



University of Michigan-Flint  
Department of Social Work  
Social Work 100  
Fall 2009



Course Title- Introduction to Social Work Prerequisites: none

Course Time: Thursday 5:30-8:15, 251 French Hall

Professor Contact: Todd Womanck, LMSW  
454 French Hall: 762-3390

Office Hours: Monday and Wednesday 11:00 - Noon

### Course Description

This course will provide the learner with an opportunity to examine the diverse activities, knowledge areas and professional skills associated with the social work profession, within the context of our social welfare system. Class activities will include analysis of the roles and functions of social work in different settings, as well as the ideology that governs the laws, policies, and programs of social welfare service delivery in the U.S. historically and more recently and the impact on social welfare in the 21<sup>st</sup> century.

### Course Objectives

The Social Work curriculum at the University of Michigan-Flint is accredited by the Council on Social Work Education to prepare students for a bachelor degree in social work. The BSW curriculum is structured by 4 goals and seventeen objectives to assure students who graduate with the accredited BSW degree are prepared for successful practice as a generalist social worker. Each core course in the curriculum is designed to provide particular content, socialization to social work values and ethics, and direct instruction in specific skills necessary for successful practice as a generalist social worker.

SWR 100 is the first course in the core curriculum, and offers two primary foci for the student. First, as the title suggests, the course provides an introduction to professional social work, and during the course of the semester you will likely learn some of all 17 objectives. Second, SWR 100 is one of two courses primarily focused on the social welfare policy, so your learning will emphasize those objectives that relate to policy content. Listed below are the specific expectations for this course. Please notice how these expectations are also linked directly to the course calendar.

### Course Learning Objectives:

Program Objective 1.1: Effectively utilize critical thinking in practice settings. (CSWE 2001, EP3.0.1)

Upon successful completion of the course the student will be able to:

- a. Define characteristics of liberal and conservative points of view
- b. Recognize liberal and conservative perspectives based on written statements about social welfare issues
- c. Demonstrate skill in relating course content to personal perspective

Program Objective 1.2: Embody the values and ethics of the social work profession. (CSWE 2001, EP3.0.2)

Upon successful completion of the course, the student will be able to:

- a. Articulate the application of social work values to personal life plans.
- b. Describe the emphasis of poverty in his/her personal and professional life.
- c. Identify the core values of social work.
- d. Provided the NASW Code of Ethics, correctly identify each of the subsets of the Code.
- e. Given a case example of value conflicts, discuss the comparisons of personal values with professional values.
- f. Observing a social worker in a natural setting, the student will record the strategies used to maintain the social work values.

Program Objective 1.4: Demonstrate an appreciation of the tradition and history of the social work profession as well as a working knowledge of important emerging professional trends. (CSWE 2001, EP3.0.5)

Upon successful completion of this course, the student will be able to:

- a. Describe the historical strategies used by U.S. society to alleviate poverty.
- b. Describe the relationship between perspectives on the individual and strategies of social welfare.
- c. Describe the major events in the evolution of the profession of social work.
- d. Describe the influence of the Settlement House Movement and Friendly Visitors in the evolution of the profession.
- e. Articulate the elements of knowledge, intervention techniques, purpose and values which currently define the profession.
- f. Correctly identify the historic leaders and the specific contribution to the development of the profession.
- g. Notice differences in the contributions to social welfare offered by historic social work leaders.
- h. Identify the major social policies which influence each field of practice.

Program Objective 1.5: Adapt the knowledge and skills of generalist social work to practice settings of varying sizes and approaches. (CSWE 2001, EP3.0.6)

Upon successful completion of the course, the student will be able to:

- a. Identify the social work roles in application to fields of practice.
- b. Identify the diverse fields of practice in social work.
- c. Identify the appropriate application of social work methods.
- d. Identify micro, mezzo, and macro systems of interest to social work.
- e. Define generalist practice.

Program Objective 2.1: Demonstrate an understanding of and respect for the positive value of diversity. (CSWE 2001, EP3.0.3)

Upon successful completion of the course, the student will be able to:

- a. Describe the emphasis of diversity in his/her personal and professional life.
- b. Identify the populations of primary concern to social work.

Program Objective 2.2: Understand the origins and workings of oppression and discrimination and demonstrate the ability to implement change in order to advance social and economic justice. (CSWE 2001, EP3.0.4)

Upon successful completion of the course, the student will be able to:

- a. Define institutional and social mechanisms of oppression.
- b. Describe the roles of social work in addressing and alleviating oppression.
- c. Identify social movements to alleviate oppression.
- d. Define terms used to describe oppression.
- e. Recall the definition of key terms in the program's definition of diversity.
- f. Notice how professional social workers demonstrate a positive value for diversity.
- g. Adhere to the positive value of diversity when differences between individuals emerge.
- h. Identify the populations at risk as defined by the Diversity Definition.
- i. Recall the definitions of discrimination and oppression.
- j. When confronted with institutional policies that are discriminatory or oppressive, align their behavior to standards of social and economic justice.
- k. Observe professional social worker behaviors that reduce client risk for discrimination and oppression.
- l. Identify emerging issues of the Flint community.

Program Objective 2.3: Communicate appropriately and effectively with the variety of audiences regularly encountered in social work practice. (CSWE 2001, EP3.0.10)

Upon successful completion of this course, the student will be able to:

- a. Demonstrate preliminary skill in presenting ideas in written form consistent with professional writing standards.
- b. Demonstrate preliminary skill in orally presenting research to other peer professionals.
- c. Provide feedback to peers regarding presentation of research.

Program Objective 3.1: Exhibit the ability to operate successfully within a complex organization and to successfully utilize appropriate change strategies as necessary. (CSWE 2001, EP3.0.12)

Upon successful completion of the course, the student will be able to:

- a. Ask about the impacts of social policies on the practice of a professional social worker.
- b. Conduct an interview that provides an opportunity to measure all key terms of Bartlett's definition.
- c. Correctly label titles of rank in professional practice as distinguished by levels of knowledge and accumulation of depth and breadth of skill.
- d. Correctly identify the current issues emerging in professional social work practice within each practice field.

- e. Observe the behavior of a professional social worker in a complex organization.

Program Objective 3.2: Demonstrate insight into the impact of social policies upon client systems. (CSWE 2001, EP3.0.8)

Upon successful completion of the course, the student will be able to:

- a. Hypothesize on consequences of social policies regarding availability and use of services.
- b. Describe the types and nature of social welfare policies and programs in the U.S.
- c. Identify policies related to fields of practice.
- d. Describe the role of pluralism in the creation of social welfare policies and programs.

Program Objective 4.1: Evaluation and apply current research findings to one's personal practice and the practice of other relevant professional systems. (CSWE 2001, EP3.0.9)

Upon successful completion of the course, the student will be able to:

- a. Demonstrate skill in the interpretation of a social work journal.
- b. Explore current research in social work related to a field of practice.
- c. Identify correlations between textbook discussions of social work and actual practice.

Program Objective 4.2: Demonstrate quality within one's personal practice and continuous growth in the knowledge and skills of the profession. (CSWE 2001, EP3.0.9)

Upon successful completion of this course, the student will be able to:

- a. Recognize appropriate resources for gathering information.
- b. Demonstrate successful use of library resources.
- c. Demonstrate skill in gathering information from interviews and observations of other professionals.

### **Syllabus Changes**

From time to time there may be changes made in the course calendar or other elements of the syllabus. All such changes will be announced in class. If a student is unable to attend a class, it is his/her responsibility to check with the instructor or a classmate to determine what announcement may have been made in the missed session.

## **Professional Expectations of Social Work**

### **Standards of Academic Integrity**

The fundamental value of your education and degree is based on the knowledge and skills you acquire from the learning process. The foundation of this value is the basic integrity of you as an individual and the integrity of the course of study. Without integrity, the degree has no meaning. Therefore, we have a professional obligation to uphold the strongest criteria of integrity, and you have a personal obligation to yourself to do likewise.

In light of this obligation, traditional standards of academic integrity are the minimum expectation of the course. Integrity is achieved when credit is given to the appropriate activities or plagiarism (copying another author without crediting the source). Violations of academic integrity will not be tolerated, and will be processed to the full extent. This process can include failure of the assignment, removal from the class,

social work program, and/or University. Evidence of academic misconduct can inhibit your eligibility for further study.

### **College Level Report Writing**

All social work courses require papers written outside of class to conform to college level writing standards. Begin your professional career with a writing manual. APA is the standard manual in social work and the social sciences. Minimum expectations of written work include: typed, double spaced, appropriate margins, correct spelling, proper use of standard English vocabulary and grammar, good organization, appropriate structure and form (use of headings and subheadings). All written assignments must include a cover sheet containing the report writer's name, assignment name, assignment title, course name, date and instructor's name.

Assignments, which require references to text, course content, other literature (e.g. journals, books, movies) or interviews MUST include citations in the text and a reference section in the back of the paper. Refer to the style manual for details of appropriate citations & references. Please note that Wikipedia is not an acceptable resource for this course (and most others). If you need to refer to an encyclopedia, please use one that is juried by scholars.

### **Course Policy on Attendance & Professional Conduct**

As a core course in the social work program, this course contributes to the students' readiness for professional practice. Taking seriously our responsibility to assure graduates are prepared to work with clients, the faculty will monitor students' professional behavior as well as learning the content. To help you assure that you know what is expected of you, the following list of behavior guidelines is offered to you, as some of the standards of the faculty's gate keeping responsibility. Please note:

- Repeated (more than 2) absences or lateness will be noted and the student's grade for this course will be lowered.
- Students are expected to act in ways that are consistent with and advance the NASW Code of Ethics at all times of professional study. Pre-majors in social work will be provided direct instruction to remediate behavior that violates the Code of Ethics, with the accompanying expectation of immediate and full compliance. The violation of the Code of Ethics by pre-majors will be recorded by faculty and incorporated in deliberations on decisions about admission to the program. Serious, significant, intentional and/or unresolved violations of the code of ethics will be considered in the deliberations of an admission to the program of a pre-social work candidate.
- Admitted students must maintain the NASW Code of Ethics. Violation of the NASW Code of Ethics by students admitted to the major, is considered as grounds for academic dismissal.
- Students will fully engage in class activities. Students are expected to be attentive, remain on task, and fully participate in discussions, group activities and assignments as directed by the faculty.
- Cell phones use, private conversation and texting are not acceptable activities during class. Students in urgent situations, who need to be reached by phone, may request permission to receive calls during class.
- Student may use a lap-top computer to review lecture material or take notes from lecture. Checking e-mail, surfing the web, gaming, or otherwise miss-using computers during class will result in loss of computer privileges
- Professional Comportment – Students are expected to present themselves (i.e., appropriate dress), maintain professional behavior, demonstrate enthusiasm for the content, and maintain respectful and collegial interactions with clients, peers and faculty at all times. When challenging ideas or behaviors are presented by others, each student is expected to demonstrate personal composure and act in ways that advance social work values and maintain the NASW Code of Ethics.

### **Course Policy on Late Papers/Assignments**

Papers, exercises and assignments that are turned in late without authorization will not be accepted.

### **Diversity Statement**

It is my intention to honor and respect the diversity of students in attendance in this class. In developing the course, I may have overlooked events of significance to a student. In the event that a class lecture, exam or paper is due on a secular or religious holiday of significance to a student, I will make reasonable accommodations that maintain equity among students. In order to facilitate this action, the student must inform me by the end of the second week of class of the conflict. In this manner, reasonable accommodations can be planned and implemented.

### **ADA Statement**

It is my intention to support the full participation of all students in the learning process of this class. To this end, I have incorporated a variety of instruction techniques and evaluation methods in the course process. Despite these efforts, situations may occur in which the learning style of individual students is not met by the instructional climate.

It is my expectation that students who require specific or additional support in acquiring the course content or demonstrating their achievement of the objectives will inform me of such needs at the beginning of the semester. Anyone in this course who might be entitled to special accommodations must register with the Office of Accessibility Services, Student Development Center, 264 UCEN, 810-762-3456).

## **COURSE ASSIGNMENTS AND EVALUATING LEARNING**

### **Course Assignments**

There are three types of course assignments: 1. Exams and Quizzes, 2. In-Class assignments, and 3. Term paper. These assignments are described briefly below and in detail in the assignment guidelines.

#### 1. Exams and Quizzes

Exams Worth 75 points each = 210 points

There will be 4 exams, with the three highest counting in the final grade. They will consist of multiple choice and short answer-essay. All questions are based on the reading and class discussion. Make-up exams MUST be taken before the next scheduled class. It is your responsibility to contact me and arrange for this, otherwise, you get a zero. Medical contingencies lasting for more than 1 week may be considered for additional time to make up the exam.

Quizzes Worth 150 points (150 total, 15 quizzes, 10 points each)

An on-line quiz over each chapter must be completed BEFORE the class session for which it is assigned. Quizzes may not be turned in late. The quizzes are open book and you may repeat the quiz if you are unsatisfied with your score. Please email me only one copy of the quiz.

#### 2. In-Class Assignments

Regular Attendance (-5 points)

Students are expected to read course materials ahead of class, attend each class session, arrive on time, and remain until class is dismissed. Grades are reduced when these minimum expectations are not met.

Class Participation (-5 points)

Students are expected to remain attentive to lecture and class discussion. Students are expected to be prepared to respond to direct questions from faculty about pre-reading course materials and the content of the course as presented in class. Students are expected to remain attentive and respectful to classmates

during class discussions, and spontaneous in class assignments. Grades are reduced when these minimum expectations are not met.

### In-Class Activities (Worth 50 points)

Each class session is important to your learning. Everyday I will record attendance and notice who is participating and the quality of the remarks relative to the course content. In addition, there are several days during the semester when I will assign members of the class to small group activities. Students will document their activity in class and turn the papers in for grading. Together, these activities will be used to measure a student's learning and contribute to the overall grade.

### 3. Term – Paper (Worth 100 points)

Each student will interview a practicing social worker. Information gathered in the interview is compared to the course content, and submitted as written according to APA standards. Specific details of the term paper assignment are available in the Blackboard Course Companion under the Assignments Icon.

## **Evaluating Learning**

In this class, evaluating learning is directly related to the determination of a letter grade at the end of the semester. Grades are assigned based on the accumulation of points.

### Final Grades

A	500-475
A-	474-449
B+	448-423
B	422-397
B-	396-371
C+	370-345
C	344-319*
C-	318-293
D+	292-268
D	267-243
D-	242-217
N	216 -

### \* Notes:

1. Social Work majors must receive a C or better to continue in the program. Students earning less than a C will need to repeat the course or consider a change in major.
2. This is a professional core course, and each assignment has been created to provide you with an opportunity to practice a pre-requisite skill and acquire foundational knowledge for a particular employment expectation. Successful completion of all assignments is a necessary indicator of your readiness to advance in your professional studies. To this end, it is expected that each student will earn a grade of C or better on each of the major assignments (paper, discussion boards, attendance and exams) to successfully complete the course with a C or better. Although it is technically possible to earn enough points on the scale for a C grade without attempting one or more of the major assignments, students who fail to complete all papers, group work, and exams will receive an "I" (incomplete grade) until all major assignments have been submitted reflecting a passable performance.

### Text Book and Reference Materials

Popple, P.R. and Leighninger, L.H., (2008, 7<sup>th</sup> Edition) *Social Work, Social Welfare, and American Society*. Boston: Allyn and Bacon.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

The NASW Code of Ethics available at: <http://www.socialworkers.org/pubs/code/default.asp>

SWR 100 Course Calendar

Date	Class Topic Preparation- Course Reading	Class Activity	Learning Objectives	Learning Assessment
Week 1	Popple & Leighninger Ch.1 Introduction to course Liberal and Conservative Perspectives	Lecture Perspective Disc.	Define characteristics of liberal and conservative points of view.	Exam
			Describe the role of pluralism in the creation of social welfare policies and programs.	Exam
			Describe the relationship between perspectives on the individual and strategies of social welfare.	Exam
			Recognize liberal and conservative perspectives based on written statements about social welfare issues.	Exam
Week 2	Popple & Leighninger Ch.2 Definition of Social Welfare Interdependence Self Actualization	Lecture Island Activity	Demonstrate skill in relating course content to personal perspective.	Discussion Report
Week 3	Popple & Leighninger Ch.7&8 Poverty Poverty Statistics Causes of Poverty	Lecture Poverty Disc.	Describe the emphasis of poverty in his/her personal and professional life.	Discussion Report
			Describe the historical strategies used by U.S. society to alleviate poverty.	Exam
Week 4	Popple & Leighninger Ch.5  Diversity Discrimination, Oppression, Economic Deprivation Populations at Risk Culturally Competent Practice Diversity Definition	Lecture Diversity Discussion	Define terms used to describe oppression.	Exam
			Recall the definition of key terms in the program's definition of diversity.	Exam
			Describe the emphasis of diversity in his/her personal and professional life.	Discussion Report
			Adhere to the positive value of diversity when differences between individuals emerge.	Discussion Report
			When confronted with institutional policies that are discriminatory or oppressive, align their behavior to standards of social and economic justice.	Discussion Report
			Identify the populations of primary concern to social work.	Exam
			Define institutional and social mechanisms of oppression.	Exam
			Describe the roles of social work in addressing and alleviating oppression.	Paper
			Identify social movements to alleviate oppression.	Exam
			Identify the populations at risk as defined by the Diversity Definition.	Exam
			Recall the definitions of discrimination and oppression.	Exam
Notice how professional social workers demonstrate a positive	Paper			

			value for diversity.	
			Observe professional social worker behaviors that reduce client risk for discrimination and oppression.	Paper
Week 5		Exam 1		
Week 6	Popple & Leighninger Ch.3 Social Work as a Profession	Lecture NASW Code Discussion	Identify the core values of social work.	Exam
			Provided the NASW Code of Ethics, correctly identify each of the subsets of the Code.	Discussion Report
			Describe the major events in the evolution of the profession of social work.	Exam
			Describe the influence of the Settlement House Movement and Friendly Visitors in the evolution of the profession.	Exam
			Correctly identify the historic leaders and the specific contribution to the development of the profession.	Discussion Report
			Notice differences in the contributions to social welfare offered by historic social work leaders.	Discussion Report
Week 7	Popple & Leighninger Ch.9 Social Welfare Policies and Anti-poverty programs	Lecture Group Discussion	Identify the major social policies which influence each field of practice.	Exam
			Correctly identify the current issues emerging in professional social work practice within each practice field.	Exam
			Hypothesize on consequences of social policies regarding availability and use of services.	Discussion Report
			Describe the types and nature of social welfare policies and programs in the U.S.	Exam
			Ask about the impacts of social policies on the practice of a professional social worker.	Paper
Week 8	Bartlett's definition Department Definition	Lecture Group Discussion	Articulate the elements of knowledge, intervention techniques, purpose and values which currently define the profession.	Exam
			Identify micro, mezzo, and macro systems of interest to social work.	Exam
			Observing a social worker in a natural setting, record the strategies used to maintain the values.	Paper
			Articulate the application of social work values to personal life plans.	Discussion Report
			Given a case example of value conflicts, discuss the comparisons of personal values with professional values.	Discussion Report
Week 9	Popple & Leighninger Ch.4 Generalist Practice	Lecture Group Discussion	Conduct an interview that provides an opportunity to measure all key terms of Bartlett's definition.	Paper
			Correctly label titles of rank in professional practice as	Paper

	Generalist Practice Definition		distinguished by levels of knowledge and accumulation of depth and breadth of skill.	
			Observe the behavior of a professional social worker in a complex organization.	Paper
			Identify the appropriate application of social work methods.	Discussion Report
			Define generalist practice.	Exam
Week 10		Exam 2		
Week 11- Week 12	Fields of Practice: Child Welfare Crime/Criminal Justice Mental Health and Developmental Disabilities Housing/ Homelessness Health Care	Lecture Group Discussion	Identify the social work roles in application to fields of practice.	Exam
			Identify the diverse fields of practice in social work.	Exam
			Identify policies related to fields of practice.	Discussion Report
			Demonstrate skill in the interpretation of a social work journal.	Discussion Report
			Explore current research in social work related to a field of practice.	Discussion Report
			Identify emerging issues of the Flint community.	Discussion Report
Week 13	<u>Fields of Practice:</u> Ageing	Lecture Peer Review of Paper	Identify the social work roles in application to fields of practice.	Discussion Report
			Identify correlations between textbook discussions of social work and actual practice.	Paper
			Recognize appropriate resources for gathering information	Paper
			Demonstrate successful use of library resources.	Paper
			Demonstrate skill in gathering information from interviews and observations of other professionals.	Paper
			Demonstrate preliminary skill in presenting ideas in written form consistent with professional writing standards.	Paper
			Demonstrate preliminary skill in orally presenting research to other peer professionals.	Discussion Report
			Provide feedback to peers regarding presentation of research.	Discussion Report
Week 14		Exam 3		
Final		Exam 4		