Women and children last*. Penguin, Inc., New York.

Turner, J.B. (Ed.) (1997). *Encyclopedia of social work* (18th Ed.) New York: National Association of Social Workers.

Van Den Bergh, Nan & Cooper, L. (Ed.) (1986). *Feminist visions for social work*. New York: National Association of Social Workers.

*Yip, K. (2004). *The empowerment model: A critical reflection of empowerment in Chinese culture*. *Social Work*, 49 (3), 479-87.

International Readings:

Dominelli, L. (1997). International social development and social work: Feminist perspective. M. C. Hokenstand & J. Midgley (Eds.), *Issues in International Social Work* (pp 72-91).

Johanneson, T. (1997). Social work as in international profession. In M. C. Hokenstand & J. Midgley (Eds.), *Issues in International Social Work*. (pp 146-155). Washington, DC: NASW Press.

Mupedizswa, R. (1997). Social work with refugees. In M. C. Hokenstand & J. Midgley (Eds.), *Issues in International Social Work*. (pp 110-124). Washington, DC: NASW Press.

General Course Requirements:

All assignments turned in late will not be accepted unless the student made prior arrangements with the instructor. The instructor reserves the right to lower the grade even if an extension is given.

The Cedar Crest Honor code must be upheld on all assignments and exams. Any breach of the Honor Code will result in an "F" for the assignment or the course.

1. Students are asked to come to class prepared to discuss the material assigned for that day.
2. Students are required to write a research paper on a social problem of interest. Each student will choose a specific problem, research the literature on that problem, prepare an annotated bibliography, research the social work response to that problem and visit the local community agency that serves people with the designated problem. The paper should reflect the student's integration of material covered in this course, their literature review and observations of direct practice from the agency visit. All students will have a full library tour highlighting social work/social science resources including the use of our social work

databases and various search engines on the internet. Papers must be double paced and written in APA format.

3. Students are required to choose a practice area from the list below and interview a senior social work student in field education. The instructor will provide direction as needed. A report is required to reflect your impressions on how the social worker provides direct practice and services to clients. Include how the agency works to improve social conditions and economic justice.

- Child Welfare
- Health Care
- Public Welfare
- School Social Work
- Family Services
- Developmental Disabilities
- Services to the Aged
- Industry, Business and Labor
- Criminal Justice/Corrections
- Mental Health/Clinical Social Work
- Employment/Occupational Social Work
- Community Organizing
- Policy/Planning
- Management/Administration
- International Social Work

4. Participation in 2 service learning experiences will be required of each student. Students will maintain a journal of activities in the community. The purpose of the journal is to help the student integrate social work theory with ethical conduct and service. Due to concerns about confidentiality, no names of the clients or agency personnel may be used. Classroom discussions and activities will reconcile practical service experiences with more abstract social work concepts presented in lectures and readings.

5. There will be a midterm examination.

Cedar Crest College
Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest College Honor code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Honor Philosophy

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Social Work Program Attendance Policy

Social work courses typically meet only fourteen sessions each semester. In the interests of your development as a professional social work practitioner as well as the interests of your future clients, it is vital for you to attend these class sessions. Therefore, the Social Work Program's Attendance Policy is as follows:

1. You may miss two class sessions for whatever reasons without penalty.
2. If you miss a third class session the highest overall grade you can receive for the course is a "B".
3. If you miss a fourth class session the highest overall grade you can receive for the course is a "C".
4. Five or more class absences will result in your need to retake the course.

Note: Save your two accepted absences for unforeseen circumstances such as illness, transportation problems, work and child care responsibilities, etc. These will not be acceptable excuses for absence if you have already missed two class sessions. Arriving late for class and/or leaving early will count cumulatively toward missed classes.

Students representing the college in athletic and other capacities will be excused from class for games/matches/meets, etc., only, not for practices. However, student athletes who are maintaining a less than "C" average in the course will not be excused from class.

In all cases of missed classes it is the student's responsibility to do whatever is necessary to compensate for any missed assignments or lecture material.

<u>Grading</u>	<u>% of Grade</u>
1. Class preparation and participation	10
2. Journal Grade/Service Learning. Due Date: November 23	25
3. Midterm - October 19	25
4. Social problem response paper. Due Date: November 30	30
5. Interview Paper. Due Date: December 7	10

Introduction to the Social Work Profession

Aug. 24	<p>Overview of Course Videos: <i>Rural Social Work: Yesterday and Today</i> and <i>The Social Worker</i></p>
Aug. 31	<p>Overview of Social Work - general framework of the profession, education and credentials of Social Workers, NASW Code of Ethics, Generalist Social Work Practice, Spirituality in Social Work Practice Assignment: Morales, Chapter 1, 2 Video: <i>On Any Given Day</i></p>
Sept. 14	<p>Central Themes of Social Work Understanding the Social Welfare Institution Assignment: Morales, Chapter 3, 4 Due: Part I of Paper (A, B, C, D)</p>
Sept. 21, 28	<p>Social Welfare Traditional Social Work methods: casework, group work, community organization, public, private and social agencies Assignment: Morales, Chapter 5, 6 Discussion on article: “Strength Focused Approach to Community Development” Video: <i>Waiting for the World to Change</i> The Knowledge Base of Social Work Assignment: Morales, Chapter 7, 8 Library Tour 9/21 Preparation for agency visit 9/28</p>
Oct. 5	<p>The Value and Skill Base of Social Work Discussion on article: “Life Transition in Late Adulthood” Assignment: Morales, Chapter 9, 10 Discussion on article: “Case Management with Childhood Chronic Illness” Video: <i>The Face of Change</i></p>

Field of Social Work Practice

- Oct. 19 Poverty, Racism, Sexism, Cultural and Spiritual Diversity
Discussion on article: “Finding Resources: Case Management with Childhood Chronic Illness”
Assignment: Morales, Chapter 18, 22
Videos: *10 Reasons Why Parents Abuse* and *Recognizing Child Abuse*
Due: Part II of Paper
Midterm Test
Agency Trip: Sixth Street Shelter, 10/19
- Oct. 26 Social Work with Children
Assignment: Morales, Chapter 13
Video: *Nuyorican Dream*
Discussion on article: “Using the Ecological Model in Generalist Practice: Life Transitions in Late Adulthood”
Preparation for agency visit
- Nov. 2, 9 Social Work with the Elderly
Assignment: Morales, Chapter 14
Discussion on article: “Group Work With Men Who Batter”
Agency Trip: Sixth Street Shelter, 11/2
- Nov. 16 Feminist Social Work Practice
Sexual Equality, Family Violence, Eating Disorders, Cutting Behaviors
Discussion on article: “Dropping Out: A Feminist Approach”
Assignment Chapter 11, 12
Video: *Battling Eating Disorders*
Interview Seniors
- Nov. 23 Gay, Lesbian, Bisexual and Transgendered Clients
Videos: *But Words Do Hurt: Stories From GLBT Youth* and *Being Gay*
Due: Journal
Preparation for agency visit
- Nov. 30 Physical and Mental Disabilities, International Social Work, Rural and Urban Social Work
Due: Complete Paper
Assignment: Chapter 15
Video: *Darfur*
Agency Trip: Sixth Street Shelter, 11/30
- Dec. 7 **Due: Interview Paper**
Assignment: Chapter 10, 16, 17

Outline for the Social Issue Paper

I. Introduction: See below (Due 9/14)

II. Body of Paper: The main text of your paper (Due 11/30)

III. Summary: See below

IV. Annotated Bibliography: See below (Due 10/19)

V. Reference Page(s): All references cited APA style, include any references used that are included in your annotated bibliography Section I and IV.

I. Introduction – Due: September 14

- A. Give a general statement of the issue. Document its existence, describe the people affected by it, define its parameters and dimensions, etc.
- B. Summarize why you chose the topic.
- C. Describe the framework you are using to approach an analysis of the issue.
- D. Describe the methodology you plan to use in researching the paper.

IV. Annotated Bibliography – Due: October 19

- A. You are required to read five (5) to seven (7) articles from the current (last five (5) years) Social Work or related literature. Use APA format.
- B. Document each article and write a summary of each.
- C. At the end of this section attempt to pull together the major ideas in summary form from your literature search.

Entire Paper Due: Nov. 30