

**Social Work 200: Introduction to Social Work
Fall Semester 2023**

Instructor: Stacey A. Shaw, M.S.W., Ph.D.
Class time: Mon/ Wed 3:30 – 4:45
Location: B132 JFSB
Email: stacey_shaw@byu.edu
Phone: 801-422-6167
Office: 2175 JFSB
Office hours: By appointment
TA: Brecka Banner
TA Contact info: breckalb@byu.edu

Course Description

This course fulfills the University GE Social Science requirement and is a prerequisite for the MSW program at Brigham Young University. Social work is an applied science designed to empower individuals, families, groups, communities and nations to improve their condition and wellbeing in their specific contexts. As such, it is often called the 'empowering profession' as social workers build upon the strengths of the client systems, identify gaps in resources, and partner in making the changes self-determined by the client system. In this course we will examine values and standards, history, theories and conceptual frameworks, the current range of social work practices, and the various sub-fields of social work. Classroom lectures/discussions will be supplemented by agency visits, interviews with practicing social workers, and guest speakers. This course is designed for college undergraduate students 1) who want to increase their general understanding about social work; and 2) those who are preparing professionally to engage further in social work education and practice.

Texts & Materials

Required

 SOCIAL WORK 9th Edition (2019)
By DUBOIS, B. and Miley, K.
ISBN: 9781138608245

 CODE OF ETHICS By NASW
ISBN: 9786871012007
Available online at socialworkers.org

Course Learning Outcomes

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 marginalized in society.

Behavioral Objectives

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 and social justice;
- identify the basic helping skills used in social work
- identify specific social work services, specific oppressed and at-risk populations
- 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.

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. 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.

Attendance: You are expected to attend class in person, arrive on time, and stay for the duration of the class. This having been said, I understand that "life [& covid] happens," and it may not be possible for you to attend every class. One absence does not involve a loss of points. Each absence beyond one = 10 points off the final course grade. If an assignment is due on the day that you must miss class, it is still subject to the late policy. In the event that you experience a medical emergency and cannot attend class in person, alternative learning options (if deemed necessary) for the duration of the illness will be determined by the instructor.

Written Assignments: All written assignments require (unless instructed otherwise on individual assignment sheets): 12-point, Times New Roman font (or similar), 1-inch margins, submission of assignments on the date/time specified, and in the manner indicated (e.g., Learning Suite).

Point Breakdown

Assignments	Points
Report of Agency Visits (or Guest Speakers) (3)	40 X 3 = 120
Volunteer Experience & Report	100
MSW Interview Report	80
MSW Presentation & Participation	20
Integration Paper	100
Worksheets/ Reports (3)	20 X 3 = 60
Midterm and Final Exams	120 + 140 = 260
Total Points	740

Grading Scale

A	94-100	B-	80-83.99	D+	67-69.99
A-	90-93.99	C+	77-79.99	D	64-66.99
B+	87-89.99	C	74-76.99	D-	60--63.99
B	84-86.99	C-	70-73.99	E	0-59.99

ASSIGNMENT DESCRIPTIONS (Please write all assignments in 12 Font, Times New Roman)

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

1) Report of Agency visits (or Guest Speakers) (40 x 3 = 120 points): During the course of the semester we will visit social work agencies and/or invite guest speakers. Your assignment is to attend and write a 1-2 page double-spaced report on three of these (visits or guest lectures). The report should summarize what you learned and your personal response to the visit or lecture. 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). Reports are due within one week of the visit/ lecture for full credit.

2) Volunteer Experience (100 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 background 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).

You cannot count hours worked prior to the semester beginning. Once you have completed your hours, in order to receive credit and verify completion, you must have the social

worker/supervisor email me the completed 'Volunteer Hours verification Form' found on Learning Suite. Here is my contact information:

Stacey Shaw
BYU School of Social Work
2175 JFSB
Provo, UT 84602
Email: stacey_shaw@byu.edu
801-422-6167

Upon completion of your hours, please submit a 1–2-page double-spaced Volunteer Report summarizing your experience and learning (upload on Learning Suite). The report should include:

- a summary of what you did,
- a summary of what you learned (e.g., new skills/perspective, ideas, etc.), and
- how your experience connects with what you've been learning in class. You must include one reference in the text and in a reference section at the end of the paper.

Please follow APA format in writing your report. The hours count for 80% of your grade, and the report counts for 20%.

3) MSW Interview Report (80 points): You will conduct a group interview with a MSW (or LCSW) who is currently in practice. In groups of 4-5 students assigned by the instructor, brainstorm who you would like to interview. Before arranging the interview, get approval from the instructor. If needed, the instructor can help identify potential interviewees. Each group will set up and conduct the interview, then send a 'Thank You' note afterwards (please refrain from taking it to the interview).

At the interview, explore the social worker's:

- educational background
- professional training
- why she/he went into social work
- why she/he chose to work in the current setting/with a certain population
- particular knowledge/skills required for that setting/population
- what she/he does day to day
- challenges faced and most satisfying parts of job
- advice she/he might give to someone who is interested in entering into social work

For the paper, you will include all of these topics above. You will also need to infuse some of your own insights and impressions, throughout the paper or at the end. *You must attend the full interview with your group, ask questions, and write up your individual report, to receive the points.* Your paper will be evaluated according to the grading grid posted on Learning Suite. Please use the following style and format for the MSW interview report:

- Submit a 4–5-page report
- Your write up must follow APA format and be in Times New Roman 12-point font, with 1-inch margins and double-line spacing. Headings for the different sections are recommended.
- Include at least two references in the text and include the full reference citation at the end.

4) 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 based on your participation. This is due one week after your group presentation in class.

5) Integration Paper (100 points): This paper is to be 5-6 double-spaced in length. Follow APA format and be in Times New Roman 12-point font, with 1-inch margins and double-spacing. Headings for the different sections are recommended. Include at least two references in the text and include the full reference citation at the end.

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 areas 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 in Learning Suite.

6) Worksheets (20 x 3 = 60): For at home-learning days, a report or worksheet will be turned in describing your learning and reflections. These are due by midnight on the assigned class day.

7) Midterm and Final Exams: One midterm (100 pts) and one final exam (120 pts) will be given via learning suite. They will be closed book and closed notes with objective questions only. The final exam will focus on the second half of the course, but will also include key concepts from the entire semester.

Teaching Assistant (TA) Responsibilities

In this course, the teaching assistant will be highly involved. Responsibilities of the TA include:

- Grading all assignments, with the exception of exams and group presentations
- Communicating with students regarding weekly assignments and readings
- Serving as a liaison between the students and instructor
- Responding to student inquiries via email, typically within two business days
- Facilitating review sessions
- When appropriate, provide students with feedback on their assignments

Although the TA is available to respond to student inquiries and general clarifications, the TA is NOT permitted to grade assignments or review assignments (partially or fully completed) prior to the due date and time. If a student disagrees with a grade provided by the TA, he or she is permitted to discuss this with the instructor. In this case, the instructor reserves the right to provide a lower [or higher] grade than the TA provided.

Course Schedule

DATE	AGENDA	READINGS/TASKS	ASSIGNMENTS
WEEK 1			
Wed Sept 6	Course overview and introduction	<ul style="list-style-type: none"> Course Syllabus 	
WEEK 2			
Mon Sept 11	What is Social Work?	<ul style="list-style-type: none"> Dubois & Miley Ch 1: Social Work: A Helping Profession Look up a story online where a social worker(s) engaged in harmful or unethical practice that caused harm to their client(s). <i>[come prepared to share your story]</i> 	
Wed Sept 13	An Evolving Profession	<ul style="list-style-type: none"> Dubois & Miley Ch 2: An Evolving Profession 	
WEEK 3			
Mon Sept 18		<ul style="list-style-type: none"> Brown, B. (2010). The Power of Vulnerability. https://www.ted.com/talks/brene_brown_the_power_of_vulnerability?language=en 	
Wed Sept 20	Values & Ethics in Social Work	<ul style="list-style-type: none"> Dubois & Miley Ch 5: Values & Ethics in Social Work 	
WEEK 4			
Mon Sept 25	Visit to United Way office: 148 N. 100 W. Provo		
Wed Sept 27	At home learning	<ol style="list-style-type: none"> Take the Harvard Implicit Associations test for two (2) categories that interest you. https://implicit.harvard.edu/implicit/takeatest.html Myers, V. (2014). How to Overcome our Biases? Walk Boldly Toward Them. https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them/up-next Complete the “Values” Report (rubric in learning suite). In 2-page double-spaced paper, discuss the following: <ul style="list-style-type: none"> Identify and discuss your own personal values and morals and where they come from. Discuss interesting intersections between your values and morals and those of the social work profession (you will want to get familiar with the NASW Code of Ethics - www.socialworkers.org/pubs/code/code.asp). Talk about people who you might have a difficult time working with because of their gender, culture, religious perspectives, political perspectives, etc. You will encounter ethical dilemmas throughout your life no matter what profession you choose. Discuss how you plan to reconcile ethical dilemmas you 	Values worksheet

		are faced with as a working professional. <i>This assignment should be turned in via Learning Suite by 11:59 PM on Wed Sep 27th.</i>	
WEEK 5			
Mon Oct 2	Social Work & Social Systems	<ul style="list-style-type: none"> Dubois & Miley Ch 3: Social Work & Social Systems 	
Wed Oct 4		<ul style="list-style-type: none"> Midgett, L. (2014). The Line: Poverty in America. Vision Video. 43 min. http://byu.kanopystreaming.com/video/line-poverty-america (through the BYU library website). 	
WEEK 6			
Mon Oct 9	Social Service Delivery Systems	<ul style="list-style-type: none"> Dubois & Miley Ch 4: Social Service Delivery Systems 	
Wed Oct 11	Human Rights & Social Justice	<ul style="list-style-type: none"> Dubois & Miley Ch 6: Human Rights & Social Justice 	
WEEK 7			
Mon Oct 16	Guest Lecture: Haley Molyneux, LCSW	<ul style="list-style-type: none"> Steen, J. A., Mann, M., Restivo, N., Mazany, S., & Chapple, R. (2017). Human Rights: It's Meaning and Practice in Social Work Field Settings. <i>Social Work</i>, 62(1), 9-17. 	
Wed Oct 18	Diversity & Social Work, Mid-term review	<ul style="list-style-type: none"> Dubois & Miley Ch 7: Diversity & Social Work 	
WEEK 8			
Mon Oct 23	At Home Learning	<ol style="list-style-type: none"> Adichie, N. (2009). The Danger of a Single Story. TED. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en Ballard, M.R. (2001). Doctrine of Inclusion. https://www.churchofjesuschrist.org/study/ensign/2001/11/doctrine-of-inclusion?lang=eng Oaks, D.H. (2014). Loving Others and Living with Difference. https://www.churchofjesuschrist.org/study/general-conference/2014/10/loving-others-and-living-with-differences?lang=eng Holland, J. R. (2014). Are we not All Beggars? https://www.churchofjesuschrist.org/study/general-conference/2014/10/are-we-not-all-beggars?lang=eng <p>Select 3 of the talks/videos above and write a 2-page double spaced reflection, discussing:</p> <ul style="list-style-type: none"> What does this talk/video have to do with social work? How does it relate to the chapter on diversity from this week's readings? Share at least three insights that stood out to you. What connection(s) can you make between these 3 videos/talks that is 	Reflection report

		relevant to making us better social workers and disciples? <i>Submit your reflection via Learning Suite by 11:59PM on Mon, Oct23rd.</i>	
Wed Oct 25	No class—Midterm on learning suite		MIDTERM EXAM: Oct 24 – Oct 26
WEEK 9			
Mon Oct 30	Empowerment Social Work Practice	<ul style="list-style-type: none"> Dubois & Miley Ch. 8: Empowerment Social Work Practice 	
Wed Nov 1		<ul style="list-style-type: none"> Utah’s Intergenerational Poverty Report: Annual Report 2022 https://jobs.utah.gov/edo/intergenerational/ Gilbert, C. (2015). I Get Food Stamps, and I am Not Ashamed – I’m Angry. Vox. https://www.vox.com/2015/6/26/8845881/food-stamps 	
WEEK 10			
Mon Nov 6	Agency Visit: Food & Care Coalition, 299 E. 900 S. Provo, 84606		
Wed Nov 8	Social Work & Social Policy	<ul style="list-style-type: none"> Dubois & Miley Ch.10: Social Work and Social Policy Stevenson, B. (2012). We Need to Talk about an Injustice. TED. https://www.ted.com/talks/bryan_stevenson_w_e_need_to_talk_about_an_injustice/up-next 	MSW Interview Presentations MSW Interview Report
WEEK 11			
Mon Nov 13	Guest lecture: Jini Roby, J.D., M.S.W.	<ul style="list-style-type: none"> Williamson, J. & Greenburg, A. (2010). Families, not Orphanages. Better Care Network Working Paper. (available on Learning suite: Content: Course Materials) 	MSW Interview Presentations
Wed Nov 15	Social Work and Poverty, Homelessness, Unemployment, and Criminal Justice	<ul style="list-style-type: none"> Dubois & Miley Ch 11: Social Work and Poverty, Homelessness, Unemployment, and Criminal Justice 	MSW Interview Presentations
WEEK 12			
Mon Nov 20	At Home Learning	<ul style="list-style-type: none"> DeLeo, M. (2006). Terror at Home. Downtown TV Documentaries and Passion Films. 1 hr 6 minutes. Video accessible via HBLL website here. 	Terror at home Worksheet
WEEK 13			
Mon Nov 27	Social Work in Health, Rehabilitation, and Mental Health	<ul style="list-style-type: none"> Dubois & Miley Ch.12: Social Work in Health, Rehabilitation, and Mental Health 	
Wed Nov 29	Social Work Roles & Functions	<ul style="list-style-type: none"> Dubois & Miley Ch.9. Social Work Functions and Roles **Review Freire, P., & Moch, M. (1990). A Critical Understanding of Social Work. <i>Journal of Progressive Human Services</i>, 1(1), 3-9. 	
WEEK 14			

Mon Dec 4	Social Work with Families & Youth	<ul style="list-style-type: none"> Dubois & Miley Ch. 13: Social Work with Families and Youth 	
Wed Dec 6	Adult and Aging Services	<ul style="list-style-type: none"> Dubois & Miley Ch. 14: Adult & Aging Services 	
WEEK 15			
Mon Dec 11	Self-Care & Social Work	<ul style="list-style-type: none"> BYU School of Social Work (n.d.). Vicarious Trauma: Self-Care and Resiliency. (available on Learning suite: Content: Course Materials) 	Integration Paper
Wed Dec 13	Review	<ul style="list-style-type: none"> Yang, Kao Kalia (2015). The Power in Sharing our Stories. TEDxUWRiverFalls. https://www.youtube.com/watch?v=A0KdPwMNbOA 	Volunteer Experience & Report
	ONLINE FINAL EXAM (On Learning Suite)		FINAL EXAM: Dec 16 – Dec 21
	HAPPY HOLIDAYS!!		

The instructor reserves the right to revise the course at any time.

UNIVERSITY POLICIES

Honor Code

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. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu>, or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental

impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> for help.

Respectful Environment

"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, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, 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, Annual University Conference, August 24, 2010

Academic Honesty

The first injunction of the 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.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, class discussions, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

FHSS Diversity and Inclusion Syllabus Statement

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statementⁱ, the BYU honor codeⁱⁱ, and principles of Christian discipleshipⁱⁱⁱ. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"^{iv}. This includes embracing one another compassionately and "eliminating] any prejudice, including racism, sexism, and nationalism"^v "regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges."^{vi} It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."^{viii} To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

ⁱ "provide an education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy."

ⁱⁱ "[we live] in accordance with the principles of the gospel of Jesus Christ and strive to maintain the highest standards in [our] personal conduct regarding honor, integrity, morality, and consideration of others."

ⁱⁱⁱ "The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children." President Russell M. Nelson, News Release, 2020; <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>; https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37

"he inviteth them all to come unto him and partake of his goodness; and he denieth none that come unto him, black and white, bond and free, male and female; and he remembereth the heathen; and all are alike unto God, both Jew and Gentile." (2 Nephi 26:33)

^{iv} Elder Jeffrey R. Holland, "A Perfect Brightness of Hope", April, 2020

^v Elder M. Russell Ballard, "The Trek Continues", October, 2017

^{vi} President Russell M. Nelson, "The Love and Laws of God", September, 2019