



School of Social Work

**SWK 225: INTRODUCTION TO SOCIAL WORK
FALL 2016, TR 1:00 – 2:20 pm**

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

Instructor: Dr. Brenda Moore, Ph.D., LMSW-AP

Office Location: Henderson 308

Office Hours: Mon 11:00 – 5:00; Tue 2:30 – 4:30; Thur 2:30 – 3:30; or by apt.

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Overview of Course

COURSE DESCRIPTION:

Examines the historical development and current characteristics of the social welfare institution, the nature of professional social work practice, and the educational preparation for generalist social work practice; and clarifies the individual student's interest in and potential for social work practice.

COURSE OBJECTIVE(S):

1. To offer the student a comprehensive overview of the social work profession, including the principles of generalist social work practice.
2. To introduce the student to the heritage and development of the social work profession.
3. To introduce students to the major historical and current social welfare institutions, services and programs in the United States.
4. To examine the principle values and ethics of the social work profession within a pluralistic society.
5. To introduce the student to the unique characteristics and needs of the special populations with whom social work has had a traditional and special responsibility: the poor, minority groups, women, and other at-risk groups
6. To introduce students to the methods of achieving social justice for oppressed groups.
7. To acquaint students with the organizational, political, and societal contexts of social work practice.
8. To introduce the importance of analytical thinking in social

RELATIONSHIP TO OTHER COURSES:

This is the beginning introductory survey course of the social work profession. It is a pre-requisite to application and admission to the BSW program and all upper division social work courses.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Course content and assessment are associated with the following practice behaviors:

2.1.2.6 Uses supervision and consultation effectively

2.1.10[b].1 Collect, organize and interpret client data

Course Structure

Texts and Associated Materials

Required Texts:

Zastrow, C. (2015). *Introduction to social work and social welfare: Empowering people*, 12th Ed. Belmont, CA: Thomson-Brooks/Cole Higher Education.

Additional Readings Suggested:

Barsky, A. (2006). *Successful Social Work Education: A Student's Guide*. Belmont, CA: Thomson Higher Education

Overview of Course Assignments

Field Experience Project - Value: 100 pts.

The purpose of this assignment is to give the student an opportunity to experience the role of helper through a volunteer project of 20 hours. Students may volunteer to work at a social service agency, nursing home, day care facility, hospital, church, or other human service setting. The actual project chosen must have the permission of the instructor before it begins. See Guidelines attached for specific information.

Assessment Interview: - Value: 100 pts.

The purpose of this assignment is to give the student an opportunity to learn how to conduct an interview and/or assessment. Guidelines for this assignment are attached to this syllabus. Grading for the individual assessment will be as follows:

Content -	80 pts.
Grammar -	20 pts.
Total -	100 pts.

EXAMS:

There will be four quizzes (50 points each) and a comprehensive final (100 points).

Everyone must take the final exam. Exams will consist of multiple choice, matching or definitions, and/or short essay questions. The exams will focus on the readings from the text and from the content of the lectures and speakers in the classroom. Each student is responsible for keeping up with the readings and taking notes from the class. If you miss a class you should ask a classmate for any handouts given by the instructor.

Make-up examinations, as a rule, will not be permitted, unless the student's absence is excused for documented medical reasons by a licensed physician.

A grade of incomplete ("X") will not be given unless the student contacts the instructor to make special arrangements for making up required work. Only emergency situations that prohibit the student from completing the course as planned will warrant consideration of the grade of "X".

Grading Scale

Evaluation for course grade will be computed according to the following formula:

4 Quizzes @ 50 points each	200 points
Comprehensive Final Exam	100 points
Assessment Interview	100 points
Field Experience Project	100 points
Total Possible	500 points

Grading and evaluation--In general, a course grade of a "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in the case of both outstanding efforts and quality in the required products.

The grades will be awarded on the following basis:

A = 450-500 points

B = 400-449 points

C = 350-399 points

D = 300-349points

F = Below 300 points

NOTE: Promptness in completing assigned tasks and readings is a requirement of this course. Assignments are due at the beginning of the class period. Assignments submitted late will be penalized 5 points per day, beginning with the first day they are

due. Assignments over 3 days (actual calendar days) will not be accepted and a grade of "0" will be given for the assignment.

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library - Room 132

Phone (903)886-5150 or (903) 886-5853

Fax (903) 468-8148 StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<u>Weekly</u> (class meets 1X week)	<u>Up to 2 absences: No Penalty</u>	<u>3 absences: 1 letter grade drop</u>	<u>4 absences: Class grade of "F"</u>	
<i>Bi-Weekly</i> (class meets 2X week)	<i>Up to 3 absences: No Penalty</i>	<i>4 absences: 1 Letter grade drop</i>	<i>5 absences: 1 Letter grade drop</i>	<i>6 absences: Class grade of "F"</i>
<i>Summer 10-week</i>	<i>Up to 1 absence: No Penalty</i>	<i>2 Absences: 1 Letter grade drop</i>	<i>3 absences: Class grade of "F"</i>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book*

at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Texas Senate Bill – 11: Concealed Handgun in Texas A&M University-Commerce Buildings

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Academic

Dishonesty <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

Technology Mediate Resources

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT REASONS FOR LACK OF PARTICIPATION.

You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.
- *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check
http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader <https://get.adobe.com/reader/>
 - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students,

and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio

<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.

2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. <https://leo.tamuc.edu>

Learner Support

The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The Academic Success Center provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

Bibliography

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Tentative Schedule

READINGS AND ASSIGNMENT DATES	
Introduction to the Course	
Aug. 30	Review of Syllabus and Assignments, Introductions and Get acquainted
Ch. 1 - Social Welfare: Its Business, History, and Future	
Sept 1	Read Ch. 1
Ch. 2 - Social Work as a Profession and a Career	
September 6	Read Ch. 2
September 8	
Ch. 3 - Generalist Social Work Practice	
September 13	Read Ch. 3
September 15	Field Experience Project – Proposals DUE
Ch. 4 - Poverty and Public Welfare	
September 20	Read Ch. 4
September 22	
Ch. 5 - Emotional/Behavioral Problems and Counseling	
September 27	QUIZ #1 (Ch. 1-4)
September 29	Read Ch. 5

Ch. 6 - Family Problems and Services to Families	
October 4	Read Ch. 6
October 6	
Ch. 7 - Sexual Orientation and Services to GLBT Individuals	
October 11	Read Ch. 7
October 13	
Ch. 8 - Drug Abuse and Drug Treatment Programs	
October 18	Read Ch. 8 ASSESSMENT INTERVIEW DUE
October 20	QUIZ #2 (Ch. 5-8)
Ch. 9 - Crime, Juvenile Delinquency, and Correctional Services	
Ch. 10 - Problems in Education and School Social Work	
October 25	Read Ch. 9
October 27	Read Ch. 10
Ch. 11 - Work-Related Problems and Social Work in the Workplace	
Ch. 12 - Racism, Ethnocentrism, and Strategies for Advancing Social and Economic Justice	
November 1	Read Ch. 11
November 3	Read Ch. 12

Ch. 13 - Sexism and Efforts for Achieving Equality	
November 8	QUIZ #3 (Ch. 9-12)
November 10	Read Ch. 13
Ch. 14 - Aging and Gerontological Services	
November 15	Read Ch. 14
November 17	
Ch. 15 - Health Problems and Medical Social Work	
Ch. 16 - Physical and Mental Disabilities and Rehabilitation	
November 22	Ch 15 FIELD EXPERIENCE PROJECT DUE
November 24	HAPPY THANKSGIVING – NO CLASS!!
November 29	Ch. 16
December 1	QUIZ #4 (CH. 13-16)
CATCH UP WEEK, REVIEW FOR FINAL EXAM	
December 6	
December 8	FINAL EXAM

FIELD EXPERIENCE PROJECT GUIDELINES (20 HOURS)

The field project is a 20 clock hour helping experience. The actual project chosen must be selected from the attached list OR have the instructor's permission before it begins.

Document your experience according to the following:

1. Proposal form, describing where you plan to volunteer, and your goal and objectives.
2. Diary of time spent, including your experiences and feelings.
3. **Double spaced typewritten.**

The Field Experience's final paper should be as follows:

- a. General Instructions -- The body of this final report should be 2-3 double-spaced, typed pages in length. It is intended to be an opportunity to process the 20 hour volunteer experience which you have completed.
- b. Cover page: The following information must be included on the cover page: your name, the course number and section, and the date it is submitted. You should also have a listing of the dates and times you spent on your project. The total time should equal 20 hours or more, and should be stated on the cover sheet.
- c. Using your proposal and diary for reference, please answer the following four questions.
 1. Please describe your field setting - the clients & workers, the facilities, the location (neighborhood), the general attitudes surrounding the agency.
 2. What specific activities did you engage in? Describe some of your work and how you spent your time.
 3. Describe how this experience reflected SOME ASPECT discussed in your text.
 4. Summarize your feelings regarding this experience in relationship to your possible future as a helping professional.

Grading for this assignment will be based on two things. One will be how well you attempted to meet your 20 hours commitment, based on your cover page. The other will be on the quality of your analysis of your experience. In order to receive a grade, you must submit, with your paper and cover sheet, your diary notebook and a verification form, signed by an employee at the place where you volunteered.

PROPOSAL FORM, SWK 225

I have arranged to do my 20 clock hour volunteer project at:

Name of Setting

Address

Phone Number

During my volunteer work, I will be supervised by _____.

The activities or work I'll be completing during my volunteer project include (list at least 3):

Signed _____

Date _____

Student

VERIFICATION OF VOLUNTEER PROJECT

I hereby verify that _____ has worked at

(student)

_____ in a volunteer capacity for at least 20

clock hours, beginning _____ and ending _____.

(date)

(date)

Name of AGENCY _____

Name of Supervisor - PRINTED: _____

Signature of Agency Supervisor _____

Position _____

Date _____

Phone # _____

Email address _____

CRITERIA FOR VOLUNTEER PROJECT

The volunteer project is an opportunity for you to become familiar with the helping profession and some of the settings in which social workers practice.

To find an appropriate setting in which to complete your volunteer hours, you may want to start with contacting your local United Way for a listing of social service agencies. Or, look in your phone book under Social Services.

In general, you may select a setting from the list below and then find if there's a specific agency of this type in your community. There are a few agencies, also listed below, that are not appropriate for your placement as well. If you choose an agency from one of the settings listed below, then you do not need to receive approval from the instructor.

Types of Settings Appropriate for Volunteer Hours:	Types of Settings NOT Appropriate for Volunteer Hours
Nursing homes Hospitals Home health agencies Child Protective Services Adult Protective Services Basic Assistance Agencies/programs Agencies for victims of domestic violence Mental health agencies or institutions Group homes Shelters Youth development programs (YMCA, Boys Clubs, etc.) Senior Citizen Centers Rehabilitation Centers/programs Special school programs dealing with at-risk youth Special prison programs Adult or youth probation departments Drug & alcohol treatment programs Churches with social service program	Child care centers School classrooms Settings where you currently work or have Worked, or volunteered previously Churches without social service program

INTERVIEW OR ASSESSMENT ASSIGNMENT

Instructions:

The assessment should be based on a face-to-face meeting with the person in their own home. They should be assured respect for their confidentiality. You should not share with the individual any concern areas you identify, nor should you make any recommendations to them. Use the outline below both to guide your interview and to organize the written paper. The paper should be 4-5 typed, double-spaced pages. Spelling, grammar, professional appearance, neatness, thoroughness of content, and the appropriateness of your analysis and recommendations will all count toward your grade.

Selection of Person: This assignment is best completed with someone whom you do not know personally. Do NOT pick a family member or close friend. You may choose an acquaintance or someone with whom you work.

Description of Person:

Include the name, (use pseudonyms), gender, age, living arrangement, ethnic/racial group identification, socio-economic level, physical appearance, personality characteristics, health, intellectual and social functioning of the person.

Description of Family of Origin:

Describe the socio-economic status, occupation/school grade of parents, leisure activities, religious affiliation, civic involvement **of the family in which the person was raised.**

Social Environment:

Describe the quality of relationships and degree of involvement between the person and: Significant others, family, friends, neighbors, community, involvement in social institutions.

Physical Environment:

Describe the person's housing, neighborhood, work environment, and/or school environment.

Strengths and Concerns:

Identify individual strengths and areas of concern, both from your assessment and/or you can ask the interviewee for their assessment

Target Problem:

Identify the problem area you feel most concerned about. DO NOT discuss this area with the person you're interviewing.

Recommendations:

Make 2-3 specific recommendations you feel might help this person resolve or manage the problem area you identified.