

Social Work 200
Introduction to Social Work
Section 2, MW 4-5:15PM

Instructor: Theresa Young, LCSW

Office Hours: Wednesday 5:15-6PM, Or by appointment

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Course Information

Description

Social is an applied science designed to empower individuals, families, groups, communities and nations to improve their condition and well-being. As such, it is often called the 'empowering profession' as social workers build upon the strengths of client systems, identify gaps in resources, and partnering in making changes self-determined by the client. In this course we will examine the purpose, scope, values, standards, and history of the field of social work, as well as leading theories and conceptual frameworks used by social workers. We will explore various fields of social work practice, and how it is similar to, or different from, other behavioral sciences. Finally, we will discuss social welfare programs and policies that affect social workers and their clients. This course is designed for college undergraduate or post-graduate students who 1) want to increase their general understanding about social work and social welfare; and 2) have a professional interest in social work and wish to prepare to work in it.

Materials: Social Work An Empowering Profession 8th edition by B. DuBois and K. K. Miley

Code of Ethics by NASW; \$3 or free online at www.naswdc.org

Course Objectives

This course is designed to introduce the student to the values, knowledge and skills involved in the practice of social work as a profession, and to gain a broad view of social work practice. Specifically, the student should: Become better acquainted with the history and values/ethics of the social work profession, learn of its development into the current professional status, educational and licensure requirements for various types of practices, learn firsthand how social work agencies serve clients, and learn about the various different sub-fields in the social work profession. Special emphasis is placed on concepts of social and economic justice and empowerment of those who are disenfranchised in society.

Through participation in this course, students will be prepared to:

- define the term "Social Work" and understand the role played by the social work profession in today's complex society;

- describe the historical developments of the social work profession and its relationship to the evolution of social welfare in the U.S. and around the world;
- demonstrate a beginning understanding of the knowledge base of social work;
- describe the value base of social work, its philosophy, methods and client systems;
- demonstrate an understanding of the contents of the NASW Code of Ethics and the profession's commitment to diversity;
- identify the basic helping skills used in social work;
- identify specific social work services, specific oppressed and at-risk populations, and the
- identify specific approaches used with various special populations and show a working understanding of the need for social and economic justice; and
- describe why and how the social work profession prepares students for advocacy and where that advocacy is deemed to be most needed (i.e. populations at-risk, discrimination, economic and social injustice).

Classroom Procedures

Reading Ahead: Class discussion will be based on the assumption that you have read the material before you come to class. Students who do well in class are those who consistently adhere to this policy.

Use of Electronics in Class: In consideration of the other students and the instructor, please do not use electronics during class unless specifically asked to utilize them for a class activity. All phones, tablets, and lap tops should be turned off during class and kept out of sight. If you must use a laptop in class for taking notes (e.g. due to special needs or disability), let's talk about it first on an individual basis. Recent studies in learning efficacy show that using electronics creates attention lag and continuous partial attention for the user and the students around the user (second hand distraction). Studies also show that writing notes long hand leads to better retention than typing.

Late Work: One of the keys to receiving a good grade in this class is turning assignments in on time. Most assignments are uploaded to Learning Suite and the upload date and time will be documented automatically. Assignments are due before class starts on the date listed on the class schedule. Late work will be accepted with a 10% reduction of the total available points for every day that it is late *including holidays and weekends*. Assignments uploaded after class on the day of the due date is one day late. After midnight of that day, it is two days late, etc. A word about professionalism. I expect that you will treat this class as you would a job. If something is planned for the semester, talk to me about it as soon as you know about it. If an emergency happens, it would be best if you talk to me about it as soon as possible; rather than emailing me 2-3 weeks after the crisis has been resolved and ask for leniency.

Attendance and Participation: Regular attendance, arriving and leaving on time, participation and contribution to class discussion are essential to maximum learning. While the amount of speaking in class is not always the major indicator of classroom participation, I do appreciate a lively dialogue and encourage *proactive engagement*. *If an assignment is due on the day that you must miss class, it is still subject to the late policy.*

Point Breakdown (this is the planned point breakdown. If a guest cannot come or some other unforeseeable thing happens, there may be an adjustment. BUT the percentage of points will stay the same (meaning there will still be the same number of assignments that count for 10 points)

Assignments:

Preparation and Participation: 14 (10 points)= 140 points

MSW interview paper/Class presentation:	120 points
Integration paper:	120 points
Reflections: 11 (10 points) = (Agency Visits or Guest Speakers)	110 points
Volunteer assignment	120 points
Exams 2 (150 points)=	300 points
TOTAL:	910 points

Grading Scale

A	94-100	B-	80-83.99	D+	60-64.99
A-	90-93.99	C+	75-79.99	D	54-59.99
B+	87-89.99	C	70-74.99	D-	45-53.99
B	84-86.99	C-	65-69.99	E	44.99 and lower

Assignment Descriptions (Please write all assignments in 12 Font, Times New Roman or similar)

THIS IS YOUR FIRST SOURCE OF INFORMATION. PLEASE REVIEW THIS FIRST FOR QUESTIONS ON ASSIGNMENTS.

1) **Preparation and Participation (14 x 10= 140 points):** Each week, each students has the opportunity to earn 10 points for class preparation and participation. Preparation includes completing all assigned readings and watching/listening to any assigned media BEFORE class begins. Participation includes actively contributing to classroom discussions, active listening, and actively participating in any class activities. Participation also includes being on time to class, and being respectful in your comments. Each week, the student will self-evaluate and submit via Learning Suite the Preparation and Participation score, for each class period, as determined by the rubric below. The score must be submitted by 11:59pm on the day of class. The instructor expects honesty and integrity in self-evaluation, this falls under your agreement to live the honor code. Please note the following when assigning your scores for each class:

- If you miss class, you may still earn up to 5 points for completing the readings, etc. This preparation must be finished before class.
- IF there are no assigned readings etc for a particular day, all 10 of your points are based on class participation.
- If you use any electronic device without instructor approval, YOU FORFEIT ANY POINTS FROM THAT DAY
- If you are late to class, or leave early, deduct 2 points from the participation/respect category.

Grading Criteria	Highly Competent	Competent	Below Competent	Score
Preparation for Class	Student comments and	Student comments and	Student comments and	____/5

	responses demonstrated thorough knowledge and understanding of concepts contained in the assigned text material. Student reports reading all the assigned text materials. (5)	responses demonstrated partial knowledge and understanding of concepts contained in the assigned text material. Student reports having read part of the assigned text materials (2)	responses did not demonstrate knowledge or understanding of concepts contained in the assigned text material. Student reports not having read the assigned text materials. (0)	
Participation in Discussion	Student proactively shared appropriate comments and questions during the classroom discussion (3)	Student shared appropriate comments and questions during the classroom discussion with prompting (2)	Student did not share appropriate comments and questions during the classroom discussion (0)	____/3
Respectfulness and pertinence of comments to classroom discussion	Student comments were respectful, pertinent and meaningful to the classroom discussion. Student was ON TIME (2)	Student comments were somewhat respectful, pertinent and meaningful to the classroom discussion. (1)	Student comments were minimally respectful, pertinent, and meaningful to the classroom discussion. Student was late (0)	____/2

2) **MSW Interview Paper** (100 points): You will do a group interview with a MSW who is currently in practice. Each group will consist of 5-6 students and I can help you set up an interview. Please send a Thank You note afterwards (please refrain from taking it to the interview). At the interview, explore the social worker's educational background and professional training; why he/she went into social work; why they chose to work in the current setting; what he/she does day to day; challenges and satisfactions; and any advice they might give you if you were to enter into social work. **For the paper**, you will include all of these topics as well as some of your own insights and impressions, either throughout the paper or at the end. **You must physically attend the full interview with your group, ask questions and write up your individual report, to receive the points. Submit** a 3-4 page report, double-spaced, with 1 inch margins all around. Please note: your paper should cover all topics covered in the interview and will be evaluated according to the grading grid posted on Learning Suite. Please take advantage of it.

3) **MSW Interview Class Presentation & Self Rating** (20 points): Each interview group will make a 20 minute presentation on their MSW interview experience. You may use Power Point, a skit, or other means that will enhance your presentation. Every group member must participate in some form. Have fun with this! At the conclusion of all presentations, you and your group will decide on a grade for you on your participation.

4) **Integration Paper** (120 points): This paper is to be 5-6 double-spaced in length. Please insert page numbers and use a header but no title page, cover sheet, abstract or references are necessary. The paper should: 1) discuss the values and ethical standards of the social work profession, reflecting upon their compatibility with your own values and perspectives of life and people. (You should highlight two or three particular values that you identify or struggle with, and tie them to some of the ethical standards); 2) explore whether social work is a profession that you might consider as a future career option (why and why not); and 3) examine one or two area(s) of social work that you might like to focus on in the future (e.g. juvenile delinquency, mental health, child welfare, etc), and the reasons for that. Each of the three major areas of the paper should receive about equal space. A grading grid is provided for this paper also.

5) **Report of Agency visits (or Guest Speakers)**(11 x 10 = 110 points): During the course of the semester we will visit agencies and/or invite guests from various fields. Your assignment is to attend and write a 1-page single spaced report on each visit or guest lecture. The report should summarize what *you* learned and your personal response to the visit. You must physically attend the agency or lecture in order to submit a report (Material provided at the agency/guest visits may be included in an exam—but please do not turn these in with the report).

- How is the population served vulnerable and/or oppressed? (NASW Code of Ethics)
- One or two things you learned (I am there, so summaries of what was said are not appreciated)
- So what? How did this affect how you think about things? What will stay with you?

6) **Volunteer Experience** (120 points): A minimum of **20 hours** of social work volunteer work is required. This must be in settings where social workers are employed, although it is not necessary that you work directly under/for a social worker. A list of agencies that may host you is posted on Learning Suite but you need to get their prior permission and undergo any checks or training they require. PLEASE keep in mind that you need to start early in the semester to get done on time as some agencies hold training infrequently and/or have limited hours available. (Note: I can only count the hours completed by the turn-in date). Upon due date please submit 1) the Volunteer Hours Verification Form signed by the agency staff overseeing your work (which must be turned in, in hard copy with original signature), and 2) a one-page single spaced Volunteer Report summarizing your experience and learning (which can be uploaded to LS). The hours count for 100 points of your grade, the report counts for 20.

7) **Midterm and Final Exams** (150/ea): One midterm and one final exam will be given at the Testing Center and/or in class. They will be closed book and closed notes with objective questions only. The final exam

will not be comprehensive, except basic concepts that will be explained to you in class. Please take the exams early to ensure your test is finished before the closing time.

Schedule: Subject to change/slight variation, with notice

Date		Assignment Due
January 8	Introduction Syllabus review Chapter 1	
January 10	Chapter 1 continued	P&P 1
January 15	Holiday	
January 17	Chapter 2	P&P 2
January 22	Chapter 3	P&P 3
January 24	Chapter 3 continued Guest: Macro level social work	
January 29	NASW Code of Ethics	P&P 4 Reflection 1
January 31	Ethics continued Guest: Substance Use Recovery	
February 5	Chapter 4	P&P 5 Reflection 2
February 7	Chapter 4 continued Guest: Family Support and Treatment Center	
February 12	Chapter 8	P&P 6 Reflection 3
February 14	Chapter 8 continued Guest: LDS FS	
February 19	Holiday	
February 20	Tuesday, Monday instruction Midterm Review	Reflection 4
February 21	No class, take the midterm Work on MSW Interview	
February 26	Chapter 6	P&P 7
February 28	Chapter 6 continued Guest: (immigration, refugee)	
March 5	Chapter 7	P&P 8 Reflection 5
March 7	Chapter 7 continued Guest: Special populations (GLBT, women)	
March 12	Chapter 10	P&P 9 Reflection 6

March 14	Chapter 10 continued Guest: (VA,School)	
March 19	Chapter 11	P&P 10 Reflection 7
March 21	Chapter 11 continued Guest: (criminal justice, shelter)	
March 26	Chapter 12	P&P 11 Reflection 8
March 28	Chapter 12 continued Guest: Wasatch Mental Health	
April 2	Chapter 13	P&P12 Reflection 9 Volunteer assignment paper
April 4	Chapter 13 continued Guest: Child Welfare	
April 9	Chapter 14	P&P13 Reflection 10 Integration Paper
April 11	Chapter 14 continued Guest: Hospice Social Work	
April 16	MSW Interview Presentations	P&P 14 Reflection 11 MSW Interview/Presentation
April 18	MSW Interview Presentations Final Review	
	Final Exam	

LEGAL NOTICES

BYU Honor Code: Students are expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Respectful Environment Policy: "Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU...however inadvertent or unintentional." "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." *President Cecil O. Samuelson, Annual University Conference, August 24, 2010.*

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." *Vice President John S. Tanner, August 24, 2010.*

Personal Choice in Class Participation: If, for any reason, you are not comfortable with, or choose not to participate in, a particular class activity or discussion, you are not required to do so. You may remain in the room, or leave the classroom, as you see fit, but please see the instructor following the class to make sure you receive information relevant to your learning.

