

Introduction to Social Work
 College of Arts and Sciences
 Department of Sociology, Social Work and Criminal Justice

Course Number:	SOWK 2361 Section 01	Instructor's Name:	Bonnie K Loiodice, LMSW
Course Title:	<i>Intro to SOWK</i>	Office:	Maes Building #91
Semester	<i>2017 FALL</i>	Office Phone:	409-880-8586
Meeting Place:	Galloway Business 125	E-Mail:	bloiodice@lamar.edu
Meeting Time:	<i>10:20 am to 11:15 am M,T, & W</i>	Office Hours:	<i>Monday 1pm to 3 pm By Appointment</i>

Services for students with disabilities:

"Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

- *If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at [409-880-8347](tel:409-880-8347) or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.*
- *If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course."*

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

Following are procedures for the first two:

Severe Weather

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter (CADD)

- - **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
 - **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
 - **DENY**- Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
 - **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Academic Continuity Statement

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (www.Lamar.edu) for instructions about continuing courses remotely.

Academic honesty:

Please consult the student handbook for Lamar University policies on academic dishonesty: *According to the Lamar University handbook, "Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Punishable offenses include, but are not limited to, cheating on an examination or academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials: (81) One aspect of the handbook's definition of cheating is "Purchasing ,or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm" (82) Plagiarism is defined as, "The appropriation and the unacknowledged incorporation of another's work or ideas into one's own offered for credit" (82) Students seeking to avoid plagiarism should consult with the course instructor recent handbooks like , THE LITTLE HANDBOOK and the MLA HANDBOOK FOR WRITERS IF RESEARCH PAPERS, consultants in the writing center, or websites such as <http://www.utexas.edu/depts/doc/sjs/academicintegrity2.html>.*

Required Readings (Supplemental readings may be added.) Cox, Lisa, E., Tice, Carolyn J., Long, Dennis D. (2015). Introduction to social work: an advocacy based profession(1st ed.). SAGE. ISBN 978-1-4522-4434-1

Standardized Course Description

This course presents an overview of the knowledge, values and skills necessary for generalist social work practice. Students will examine the history and development of social work as a profession and the relationship between social work and social welfare. Students interested in social work will discover that social workers practice with individuals, families, groups, organizations and communities with the goal of improving social functioning. The course will explore the diverse populations who need social work interventions and the variety of settings available for practice, i.e., practice with children and families, practice in health care and mental health, practice in correctional settings, social work practice in schools, practice with the elderly. An optimal volunteer component is included to introduce students to social work professionals, the social service delivery system, and populations at risk in need of service. Students will examine their aptitude for social work as a career choice. Focus on the profession of social work, its historical roots, its values, and its fields of practice. Open to all non-social work majors. This course is a prerequisite to all undergraduate social work courses.

Credit: 3 semester hours. Prerequisite / Co-requisites: None

Requirements for the successful completion of this course

- Documentation of 20 hours of volunteer service at an approved agency
- Completion of reading assignments
- Tests over lecture, web based materials and reading material
- Class attendance
- Class participation
- Submission of written and Blackboard assignments

Standardized Course Objectives and EPAS Competency

EPAS Competency 1: Demonstrate Ethical and Professional Behavior.

- Students communicate awareness of the ethical, legal and regulatory constraints on social work practice roles. (EPAS 1.1)
- Students demonstrate basic professional behavior and professional communications, including oral, written and electronic communication. (EPAS 1.3)

EPAS Competency 2: Engage Diversity and Difference in Practice.

- Students communicate basic understanding of the importance of diversity and difference shaping life experiences in relation to practice roles at the micro, mezzo, and macro levels. (EPAS 2.1)
- Students apply basic self-awareness and self-regulation to manage the influence of personal biases and values. (EPAS 2.3)

EPAS Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

- Students communicate basic understanding of social, economic, and environmental justice. (EPAS 3.1)

EPAS Competency 5: Engage in Policy Practice.

- Students communicate basic understanding of the impact of social welfare and economic policies on the delivery of and access to social services.

ATTENDANCE and MAKE-UP POLICY

Each student will be allowed 3 absences without a grade penalty. Ten (10) points will be deducted from your final grade for each absence thereafter.

Note that any absence which occurs on the day of a test will reduce your test grade. Make-up tests will be scheduled at the instructor's convenience within one week of the scheduled test. It is the student's responsibility to meet with the instructor to schedule the make-up test. A 20 point penalty will be assessed for missing the test. An additional 10 points will be deducted for each weekday the test is outstanding. FINAL EXAMS cannot be "made-up". A grade of F (zero points) will be assigned to a missed final.

EXTRA CREDIT may be assigned or accepted for participation in Social Work Departmental or Social Work Student Association activities.

This instructor reserves the right to alter course syllabi, but will provide advance notice.

Course Content with Learning Objectives

PART 1 Understanding Social Work

Unit 1:

Introduction and Syllabus Review
The Professional Social Worker
Social Work Education
Social Work Practice
Top 10 Key Concepts

Required Reading : Textbook: Ch. 1 The Social Work Profession

Unit 2:

Social Welfare
The Intertwined History of Social Welfare Policy and Social Work
The Limitations of Social Welfare
Top 10 Key Concepts

Required Reading: Textbook: Chapter 2 The History of Social Work

Unit 3:

Knowledge Base of Generalist Social Workers
Theoretical Foundations of Generalist Practice
Roles for Generalist Social Workers

Levels of Generalist Practice
The Change Process
Advocates for Change
Top 10 Key Concepts

Class Activity: A case study using concepts in the readings.

Required Reading: Textbook: Chapter 3 Generalist Social Work Practice

Unit 4:

The Need for Professional Advocates
Social Workers and Social Change
The Cost of advocacy
A Model for Dynamic Advocacy
Tenants of Advocacy
Top 10 Key Concepts

Required Reading: Textbook: Chapter 4 Advocacy in Social Work

Test 1: Chapters 1, 2, 3, & 4

PART 2: Responding to Need

Unit 5:

Poverty
Social Service Programs for the Poor
Diversity and Poverty
Advocacy on Behalf of the Poor
Your Career and Poverty
Top 10 Key Concepts

Required Reading: Textbook: Chapter 5 Poverty and Inequality

Unit 6:

Today's Families
Child Welfare Services
Social Work in Schools
Diversity and Family and Child Welfare
Advocacy on Behalf of Families and Children
Your Career in Family and Child Welfare
Top 10 Key Concepts

Required Reading: Textbook Chapter 6: Family and Child Welfare

Unit 7:

Health Challenges and the American Health Care System
Health Care and Social Work
Diversity and Health Care
Advocacy on Behalf of People with Health Care Challenges
Your Career in Health Care
Top 10 Key Concepts

Required Reading: Textbook: Chapter 7: Health Care and Health Challenges

Unit 8:

Definitions of Physical, Mental, and Developmental Challenges
Types of Physical and Mental Challenges
Stigma and Discrimination Against People with Physical and Mental challenges
Social Work and Physical and Mental Challenges
Diversity and Physical/Mental Challenges
Advocacy on Behalf of People with Physical and Mental Challenges
Your Career
Top 10 Key Concepts

Required Reading: Textbook: Chapter 8 Physical and Mental Challenges

Test 2: Chapters 5, 6, 7, & 8

Unit 9:

Mental Health and Mental Illness
Evolution of the Mental Health System
Social Work Practice in Mental Health
Diversity and Mental Health
Advocacy on Behalf of People with Mental Health Issues
Your Career
Top 10 Key Concepts

Required Reading: Textbook Chapter 9 Mental Health

Unit 10:

Substance Abuse as a Mental Disorder
Policies Related to Substance Use
Social Work Practice in Substance Use and Addiction
Diversity and Substance Use and Treatment
Advocacy and Substance Use Disorder
Your Career
Top 10 Key Concepts

Required Reading Textbook: Chapter 10. Substance Abuse Addiction

Unit 11:

Aging and Older Adults
Gerontological Social Work Practice
Issues of Aging and Old Age
Policies Affecting Older Adults
Diversity and Aging
Advocacy and Aging
Your Career
Top 10 Key Concepts

Required Reading: Textbook: Chapter 11 Challenges and Rewards of Aging

Unit 12:

Central Concepts in Criminal Justice and Crime
Conflicting Attitudes About Those who Commit Crimes
Social Workers and the Criminal Justice System
Diversity and Criminal Justice
Advocacy and Criminal Justice
Your Career
Top 10 Key Concepts

Required Reading: Textbook: Chapter 12 Criminal Justice

Test 3: Chapters 9,10,11 & 12

PART 3: Working in Changing Contexts**Unit 13:**

Central Concepts Regarding Communities and Housing
Social Work Practice in Housing and Communities
Policy Issues Related to Communities and Housing
Diversity and Housing
Advocacy and Housing
Your Career
Top 10 Key Concepts

Required Reading Textbook: Chapter 13 Communities at Risk and Housing

Unit 14:

The History of Work
Current Social Trends Related to Work
Work-Related Issues
Social Welfare and the Changing Workplace
Diversity and the Changing Workplace
Advocacy and the Changing workplace
Your Career
Top 10 Key Concepts

Required Reading: Textbook: Chapter 14 The Changing Workplace

Unit 15:

The Armed Services and Military Culture
Social Work with the Military and Veterans
Diversity and Military Social Work
Advocacy for Veterans and Members of the Military
Your Career
Top 10 Key Concepts

**Required Reading: Textbook: Chapter 15 Veterans, Their Families and
Military Social Work**

Unit 16

Environmentalism and Environmental Issues

Top 10 Key Concepts – Environmentalism
Central Concepts and Current Issues in Global Practice
Top 10 Key Concepts – Global Practice

**Required Reading: Textbook: Chapters 16 & 17
Environmentalism & Global Practice and International Social Work**

Test 4 (Final): Chapters 13, 14, 15, 16 & 17 as applicable.

HOMEWORK ASSIGNMENT: Agency profile assignment: Identify a local social service agency/program in the community and submit a paper describing the agency/program. Outline of the paper appears at the end of this syllabus (10 pts.). **Due date: November 27, 2017**

Achievement of learning objectives will be accomplished via lectures, classroom discussions, required and suggested readings, handouts, guest speakers, audio-visual materials, case studies, written/homework assignments, volunteer work and examinations.

Specific Learning Experiences:

1. **In Class/Homework Assignments.** In order to acquire a basic knowledge and understanding of social work practice and begin the process of enhancing critical thinking skills, homework assignments have been included. All assignments must be turned in on the scheduled due date, at the beginning of class. **There will be a 5 point reduction for late assignments.** All assignments must be **type written** otherwise your assignment will be returned and the late assignment penalty above will be in effect.

BLACKBOARD Assignment - Reflection Journal – Each week there is a new question posed in your journal. Each weekly entry is designed to enhance your learning experience by asking thought provoking questions. Please answer at least one question each week. Journal entries are due each Sunday by noon (12pm)

BLACKBOARD Assignment – Discussion Board- Participation in the class discussion is essential to the group learning experience. Please check the board often and contribute to or start new threads as appropriate. At least one discussion board post should be submitted each week. Posts are due by noon on Sunday.

2. **Media-** Students are encouraged to bring to class for discussion newspaper articles and items from other media sources which pertain to social work and social welfare.
3. **Guest speakers** from various social service agencies will be invited to class to discuss programs and services.

4. **Social Work Student Association.** All students are invited and encouraged to join and/or attend the meetings. The Association’s Speakers Bureau invites social work practitioners to its meetings for presentations. The Association also facilitates opportunities for students to complete their volunteer service requirements.

5. **Examinations**—Four tests (including the final) will be given covering required reading assignments, lectures and guest speakers. Exam format: Multiple-choice, true-false, matching, and essay questions.

6. **Volunteer Activities .Students volunteer 20 hours during the semester in an approved social service agency.** The volunteer experience is designed to assist students in determining whether social work as a helping profession should be considered as a possible career choice. At the end of the volunteer experience, each student will complete a “Volunteer Services Report” evaluating his/her experience. Report Forms will be given in class and are posted online.

Grade Composition

		Grading Scale	
	Tests	40%	100-90 A
	Assignments	25%	89-80 B
	Volunteer Activities	30%	79-70 C
	Class participation & Attendance	5%	69-60 D
		100%	59 < F

Dates to Remember

Remember to familiarize yourself with the Lamar Academic Calendar at lamar.edu. University holidays, course withdrawal, advisement schedules, finals schedules, etc. etc., are posted on that site. While reminders may be given verbally in some of your classes, ultimately it is your responsibility to check the site for the deadlines and due dates that apply to you.

Assignment: Agency Profile Assignment (3-4 pages. 10 points)

Please follow the instruction below for outlining your presentation

1. Name of the agency/program: Contact information including address/phone no.:
2. A brief history about the agency and the mission statement of the agency: Every agency was designed to meet a particular need and sometimes it may change over time.
3. Please indicate the primary client population(s) they serve and how many per year. Is there a catchment area served? Who is eligible for services?
4. Please list clearly the types of services they provide to their clients. A brief explanation of what problems they address and how they address it (example Counseling-individual or group therapy? Money management- voluntary or involuntary?)
5. Please indicate how the agency is funded. Are their client fees for service? Grants? Contracts? Government funding?
6. *What is the most unique/interesting information about the agency (for example, the client population they serve, the area of the city they serve, or their program, or something else).*

Bibliography of Additional Suggested Readings:

Morales, A. T., & Sheafor, B. W. (2009). *Social Work: A Profession of Many Faces*, 12th Edition. Boston: Allyn and Bacon.

National Association of Social Workers. (2012). *Social work speaks: NASW policy statements*, 8th ed. Washington, DC: NASW Press.

Brieland, D. (1990). The Hull-House tradition and the contemporary social worker: Was Jane Addams really a social worker? *Social Work*, 35(2),134-138.

Ehrenreich, J. H. (1985). *The Altruistic Imagination: A history of social work and social policy in the United States*. New York: Cornell Publishing.

Farley,O.W & Smith, L.L. (2009). *Introduction to Social Work*, Eleventh Edition.Boston: Allyn and Bacon

Ginsberg, L. (2005). *Social Work in Rural Communities, a Book of Readings, 4th. edition*. New York: CSWE.

McNeece, C.A., & Thyer, B. (2004). Evidence-based practice and social work. *Journal of Evidence-Based Social Work: Advances in Practice, Programming, Research, and Policy*, 1(1), 7-25.

Orlin, M. (1995). The Americans with Disabilities Act: Implications for social services. *Social Work*, 40 (2), 233-239.