FLORIDA INTERNATIONAL UNIVERSITY

Robert Stempel College of Public Health & Social Work

School of Social Work

##### **SOW 3203 - Introduction to Social Work**

**Fall, 2015 v.2**

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| Instructor | Richard Beaulaurier, Ph.D., MSW |
| Office Location | AHC5 581 |
| Office Hours | Tues. 2-5, other times also available. Please make an appointment. |
| Telephone | 305-348-5876 |
| Email | [beau@fiu.edu](mailto:beau@fiu.edu) (Note: All email should have SOW 3203 on the subject line) |
| Website | <http://beau.fiu.edu> |
| Course Day and Time | Wed. 7:50-10:30 |
| Course Location | FIU Arena 117 |
| Credits: | 3 |

**CATALOG DESCRIPTION**

An overview of the profession of social work within the institution of social welfare. Historical and philosophical development, fields of practice, values, and ethics.

**COURSE PRE/CO-REQUIREMENTS**

As an introductory course, this course has no Pre/Co-requisites Courses.

**COURSE DESCRIPTION**

This course reviews the major service settings where social work is practiced such as health, education, mental health, and social services, within the context of the history, philosophy, and values of the social welfare system and social work as a profession.

**EDUCATIONAL OBJECTIVES**

At the conclusion of this course, students are expected to demonstrate competence in the following ways and areas:

1. Beginning knowledge of the history, philosophy, and values of the social welfare system and social work as a profession. **(PBs 1, 3, 4, 10, 16, 18)**

2. Know, understand, and appreciate the values and ethics of the social work profession.

**(PBs** **1, 3, 7, 8, 9, 11, 13, 17, 24)**

3. Explain and understand the functions, roles, and responsibilities of social workers in varied service settings. **(PBs 3, 4, 7, 8, 9, 10, 11, 12, 14, 16, 24, 30, 32)**

4. Know the common social problems in communities and the current social services for meeting these challenges. **(PBs 4, 10, 11, 12, 13, 14, 15, 18, 19, 29, 31, 32, 33, 34, 37)**

5. Understand the controversial issues in the service areas. **(PBs 11, 12, 14, 29, 32, 33, 34, 35, 37, 38, 39, 40, 41)**

**CSWE Educational Policies and Practice Behaviors Related to Course Objectives, Learning Outcomes, and Assignments/Exams**

The School of Social Work is fully accredited by the Council on Social Work Education (CSWE). Required courses in the curriculum must be compliant with CSWE’S Education Policies and Accreditation Standards (EPAS). Each course objective, learning outcome, and assignment/examination must be linked to educational policies and specific practice behaviors (PB). Each PB will be assessed in this course to ensure you are achieving competency. Below is a list of the educational polices and PB that are assessed in this course. The complete EPAS can be found in your student handbook.

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| **Competency** | **Practice Behavior** | **Educational**  **Objectives** | **Assignment** |
| **EP 2.1.1** Identify as a professional social worker and conduct oneself accordingly | **PB 1** Advocate for client access to the services of social work | 1, 2 | Quiz |
| **PB 3** Attend to professional roles and boundaries | 1, 2, 3 | Quiz |
| **PB 4** Demonstrate professional demeanor in behavior, appearance, and communication | 1, 3, 4 | Case Discussion, Quiz |
| **EP 2.1.2** Apply social work ethical principles to guide professional practice | **PB 7** Recognize and manage personal values in a way that allows professional values to guide practice | 2, 3 | Quiz |
| **PB 8** Make ethical decisions by applying standards of the NASW Code of Ethics | 2, 3 | Case Discussion, Quiz |
| **PB 9** Tolerate ambiguity in resolving ethical conflicts | 2, 3 | Case Discussion, Quiz |
| **PB 10** Apply strategies of ethical reasoning to arrive at principled decisions | 1, 3, 4 | Quiz |
| **EP 2.1.3** Apply critical thinking to inform and communicate professional judgments | **PB 11** Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom | 2, 3, 4, 5 | Case Discussion, Quiz |
| **PB 12** Analyze models of assessment, prevention, intervention, and evaluation | 3, 4, 5 | Quiz |
| **PB 13** Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues | 2, 4 | Case Analysis of Complex Family, Role Play Quiz |
| **EP 2.1.4** Engage diversity and difference in practice | **PB 14** Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | 3, 4, 5 | Group Presentation |
| **PB 15** Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | 4 | Quiz |
| **PB 16** Recognize and communicate their understanding of the importance of difference in shaping life experiences | 1, 3 | Quiz |
| **PB 17** View themselves as learners and engage those with whom they work as informants | 2 | Case Discussion |
| **EP 2.1.6** Engage in research-informed practice and practice-informed research | **PB 18** Understand the forms and mechanisms of oppression and discrimination | 1, 4 | Class Analysis of DVD Presentation of Social Work History |
| **EP 2.1.7** Apply knowledge of human behavior and the social environment | **PB 19** Advocate for human rights and social and economic discrimination | 4 | Case Discussion |
| **EP 2.1.9** Respond to contexts that shape practice | **PB 24** Critique and apply knowledge to understand person and environment | 2, 3 | Case Discussion, Quiz |
| **EP 2.1.10** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities |  |  |  |
| **Engagement** | **PB 29** Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities | 4, 5 | Term Paper Group Presentation |
| **PB 30**  Use empathy and other interpersonal skills | 3 | Skills Role Play |
| **PB 31** Develop a mutually agreed-on focus of work and desired outcomes | 4 | Quiz |
| **Assessment** | **PB 32** Collect, organize, and interpret client data | 3, 4, 5 | Case Analysis of a Multi-challenged Family, Term Paper |
| **PB 33** Assess client strengths and limitations | 4, 5 | Group Case Analysis |
| **PB 34** Develop mutually agreed-on intervention goals and objectives | 4, 5 | Term Paper,  Group Analysis Presentation |
| **PB 35** Select appropriate intervention strategies | 5 | Role Play Group Presentation, Quiz |
| **Intervention** | **PB 37** Implement prevention interventions that enhance client capacities | 4, 5 | Group Presentation |
| **PB 38** Help clients resolve problems | 5 | Role Play, Group Presentation |
| **PB 39** Negotiate, mediate, & advocate for clients | 5 | Group Presentation |
| **PB 40** Facilitate transitions and endings | 5 | Group Presentation |
| **Evaluation** | **PB 41** Critically analyze, monitor, and evaluate interventions | 5 | Quiz,  Group Presentation |

**REQUIRED TEXT BOOK**

Farley, O. W., Smith, L.L., and Boyle, S. W. (2012). *Introduction to social work.* (12th Ed.). New York: Pearson

**SUPPLEMENTARY TEXTBOOKS AND RESOURCES**

DuBois, B., Miley, K. K. (2014). *Social Work, an Empowering Profession.* (8th Ed.). New York Pearson.

The Encyclopedia of Social Work is an excellent reference and can be found in the library reference stacks at both the MMC and BBC campuses.

Kirst-Ashman, K. (2010). *Introduction to Social Work & Social Welfare*. (3rd Ed.). Belmont: Brookes/Cole

Suppes, M. A., Wells, C.C. (2013). *The social Work Experience.* (6th Ed.) New York: Pearson.

**COURSE ASSIGNMENTS**

1. **Two Quizzes (30%--15% each)**

Each quiz will take place during class time and will be untimed. The quizzes will cover the assigned text book reading assignments, and lecture.

**Quiz #1 will occur on: date, covering CHAPTERS 1, 2, 3, 4.**

**Quiz #2 will occur on: date, covering CHAPTERS 5, 6, 7 and 8.**

1. “**Mini” Term Paper (30%)**

The mini paper assignment is designed to challenge your thinking about the role of social work as a profession, its knowledge and value base within society. This assignment will require you to research the elements of social work practice and its unique contributions to the community. You will be required to outline the pros and cons of its role and to come to articulate your opinion of its knowledge base and relevance to society at large.

This “mini” paper should be no more than **5-7** pages (excluding your title page and your reference page). Pages beyond the maximum will not be considered as part of the assignment. Your literature search requires you utilize at least **8 references** from peer reviewed journal articles in the social work literature. You may use other articles as well, but please note that one criteria for judging your paper will be the quality of your references. In-text citations and references should be in APA style, which is the standard for social work. The APA style manual is available in the library, and there are helpful references to APA style on the instructor’s website.

**The Background and Assignment for the Mini-Paper**

You have been invited to accompany a friend to a community reception, which was followed by a series of presentations by selected community leaders on the topic of social work services in the Miami-Dade community. During the reception, your social work friend has been introducing you to some of the attendees. In the introductions, your friend has commented that you are considering a career in social work. At one point, you were excited to be introduced to one of the attendees who is a popular State legislator. When told of your university and career plans, you were surprised by the response of the legislator who stated, **“Social Work (!), do you have to go to University for that (?) – I always thought that social work was just 90% common sense and 10% good heart!”**

**Your Assignment**

Consider this person’s statement regarding social work in the context of its commitment to professional service to the community, its people, and your personal investment in your education.

Prepare a term paper of 5 -7 pages arguing your point of view on “social work just being common sense”.

**Your paper must include:**

1. Material from the course and the social work literature which you access from various supplementary books, journal articles and book chapters.
2. Explain the the notion of “common sense” as you understand it.
3. Discussion of why you think social work is or is not a profession
4. Discussion of of the knowledge base of this profession
5. Your point of view on what knowledge is needed by a professional social worker
6. Where does this knowledge come from, and what makes it useable knowledge?
7. APA style citations of all the literature in your argument
8. Reasoned and clearly developed argument supporting or negating the legislator’s comment
9. Clear concluding paragraph which would constitute your contribution to a similar conversation in the future

**The Paper must be handed in on the last day of class. This is the last scheduled day of regular classes (NOT during finals week).**

**An Additional Copy Must Be Forwarded Electronically.**

**This paper is due on the last day of class.**

3. **Group Presentation (VALUE 20%)**

This final assignment will require you working on the development of a presentation on behalf of a real or fictitious agency which delivers service in one of the fields of service identified in the course. Groups should be of 3-4 students each. You will be required to research the services offered in an area such as Child Welfare, Medical Care, Corrections, Mental Health or Corrections (these are examples). In your review of the literature, you need to address historical and background information about the development of this area in social work and social welfare services. Each group will present to the class using powerpoint (or the equivalent), lead the class discussion and on the basis of your research and the class discussion/feedback. Each GROUP will prepare a list of the readings consulted by the group in the preparation of the presentation.

**DUE DATE FOR GROUP PRESENTATIONS: WEEKS 14 AND 15** **AS THIS A GROUP PROJECT A GROUP GRADE WILL BE AWARDED**

4. **Class Participation (VALUE 20%)**

Participation by members of the class contributing opinions, questions, and answers is very important. **Your class participation grade will be enhanced by attendance in class, on time arrival, staying to the end of class and the instructor’s perception of your class participation throughout the semester.**

**CLASS POLICIES**

This is a beginning course for preparation as a social work professional. As such, a great deal of emphasis will be on the student beginning to develop professional behavior. This encompasses student responsibilities in being on time for class, to attend regularly, to turn assignments in when due, and to display respect for one’s colleagues. Students are expected to show the dedication, good work habits, and values of persons who will make a positive contribution to the field of social work. By virtue of registering for this course, students will be held responsible for the following policies:

1. **Attendance** will be taken by the instructor at the beginning of each class. After the first two weeks of class, tardy arrival will be considered an absence. If there are circumstances that arise such that you cannot attend a class, please let the instructor know. A significant number of absence can lead to a reduction in the participation grade, regardless of the quality of the student´s participation.

**Absences** during student presentations are considered to be non-professional, and may impact the students participation grade.

1. **Assignments** are due at the beginning of class on the date noted within the course schedule. Late assignments will receive a reduction of one half of a grade. (For example an “A” paper turned in late would receive an “A-“). If there is some reason that you will not be able to take an exam or turn in an assignment on the due date, you **must take the exam** or turn the assignment in **ahead of time.** No exams will be given after the scheduled date.
2. **Silence Cell phones**
3. You are required to use a word processor for all written assignments. Please make sure you check spelling, and grammar before submission of your work. Clear, concise and accurate written communication is a core social work skill.
4. Assignments must be written according to the citation format of the American Psychological Association Style Manual (APA Manual). You may acquire a copy of the manual from the Reference desk of the UPC and BBC libraries. It is also possible to purchase the APA style manual at the FIU bookstore. There are also helpful references on using APA on the instructor´s website (<http://beau.fiu.edu>) and at the FIU library home page for the APA manual is <http://library.fiu.edu/files/assistance/APAstyle.pdf>.
5. **When writing a research paper you must provide citations when you are sharing information, ideas and thoughts that are not your own.** It is necessary to attribute them to the author of the work you have read. This is an example of when you would use the APA style manual. If you do note cite the author’s work, but portray it as your own thinking, this is considered plagiarism.

Cheating and plagiarism are unethical and will not be tolerated. This means you will not be given a grade for any paper whereby you have engaged in plagiarism. As a result, students engaging in plagiarism may receive an F grade for the course. In addition, plagiarism and cheating could be grounds for academic sanctions.

**All term papers and any other written assignments will be subject to the use of turnitin at the discretion of the professor.**

1. **Working on material other than our class content during the class session is not** **acceptable**. This means you may not be surfing the web, answering email or engaged in any activities other than our class discussions and exercises.

**EVALUATION CRITERIA/GRADING**

University grading policies: Final grades will be earned according to the following grading scale

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| **GRADES** | | | | | |
| A | 100-93 | B- | 82-80 | D+ | 69-67 |
| A- | 92-90 | C+ | 79-77 | D | 66-63 |
| B+ | 89-87 | C | 76-73 | D- | 62-60 |
| B | 86-83 | C- | 72-70 | F | 59-0 |

**Although not considered peer reviewed, you may get some ideas about what the social work profession is about from the following web sources:**

1. **First**, go to the website of the National Association of Social Workers: [www.socialworkers.org](http://www.socialworkers.org). There are multiple ways for you to research websites about areas of social work practice as well as organizations involved with various areas of social work. You will also find the Code of Ethics for NASW at this site.
2. **Second,** at the very bottom of the library’s list of electronic social work research data bases is a listing of websites that are a compendium of information on social work organizations and services. A few of those are as follows:
   1. **SWAN (Social Work Access Network)** <http://cosw.sc.edu/swan/>. This is an excellent site that provides links to national and international social work organizations, social work publications, and additional electronic resources
   2. **Social Work and Social Services Website.** <http://gwbweb.wustl.edu/library/websites.html>. This offers a topical index for social services’ organizations within specific fields of practice (i.e. addiction, adoption, health care, housing, etc.). Also listed are a vast array of other topics such as special populations, publications, treatment approaches, policy issues, research resources, writing scholarly publications, etc. plus “fun stuff for when your brain is fried.”
   3. **New Social Worker Online.** <http://222.socialworker.com/home/index.php>. This site provides information regarding jobs and emerging issues within the social work profession. Its specific audience is student social workers.
   4. **Information for Practice.** This website indicates current and evolving information about social work practice within the U.S. and internationally. Information for Practice (IP) is a resource students can use both while in school and in their professional careers after they leave academia. IP seeks to help social care / social service / social welfare / social work professionals throughout the world conveniently maintain an awareness of news regarding these professions and emerging scholarship. <http://www.nyu.edu/socialwork/ip>

**COURSE SCHEDULE AND OUTLINE**

This schedule is a general outline of class topics. Changes may be made to accommodate the pace of discussions, new material, additional articles, and other factors.

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| **Class** | **Topic** | **Readings &Assignments** |
| Week 1 | **Introductions and Orientation to Course**   * Meeting and greeting the class * Identifying individual goals for the class * Review of the course outline * Review of assignments and grading | **\*Each assigned reading from the required text is expected to be read in preparation for next week’s class** |

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| Week 2 | * Overview of course content * Assessment of individual baseline knowledge of each student * Review of class courtesy | **Farley, O. W., Smith, L.L., and Boyle, S. W.**  Chapter 1:What Is Social Work? |
| Week 3 | * **The Profession Of Social Work** * What is it? * Where did it originate (history) * Who does it serve? * What do we mean by Social Work Practice * **Organizing Our Perspectives On People And Problems** * The individual in the social context * Social work in relation to sociology, psychology, the social sciences and humanities | **Farley, O. W., Smith, L.L., and Boyle, S. W.**  Chapter 2: The Evolution of Social Welfare and Social Work in the United States |
| Week 4 | * **The Profession Of Social Work And Social Welfare** * Historical roots * Beginnings in the U.S. * Understanding social work and social welfare * Human rights and justice * Examining your values and areas of conflict with social work values * Overview of social work educational levels * The core competencies and their place in your education * Social work values and the code of ethics * DISCUSSION ON BEGINNING THE MINI-PAPER ASSIGNMENT | **Farley, O. W., Smith, L.L., and Boyle, S. W.**  Chapter 3: Education for Social Work (pages 36-46)  NASW Code of Ethics  See link on the instructor’s website or go to:  <http://www.socialworkers.org/pubs/code/code.asp> |
| Week 5 | * **Generalist Practice** * What is practice? * What is generalist practice * Understanding the differences in practice, e.g., clinical practice * Exploration of theories of explanation frequently used in Social Work practice * Exploration of theories of intervention used in social work practice * Problem solving model of practice | **Farley, O. W., Smith, L.L., and Boyle, S. W.**  Chapter 4:Generalist Practice and Introductory Theory  **QUIZ # 1**  Chapters 1, 2, 3, 4 and Code of Ethics |
| Week 6 | * **Practice With Individuals** * Practice with the person in their context * The generalist approach and various practice models * Defining “clinical social work” and the controversy * Practice frameworks and practice models * The general stages of intervention | **Farley, O. W., Smith, L.L., and Boyle, S. W.**  Chapter 5: Social Work Practice with Individuals |
| Week 7 | * **Practice With Groups** * Overview of different categories of groups * Social work groups * Historical roots of social work groups * Formation of groups * Structuring the group * Stages of group development * Roles of the social worker | **Farley, O. W., Smith, L.L., and Boyle, S. W.**  Chapter 6:Social Work Practice With Groups |
| Week 8 | * **Social Work Practice With Communities** * Working with communities * What is community organization and what are its purposes * History as a practice option * Roles of social worker in the community * Community organization and community development * Community organization for advocacy * Community organization and the politics | **Farley, O. W., Smith, L.L., and Boyle, S. W.**  Chapter 7: Social Work Practice with Communities |
| Week 9 | * **Social Work In Administration** * As a social work practice option * The organization and the place of administration * Administration and management * Policy and procedures * Budget planning * Supervision in social work, in agency management, in education and training * Consultation * **RESEARCH IN SOCIAL WORK** * What is research and how is it produced and used in social work * Evidence based practice * Types or research | **Farley, O. W., Smith, L.L., and Boyle, S. W.**  Chapter 8: Administration and Research  **QUIZ # 2**  **CHAPTERS 5, 6, 7 and 8.** |
| Week 10 | * **Social Welfare Programs** * What are they? * What is the role of social work in social welfare programs * What is your opinion of social welfare * Social insurance, universal health care, and the role of government in providing for its citizens * Social security * Aid to dependent families and children Some history * **Supporting the poor and why should we?** | **Farley, O. W., Smith, L.L., and Boyle, S. W.**  Chapter 12:Social Security and Public Welfare  **Formation of groups for class presentations**  MEETING OF THE GROUPS: PLANNING FOR PRESENTATIONS AND DISCUSSION |
| Week 11 | * **Introduction To Fields Of Service** * Child welfare * Mental health * Public welfare * Health care * Schools * Aging * Corrections * Others | Part III of the textbook contains several good chapters on various fields of social work practice. Select two or more chapters to read and discuss in during the next class |
| Week 12 | * **The Future Of Social Work** * Social work as a profession * Its clientele * Practicing within a diverse society * NASW * Future of social work * International social work * Effectiveness of practice * Community acceptance and support | **Farley, O. W., Smith, L.L., and Boyle, S. W.**  Chapter 20: Social Work: A Maturing Profession  Chapter 22**:** Social Work and the Future |
| Week 13 | **FIELDS OF SERVICE PRESENTATIONS** | TBA |
| Week 14 | **FIELDS OF SERVICE PRESENTATIONS – Cont.** | TBA |
| Week 15 | **FIELDS OF SERVICE PRESENTATIONS – Cont. Class Celebration** | TBA |

NOTE: This schedule is subject to change based on the time. Any changes will be notified in advance, when possible.