



**Sociology 3600**  
**Introduction to Social Work**  
**Tina Best, LCSW, Instructor**  
**Fall 2012**

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Office Hours: Tuesday 5-6 pm  
8:30-9 pm  
and by appointment

**Course Description**

Sociology 3600 - Introduction to Social Work offers a comprehensive survey of social welfare and social work. The student is introduced to social services and social welfare organizations and to client groups and major problem areas with which these organizations deal. An overview of social work as a profession is presented, including the principle social work interventive methods, social work education, research, and social work administrative issues. The course is designed for those with a general interest in the field and for those who are considering social work as a career.

**Course Objectives**

This course is designed to provide each student with the tools necessary to:

1. Describe the differences between social work, social welfare, and human services.
2. Describe the social welfare system in the United States.
3. Describe the historical development of social work and the impact of past and present policies on the current practice of social work.
4. Discuss the major problems, needs and issues in American society toward which social services are directed.
5. Demonstrate sensitivity to the experiences, needs and responses of vulnerable (at-risk) populations, including the poor, ethnic and racial minorities, women, gays, lesbians, bisexuals, the elderly, and children.
6. Evaluate their own attitudes toward social problems, client groups, and social welfare programs.
7. Discuss social work values, goals, skills and roles.
8. Compare and contrast the process and methods of social work practice with people as individuals, families, small groups, organizations and communities.
9. Describe a range of traditional and nontraditional social work settings.
10. Recognize the ethical issues and dilemmas associated with social work practice through the NASW Code of Ethics guidelines for professional conduct.

These objectives will be met through lectures, class discussions and exercises, readings, video presentations, writing assignments, and examinations.

**Required Textbook**

Farley, O. W., Smith, L. L. & Boyle, S. W. (2009). *Introduction to social work* (11<sup>th</sup> ed.). Boston: Pearson/Allyn and Bacon.

## **Course Requirements**

### ***Tests (50% of grade)***

Five tests are scheduled. Tests will consist of multiple choice and true-false questions. Test material will draw upon both readings from the text and class lectures. Missed tests (one through four) will be made up during office hours the week before final exams.

### ***Reflective Statement (10% of grade)***

Students are required to write a reflective statement. The purpose of this reflection is to explore the various personal circumstances of their lives that have particular relevance for a potential career in social work or another field of interest. The statement should address all of the questions (A and B) posed in the assignment in no fewer than 2 full pages. Your paper must be typed and proofread carefully. Use 1 inch margins on all four sides and double-space with the exception of your name, the class, instructor's name, and due date, which should be single spaced. Late papers will be accepted for half credit only.

#### **A. Interest in Social Work, Human Services, or Other Field**

1. Explain why you are interested in a career in social work, human services or other field
2. What experiences have contributed to your interest in social work, human services or other field?
3. What particular area of social work, human service or other field interests you at this time and why?
4. Discuss your career goals and indicate which personal, educational, volunteer experiences have influenced your choice.

#### **B. Life experiences related to Social Work, Human Services or Other Field**

1. What are important values in your life? How will these values assist or hinder your work in your chosen field?
2. Discuss your experiences with cultures, groups, or individuals different than your own and what you learned from these experiences.
3. Describe an experience in which you exercised leadership, responsibility, and/or judgment, and discuss what you learned from that experience.
4. Why do you think you would be a good social worker, human services worker or other worker?

### ***Class Presentation (10% of grade)***

You will be required to give one presentation in class on a topic related to the study of social work. You have the option of pairing up with one other person for a joint presentation or, if you prefer, presenting a topic on your own. More information on this assignment will be provided in another handout.

### ***Therapeutic Exercise (10% of grade)***

Students are required to individually select, prepare and present to the class an activity that may be used in therapy, in either an individual or group counseling setting. A copy of the activity, including information concerning the resource from which it was taken, is to be provided to each class member. This experience is designed to provide a practical application of social work knowledge.

### ***Online Training for Mandated Reporters (10% of grade)***

Students will be required to complete an online training course entitled *Recognizing and Reporting Child Abuse: Training for Mandated Reporters*, which can be found on the website of the Illinois Department of Children and Family Services at [www.state.il.us/dcfs/](http://www.state.il.us/dcfs/). The purpose of this online course is to help all Illinois Mandated Reporters understand their critical role in protecting children by recognizing and reporting child abuse. The training includes:

1. A pre-training assessment
2. 60-90 minutes of self-paced interactive training
3. A post-training assessment
4. A certificate of completion

### ***Class Participation (10% of grade)***

Class discussion and participation in therapeutic activities and in-class assignments will be used to evaluate this component. 3.5 points per full class session are earned for class participation. Participation points will not be earned on finals day or days of student absence.

### ***Grading System***

Tests	50%	250 points
Reflective Statement	10%	50 points
Therapeutic Exercise	10%	50 points
Class Presentation	10%	50 points
Mandated Reporter Training	10%	50 points
Class Participation	<u>10%</u>	<u>50 points</u>
	100%	500 points

### ***Grading Scale***

A = 90-100%	450-500 points
B = 80-89%	400-449 points
C = 70-79%	350-399 points
D = 60-69%	300-349 points
F = 59%-below	Less than 300 points

## **Class Policies**

### ***Academic Accommodations***

Students with a documented disability who wish to discuss academic accommodations are requested to contact me as soon as possible in order to ensure an optimal learning environment. Additional assistance and services may also be requested by contacting the Coordinator of the Office of Disability Services at 581-6583.

### ***Academic Dishonesty***

Academic dishonesty in any form, including cheating and plagiarism, will not be tolerated. Consequences for academic dishonesty range from a zero on an assignment or exam to university expulsion. Consequences will be determined according to the severity of the offense. All incidences of academic dishonesty will be reported to the Department of Judicial Affairs regardless of severity. Please review department and university guidelines on this subject.

### ***Assignments***

Any and all assignments are required to be submitted by their designated due date.

### ***Attendance***

Attendance is expected at each class meeting. Lecture material presented in class will extend beyond information provided in the text. Students are responsible for obtaining their own handouts and lecture notes in the event of class absence.

### ***Cell Phones***

Use of cell phones is not permitted in class. Cell phones should be either turned off or set to vibrate, and left in a book bag or backpack.

### ***Quizzes***

Students are required and expected to take their quizzes as scheduled.

### ***Laptop Computers***

Use of laptop computers is not permitted in class unless required as an academic accommodation due to a documented disability.

### ***Readings***

Students are expected to complete the assigned readings. When readings are assigned for specific class sessions, students are expected to be ready to participate in informed discussions regarding those readings.

**Note: All materials in this course syllabus, including course requirements, may be subject to change.**

## **BUILDING FIRE STATEMENT**

In case of fire, activate the fire alarm and exit the building. When a fire alarm sounds, everyone must exit the building and cannot re-enter the building until allowed by the building coordinator or fire department official. Fire alarms are located at the north and south ends of the corridors just inside the fire doors. The closest exits for all classrooms in Blair are on the north and south ends of the building. Under no circumstance should the elevator be used. Group assembly areas for all classes in Blair are either on the patio area between Blair and Old Main or on the southeast corner of the North Quad. As you exit the building, continue moving well away from the exits so that you do not impede the egress of other students or the work of fire officials. Move a safe distance away from the building.

## **MEDICAL EMERGENCY STATEMENT**

For medical emergencies, go to the nearest phone and call 911. All faculty offices have telephones and during normal business hours (8-12 and 1-4:30), the Sociology Office (Blair 3170) is open. Be sure to state the floor and room number of the emergency to the 911 operator. If possible, someone should go to the central entrance of Blair Hall to direct EMS personnel to the medical emergency scene. If the medical emergency is on the second or third floor, someone else should hold the elevator on the first floor for EMS to use.

## **TORNADO STATEMENT**

In case of a tornado warning, proceed to the center of the hallway on the first floor, near the posted severe weather signs. Under no circumstances should you attempt to leave the building.

## CLASS SCHEDULE

August 23	Chapter 1- What is Social Work?
August 30	Chapter 1 – What is Social Work? Cont'd
September 6	Chapter 1 – What is Social Work? Cont'd
September 13	Problems of Social Functioning Chapter 2 – The Evolution of Social Welfare and Social Work in the U.S. Reflective Statement Due
September 20	Chapter 2 – The Evolution of Social Welfare and Social Work in the U.S. Cont'd Chapter 4 – Generalist Practice and Introductory Theory
September 27	Test 1 Chapter 4 – Generalist Practice and Introductory Theory Cont'd NASW Code of Ethics and Confidentiality
October 4	Chapter 5 – Social Work Practice with Individuals
October 11	Chapter 5 – Social Work Practice with Individuals Cont'd Characteristics of Effective Social Workers
October 18	Test 2 Chapter 6 – Social Work Practice with Groups
October 24	No Class
November 1	Chapter 6 – Social Work Practice with Groups Cont'd Chapter 7 – Social Work Practice with Communities Chapter 8 – Administration and Research (self-study)
November 8	Test 3 Chapter 9 – Mental Health Services (self-study) Chapter 13 – Family and Child Welfare Services
November 15	Chapter 13 – Family and Child Welfare Services Cont'd Chapter 14 – Correctional Services Online Training for Mandated Reporters Certificate Due
November 22	Thanksgiving Break – No Class
November 29	Test 4 Chapter 11 – Social Work in the Schools

December 6

Chapter 11 – Social Work in the Schools Cont'd  
Chapter 16 – Drug Abuse and Social Work (self-study)  
Chapter 17 – Services with Minorities (self-study)

December 13

Test 5/Final