



Sociology 3600
Introduction to Social Work
Tina Best, LCSW, Instructor
Spring 2009

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Office Hours: Tuesday 5-6pm
Thursday 5-6pm
And by appointment

Course Description

Sociology 3600 - Introduction to Social Works 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. Demonstrate a beginning knowledge of social welfare and of social work.
2. Understand an overview of the complex social welfare system in the United States.
3. Demonstrate an understanding of the major problems, needs and issues in American society toward which social services are directed.
4. 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.
5. Evaluate their own attitudes toward social problems, client groups, and social welfare programs.
6. Demonstrate a basic understanding of social work values, goals, skills and roles.
7. Be knowledgeable of a range of traditional and nontraditional social work settings.
8. Understand the process and methods of social work practice with people as individuals, families, small groups, organizations and communities.
9. Understand the historical development of social work and the impact of past and present policies on the current practice of social work.
10. Be knowledgeable about the NASW Code of Ethics and ethical dilemmas in social work practice.

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. (2006). *Introduction to social work* (10th ed.). Boston: Allyn & Bacon.

Course Requirements

Classroom Participation

Class discussion and participation in therapeutic activities will be used to evaluate this component. 6 points per class session are earned for class participation. Participation points will not be earned on exam days or days of student absence.

Exams

Exam 1	Section 001	(Tuesday class)	February 17, 2009
Exam 1	Section 002	(Thursday class)	February 19, 2009
Exam 2	Section 001	(Tuesday class)	April 7, 2009
Exam 2	Section 002	(Thursday class)	April 9, 2009
Exam 3/Final	Section 001	(Tuesday class)	May 5, 2009
Exam 3/Final	Section 002	(Thursday class)	May 7, 2009

Exams will consist of 50 to 100 multiple choice and true-false questions. Exam material will draw upon both readings from the text and class lectures. Make-up exams may include essay questions.

Grading System

Class participation	15%	80 points
Exams	60%	300 points
Reflective Statement	15%	80 points
Therapeutic exercise	<u>10%</u>	<u>40 points</u>
	100%	500 points

Grading Scale

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59-below

Reflective Statement

Utilizing WebCT, 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 the questions posed in the WebCT assignment in no fewer than 2 pages (double-spaced, 12-point type).

Reflective Statement Due Date: February 8, 2009

Therapeutic Exercise

Students are required to 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.

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.

Exams

Students are required and expected to take their exams as scheduled for the section in which they are enrolled. The instructor must approve in advance any deviation from the assigned exam date.

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 exam dates, 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.

Part One: The Beginnings – The History and Values of Social Welfare and Social Work

A. Introduction to Social Work

1. The roots of social work
2. The profession of social work
3. Knowledge, skills and values
4. Social condition and history
5. Education for social work
6. Social functioning and vulnerable (at-risk) populations

Required Readings:

Farley et. al, Ch 1-3, pp. 1-45
Handouts

Part Two: Social Work Practice

B. Generalist Practice and Introductory Theory

1. What is a system?
2. A social work system
3. Systems terms
4. Types of social systems
5. Roles for social workers
6. Ecomapping

Required Readings:

Farley et al, Ch. 4, pp. 46-61
Handouts

C. Methods

1. Social Casework
 - a. History of social casework
 - b. The practice framework
 - c. Methods of social casework
 - d. The casework process

Required Readings:

Farley et al, Ch. 5, pp. 62-84
Handouts

2. Social Work with Groups

- a. Historical development of group social work
- b. Group work models
- c. Formation of groups
- d. Selection of group members
- e. Structuring groups
- f. Group dynamics

Required Readings:

Farley et al, Ch 6, pp. 85-109

Handouts

3. Social Work with Communities/Community Organization

- a. History of community work
- b. Community work models
- c. Principles of community organization
- d. Community social work processes
- e. Roles of community organizers

Required Readings:

Farley et al, Ch 7, pp 110-126

Handouts

4. Administration and Research

- a. Basic assumptions and principles
- b. Supervision
- c. Consultation
- d. Collaboration
- e. Social work and research

Required Readings:

Farley et al Ch 8, pp. 127-148

Handouts

Part Three: Social Work Services

D. Practice areas

Required Readings

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|---------------------------------------|----------------------------------|
| 1. Mental Health Services | Farley et al, Ch 09, pp. 149-170 |
| 2. Social Work in Health Care | Farley et al, Ch 10, pp. 171-188 |
| 3. Social Work in the Schools | Farley et al, Ch 11, pp. 189-205 |
| 4. Social Security and Public Welfare | Farley et al, Ch 12, pp. 206-228 |
| 5. Family and Child Welfare Services | Farley et al, Ch 13, pp. 229-257 |
| 6. Correctional Services | Farley et al, Ch 14, pp. 258-277 |
| 7. Services for the Aged | Farley et al, Ch 15, pp. 278-296 |
| 8. Drug Abuse and Social Work | Farley et al, Ch 16, pp. 297-323 |
| 9. Services with Minorities | Farley et al, Ch 17, pp. 324-340 |
| 10. Social Work in Rural Areas | Farley et al, Ch 18, pp. 341-351 |
| 11. Case Management | Farley et al, Ch 19, pp. 352-362 |

Handouts

Part Four: Professional Development

E. The Maturation of Social Work

1. Attributes of a Profession
2. Council on Social Work Education
3. National Association of Social Workers
4. NASW Code of Ethics
5. Prevention and Enrichment

Required Readings:

Farley et al, Ch 20-21, pp. 363-381

Handouts

F. Social Work and the Future

1. Trends
2. Summary

Required Readings:

Farley et al, Ch 22, pp. 399-415

Handouts

Selected Bibliography

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