STEPHEN F. AUSTIN STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
BSW PROGRAM
Tuesday/Thursday: 11:00 – 12:15p.m.
Social Work Building Room 203

SWK 215.001  
Introduction to Social Work  
Spring 2016

Ms. K. Bailey-Wallace, MSW, LBSW
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Office hours:

Monday  8-10 am & 1-3 pm
Wednesday  8-11 am & 12-3 pm

Or schedule an appointment

Prerequisites:  PSC 141, HIS 133, PSY 133, SOC 137
Corequisites:  None

COURSE SYLLABUS

I.  COURSE DESCRIPTION
The purpose of this course is to introduce students to the profession of Social Work. The professional knowledge, values and ethics of Social Work will be taught to students with major emphasis being placed on the relationship between the profession of Social Work and Generalist Social Work Practice. Course content will also include information on the historical and philosophical development of the Social Work profession as well as the significance of values and ethics in the profession.

This course will address issues related to discrimination, economic deprivation, and oppression that place persons-at-risk or in need of social work services in our society. Issues of gender, race, ethnicity, culture, age and sexual preference as they relate to Generalist Social Work practice will also be explored throughout the course.

REQUIRED TEXT:

RECOMMENDED TEXT:
II. PROGRAM LEARNING OUTCOMES

1. Identify as a professional social worker and conduct oneself accordingly. (EPAS 2.1.1)
2. Apply social work ethical principles to guide professional practice. (EPAS 2.1.2)
3. Apply critical thinking to inform and communicate professional judgments. (EPAS 2.1.3)
4. Engage diversity and difference in practice. (EPAS 2.1.4)
5. Advance human rights and social and economic justice. (EPAS 2.1.5)
6. Engage in research–informed practice and practice-informed research. (EPAS 2.1.6)
7. Apply knowledge of human behavior and the social environment. (EPAS 2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EPAS 2.1.8)
9. Respond to context that shape practice. (EPAS 2.1.9)
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (EPAS 2.1.10)

*Educational Policy and Accreditation Standards (EPAS) for the Council on Social Work Education

III. CURRICULUM DESCRIPTION

The BSW program at SFASU features generalist social work practice, defined as follows:

Generalist practice serves client systems utilizing ecological systems approach focusing on persons, families, groups, organizations, and communities. It is not confined by a narrow cadre of theories; rather it is versatile enough to allow problems and situations, as well as strengths, capacities, and resources, to determine the practice approach. Generalist practice employs a problem solving framework and a broad knowledge, value, and skill base which demands ethical practice and on-going self-assessment. Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk
IV. COURSE OBJECTIVES (Student Learning Outcomes: SLO)

1. Engage in career-long learning and engage those whom they work as Informants (PB: 1.5, EP 2.1.1).

2. Utilize conceptual frameworks to guide the process of assessment, intervention, evaluation and termination (PB: 2.1, EP 2.1.7).

3. Identify models of assessment, prevention, intervention, and evaluation related to generalist social work practice (PB: 3.2, EP 2.13).


5. Understand forms/mechanisms of oppression/discrimination. (PB: 5.1, EP 2.1.5).

6. Recognize and manage personal values in a way that allows professional values to guide practice in working with systems of all sizes, (PB: 2.1, EP 2.1.2).

7. Use effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (PB: 3.3, EP 2.1.3).

8. Learn to critique knowledge to understand person and environment (PB: 7.2, EP 2.1.7).

9. Use professional supervision and collaboration in preparation for functioning effectively in agency settings (PB: 1.6, EP 2.1.1).

10. The student substantively and affectively prepares for action with individuals, families, groups, organizations, and communities. (PB: 10.1 EP 2.1.10).

11. Attend to professional roles and boundaries of a generalist social worker, (PB: 1.3, EP 2.1.1).


14. Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB: 4.1, EP 2.1.4).

15. The student advocates for human rights and social and economic justice. (PB: 5.2, EP 2.1.5).
V. INSTRUCTIONAL METHODS
This course will be conducted in a lecture-discussion format. Students are encouraged to ask questions and contribute comments for discussion. Exams will consist of essay, short answers, multiple choice and true-false questions. The exams will evaluate knowledge of content. The assigned papers will measure students' ability to critically evaluate and integrate course content. Exams will test for material from the text, from lecture, and from outside readings.

Several class days will be used for a current event day. Students are required to bring to class an article and/or any information relevant to the field of Social Work. This information will be presented to the class for discussion and turned into the instructor. Points will be awarded for this activity.

VI. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology)

This course will utilize Desire 2 Learn (myCourses) to support the delivery of course content.

For help with D2L, go to http://www.D2L.sfasu.edu.

The student will need basic skills regarding the use of a word processor and web browser. The student must have **access** to a computer that meets the minimum requirements.

For specific details, go to http://sfaonline.sfasu.edu/gettingstarted.html.

Computers are available to current students through a number of labs across campus (Go to www.sfasu.edu or the instructor for details).
VII. COURSE SCHEDULE

Weeks 1&2  
Jan 19-21  
Jan 26-28  
Introduction and Overview of Course  
Review Syllabus  
Class Exercise  
Educational Policy and Accreditation Standards (CSWE) 2008  
Educational Preparation for Social Work  
Mission of Social Work  
BSW Social Work Program  
BSW Student Handbook  
Human Services, Social Welfare, Social Work  
Generalist Social Work Practice  
Critical Thinking and Problem-Solving  
The Foundation of Social Work Practice  
Video: God Bless the Child (2003)


Weeks 3&4  
Feb 2-4  
Feb 9-11  
Defining Social Work as a Profession  
Is Social Work a Profession or Discipline?  
Social Work Careers  
International Social Work  
Social Work Practice in Rural and Urban Areas  
Review Lifestyle Assignment

Ethical Social Work Practice  
Professional Social Work Values  
Ethics versus Bias  
NASW Codes of Ethics  
Texas State Board of Social Worker Examiners Code of Ethics  
Application of Ethics  
Enforcement of a Code of Ethics

Readings: Reamer(2003); Sheafor, Horejsi, & Horejsi 71-84; Code of Ethics NASW/IFSW & Others. Lowenberg & Dolgoff 2000; Berkman & Zinberg 319-332, TSBSWE Code of Ethics

Weeks 5&6  
Feb 16-18  
Feb 23-25  
Exam I – Thursday, February 18th  
February 23 – Library Research Day  
The Nature of Social Work Practice  
Philosophical/Political Views of Social Work and Social Welfare  
Issues of Oppression and Discrimination  
Human Diversity and Multiculturalism

Readings: Pincus & Minahan 3-36; Popple & Leighninger 1-20, Timberlake, Farber, & Sabatino: Chap. 2; Akerlund & Chenay 2000; Gorin (2001)
Weeks 7&8
Mar 1-3
Mar 8-10
Lifestyle Paper Due – Thursday, March 3rd
Mid-TERM
Mid-Semester Grade Reporting
History and Development of the Social Work Profession
Charity Organization Society
Children Aid Society

Readings: Brieland 2247-2257; Popple 2282-2292

Weeks 9&10
Mar 22-24
SPRING BREAK March 15-17
Development of Institutions
Settlement House Movement
Freedmen’s Bureau
Types of Social Work Agencies

*Thursday, March 24 (Easter Holiday)

Readings: Popple & Leighninger, Chap. pp. 53-91, Brieland 29-67; Freedmen's Bureau

Weeks 11&12
Mar 29-31
Apr 5-7
Integrative Paper Due – Tuesday, April 5th
Organization of the Profession
Development of Professional Education
Development of a Professional Identity
Professional Organizations
Institutionalizing the Profession
Social Work Licensure
BSW vs. MSW
Current Status of the Profession
Building Empirical Evidence for Practice
Generalist Perspective
Guest Speakers

Readings: Timberlake, Farber, & Sabatino chap 3; Biggerstaff 1616-1624;
Pinderhughes 740-751

Weeks 13&14
Apr 12-14
Apr 19-21
EXAM II – Thursday, April 14th
General Method/Problem-solving Model
Rural Social Work Practice
Strengths Based Interviews
Critical Thinking and Evidence based Practice
Global Context of Social Work Practice
Student Current Events

Readings: Timberlake, Farber, & Sabatino chap 4 &11; Davenport & Davenport 2076-2084; Morales & Copeland pp. 1379-1384;

Week 15&16
Apr 26-28
May 3-5
Student Presentations Completed
Completion of Course Content
Course Summary and Evaluation
Skill Enhancement Exercises

Final Exam Week – May 9 through May 13

Final Exam for SWK 215.001
Tuesday, May 10, 2016
10:30 am - 12:30 pm
VII. COURSE REQUIREMENTS:

A. **Class Attendance and Participation**: It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

Cell Phones/Pagers/Electronic Devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average. No such devices are to be within view during exams.

B. **Readings**: Each week contains required readings from the text and/or referenced journal articles. Some articles will be posted on D2L. You can utilize the articles for home study, exam preparation and research. You will be responsible for all readings at test time whether or not they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

C. **Exams**: Two (2) major application exams will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, classroom questions/responses, and guest presentations are subject to examination. The exams will consist of a combination of matching, multiple choice, true/false, and essay questions.

The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at www.sfasu.edu/bulletin). Missing an exam without either prior permission or an excused absence will result in a grade of “0” on that exam. The instructor will schedule make-up exams.

D. **Quizzes**: A total of six (6) quizzes will be given over the course of the semester. The quizzes will evaluate for general comprehension of the course material (assigned readings and/or previous lecture topics) or may be based on active participation in a classroom activity or attendance. The quizzes will be unannounced and may occur at anytime during the class period.

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin and will be scheduled by the instructor.
E. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments must be typed with a word processor in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the *Publication Manual of the American Psychological Association* (6th ed.). Failure to meet these guidelines will result in loss of points.

Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.

GRADING:

Exams  2 @ 100  =  200  
Quizzes/Readings  6 @ 10  =  60  
Assignment I - Lifestyle Paper  =  100  
Assignment II - Integrative Paper  =  100  
Current Events/Student Presentations  =  20  
Final Exam:  =  100  
TOTAL  580

GRADING SCALE:

A  520 – 580  
B  462 – 519  
C  404 – 461  
D  346 – 403  
F  345 or less

**Academic Integrity (SFASU Policy A-9.1)**

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at the web address below). **All incidents will result in a grade of “0”**. **Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

IX. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
This assignment is designed to help students identify practice behaviors, which augment the Ten Core Competencies: and will require you to illustrate your knowledge of generalist social work practice with individuals, families, groups, communities and organizations. This assignment is an experiential exercise that requires you to take on the identity of a fictitious person. The lifestyle described here consists of over 25 percent of our total population; therefore, this is reality for a significant number of our clientele (this concept refers to individuals, families, groups, communities and organizations). This paper is worth 100 points. Due date will be identified in class. (7-8 pages)

**EPAS 2.1.10, PB 1.3, 7.2, 10.10, 10.11.**

For the purpose of this paper you are to assume that you are a parent with three children (ages 2, 4, 6) who is receiving Temporary Assistance for Needy Families (TANF). You are unemployed and recently separated from your spouse. Your monthly benefit check is $221 per month and you get $250 per month food allowance. (Food allowance may only be used to purchase food items.) Your spouse pays no child support. Most of your medical expenses are paid by Medicaid.

The first part of the assignment is to prepare a monthly budget for your family. Include items like food, rent, utilities, clothing, transportation, laundry and entertainment. Also include the cost of non-food items like soap, non-prescription medications and paper products. In this budget you should first detail how much is to be spent on each item each month. Then describe the quality of life you would be leading. In other words, describe what your housing would be like, how clean you would be able to keep your clothes, what kind of entertainment you would have, etc.

The second part of the assignment is to prepare a monthly budget under the assumption that you took a part time job. Assume that you have the possibility of getting a 1/2 time job washing dishes at a restaurant at minimum wage. ($7.25/hr.) Your gross pay would be $412/month and your net pay would be $363/month. Your TANF would be reduced to $111/month and your food allowance to $205/month. Take into consideration extra expenses such as day care, extra clothing and transportation. (Day care 2 1/2 days per week for two children.) Compare and contrast your working budget with the first budget you prepared. Is it worth it to go to work? Explain why or why not.

Include the following in your assignment.

1. Identify or at least describe the type of organizations you will be dealing with in your lifestyle. **EPAS 2.1.10, PB. 10.8**
2. Describe the community that you live in. **EPAS 2.1.10, PB 10.1**
3. Describe the life of your family. **EPAS 2.1.10, PB 10.1**
4. Describe your social structure and the groups you are interfacing with in your lifestyle. **EPAS 2.1.10, PB 10.1**
5. Discuss who you are within the context of this situation. What are your strengths and weaknesses?
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Assignment II: Integrative Paper
(100 points) Due Date – Tuesday, April 5th

This assignment will require students to write a paper that reflects an understanding of social work and social work practice. It should be a professionally prepared paper adhering to the APA format. The paper should be typed, double spaced and 8 to 10 pages in length. It should reflect the integration of reading, lecture or other research materials. This paper is worth 100 points. Due date will be identified in class.

**EPAS 2.1.10, PB. 10.1 to 10.13**

I. Define and describe the profession of social work.
   1. Mission, Purpose, Goals
   2. Attributes of the Profession
   3. Historical Development (Social Movements)

**EPAS 2.1.1, PB, 1.1,**

II. Define and discuss generalist social work practice.
   1. Elements of Generalist Practice
   2. Definition of Generalist Practice
   3. Examples from Lifestyle Paper

**EPAS 2.1.10, PB. 10.1 to 10.13**

III. Identify and visit a field of social work practice.
   1. Date, location and time visited the agency
   2. Identify type of field of practice

**EPAS 2.1.1, PB, 1.3, 1.6,**

IV. Interview a social worker in an agency that reflects your chosen field of practice.
   Include the following:

**EPAS 2.1.1, PB, 1.1 to 1.6,**

1. What social problem or areas of social functioning does the agency attempt to address?
2. Give a description of your field of practice including a brief history and some of the problems social workers attempt to help clients resolve.
3. Auspices of the agency (Private, Public, Nonprofit)
4. Describe the population served by the agency (specific characteristics of the population) and services provided.
5. Identify the criteria to receive services
6. Provide contact information and qualifications of the social worker, then discuss a typical day on the job.

V. From the perspective of the student, what is your opinion about working in the field of social work practice? **EPAS 2.1.2, PB, 1.5**
BIBLIOGRAPHY


Culturally Competent”. School of Social Work Stephen F. Austin State University, Nacogdoches Texas.


Council on Social Work Education and National Association of Social Workers (2001). Video, Legacies of Social Change: 100 years of Social Work. This film is a collaboration of NASW and CSWE supported by the Brown Foundation Inc, of Houston and produced by the Educational Film Center of Annandale, Virginia.


International Federation of Social Workers (IFSW) http://www.ifsw.org/


