Glendale Community College  
Syllabus and Course Outline  
SPRING 2010

Instructor: Jackie Davidson LCSW, MSW  
Class meets M, W, F 11-11:50 CL 11 1/20 – 5/7/2010  
Email: Jacqueline.Davidson@ge.maricopa.edu  
Office Hours are by appointment so please e-mail me if you wish to meet with me.

I. Name and Number of Course: SWU 102 Introduction to Social Work 
   #23872

II. Program Level: BSW: Pre-Professional

III. Course Requirements:  
    Credit: 3 semester hours  
    Required: All BSW Students  
    Prerequisite: None

IV. Course Description:  
Descriptive and analytical historical perspective of the profession of social work, social 
problems, and of the social welfare system. It is designed for freshmen and sophomores 
considering this major.

V. Rationale for the Course:  
This course provides the necessary foundation for understanding the current social welfare 
system and the ways in which social services have developed in the United States. This 
historical perspective helps students understand how social work can influence, and be 
influenced by, social welfare policy. In addition to this historical perspective, students will have 
the opportunity to gain an understanding of the various roles social workers have, and the 
settings in which they practice. The course will also examine the social work interventions of 
practice, policy, and research, and the knowledge, values, ethics, and skills underpinning the 
practice of social work with diverse populations. Particular emphasis will be placed on the 
practice of social work within the context of Southwest cultural and ethnic traditions.

VI. Course Objectives:  
At the conclusion of this course, students will be able to:  
1. Describe the historical background and societal values which underlie social work 
   practice and the roles of social workers in various fields of practice.  
2. Identify and explain the four critical components of empathy. Summarize why empathy is 
   critical to social work practice.  
3. Deconstruct the history of the American social welfare system, and the history of various 
   oppressed populations as it relates to their relationship with the social welfare system.  
4. Differentiate social work from other human service professions.  
5. Examine and explain how racism, sexism, ageism, heterosexism, nativism, religious 
   oppression, ableism, classism, and discrimination against people with mental illness 
   affect social work clients and the practice of social work.
6. Critique social work’s historic and current role in working with at-risk populations and working toward social and economic justice.

7. Compare and contrast theories from a variety of fields that provide the basis of our understanding of social problems and the interventions we develop to address them.

8. Discriminate between your own values and beliefs and social work values and ethics. Tell how you would ethically navigate conflicts between the two.

9. Describe the components of social work policy-practice including political and class advocacy, social action, and legislative advocacy.

VII. **Key Concepts:**

Social Welfare Entitlement
Social Work Public Assistance
Empathy Social Insurance
Generalist Practice In-Kind Programs
Conservative Feminization of Poverty
Liberal Values
Radical Ethics
Dependent/Interdependent Mental Illness
Charity Organization Societies Developmental Disability
Social Settlement Movement Mainstreaming/Inclusion
Institutional Child Abuse/Neglect
Residual Family-Based Services
Worthy/Unworthy Poor Managed Care
Oppression Employee Assistance Programs
Discrimination Graying of America
Prejudice Social action

VIII. **Course Units:**

1. The history and overview of the social work profession and social welfare
2. Social and Economic Justice and Diversity
3. Populations: Children, Families, People Who are Older
4. Fields of Practice: Substance Abuse, Mental Health, Schools, Criminal Justice, Health Care, Occupational Social Work

IX. **Required Text:**


Available at: [http://www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp)
X. Grading:
This class is based on 100 points. The point breakdown for the assignments is below.

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
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<tbody>
<tr>
<td>Participation/Attendance (6 absences for any reason result in 0 pts.)</td>
<td>15</td>
</tr>
<tr>
<td>Shadow Experience (5 pts. will be deducted each week the selection is</td>
<td>30</td>
</tr>
<tr>
<td>delayed beyond selection deadline of 2/17)</td>
<td></td>
</tr>
<tr>
<td>Short Paper on Grobman chapter due 2/8</td>
<td>10</td>
</tr>
<tr>
<td>Three Exams (15 pts. each)</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

This class will not utilize the plus/minus system. Grades will be straight letter grades based on the following breakdown.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>59 or below</td>
<td>E</td>
</tr>
</tbody>
</table>

An “A” grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an “A” grade a student must go well above and beyond the basic expectations for the course.

A “B” grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material.

A “C” grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “D” or “E” at the undergraduate level means that a student is doing unacceptable work. The student misses classes, does not turn in assignments, and/or demonstrates a lack of understanding of course concepts.

XI. Assignments:

Participation and Attendance
Attendance and participation are mandatory since classroom interaction is critical to mastering the subject matter. Attendance will be taken each class session. Students are expected to stay for the entire session; if a student leaves before the end of class without a pre-approved arrangement with the instructor an absence will accrue.
Lateness to class is disruptive to the educational process for the class as well as the individual and will result in the reduction of points for the Attendance and Participation grade.

You can miss 3 class sessions without any penalty to your grade. After 3 missed classes you will lose 5 points for each subsequent absence. The reason for this policy is because you cannot learn if you do not attend and participate.

Students are responsible for knowing material covered during a missed class, including any changes in class assignments or schedule and for making up any in-class assignments that were missed.

Active participation is expected and should include integration of personal and professional experience, critical analysis of assigned readings, and should demonstrate critical thought. Active participation also means active listening, a necessary skill for a good social worker. This includes listening attentively when others are speaking, not having “side-bar” conversations which are very disruptive to the learning process for other students, and paying attention to your non-verbal responses. The person speaking deserves your full attention.

There will be NO use of computers in class since they distract from classroom activity unless approved by instructor. Use of cell phones or other electronic equipment will not be tolerated.

There is a zero tolerance policy for disruptive classroom behavior. You may be asked to remove yourself from the room and potentially from the class or the program.

Please bring your textbook to class.
The instructor reserves the right to change or amend the syllabus as needed.

Shadowing a Social Worker (30 points)

- Choose a social work setting, contact a social worker (someone with an official degree of BSW, MSW, LCSW) in practice in that agency. Choosing someone without the degree will guarantee failure of this assignment. You MUST verify their degree at the time you make the appointment.
- Follow that social worker through his/her typical routine for at least 4 hours. Do not schedule this during class time.
- Write your observations and reactions in a short, 3-5 page paper, not counting the title page, double-spaced, 12 point font. It MUST be stapled or it will not be accepted.
- Include information from your interactions with them, such as quotations from them.
- With your paper you must turn in the “Shadowing Paper” signed by the social worker with their phone number. The form is available on Blackboard.

Selection due: 2/17 Five points will be deducted for each week the selection is delayed.

Paper due: 4/7
Exams

There will be 3 exams worth 15 points each. The exams will be true/false and multiple choice, and will be done in class. The questions will be based on our in-class learning and from the textbook. They will be on the chapters discussed since the previous exam, not cumulative.

Short paper

- For the chapter from one of Grobman’s 2 books **(due 2/8)** you need to read one of the stories from either book (Days in the Lives of Social Workers) which are on reserve in Fletcher Library. Choose an area of Social Work unfamiliar to you. Write a two page reaction paper about the story, include your viewpoint, anything that surprises you, and any other comments you want to make such as the advisability of social workers being involved in that area of work. It is worth 10 points.

- This paper is to be typed and double-spaced and STAPLED (unstapled papers will not be accepted). A hard-copy is to be turned in class on the due date. None will be accepted via computer. 5 points are deducted if not turned in at the start of class.

XII. Course Schedule: Readings are due on the date assigned:

1/20  Introductions, Syllabus and Orientation to class expectations

1/22, 25, 27  Chapter 1, What is Social Work
**Ch. 1 Key Concepts: CSWE, NASW, history of the professions, values, Code of Ethics, careers in social work, self-awareness, PIE and associated terms**

1/29, 2/1, 3, 5  Chapter 2, Social Welfare
**Ch. 2 Key Concepts: structure of social welfare system, history of social welfare, in-kind, residual, institutional, focus of change, social construction of poverty, absolute, relative, crisis vs. ongoing**


2/8, 10, 12  Chapter 3, Social Justice and Civil Rights
**Key Concepts: social justice, barriers, structural inequality, promoting social justice**
   Elizabeth Clark, NASW President. www.socialworkreinvestment.org

   **Reaction paper due on 2/8**
   Read one of the stories from one of Grobman’s 2 books on reserve in the library, choosing an area of Social Work you are unfamiliar with:

2/15 **PRESIDENTS’ DAY HOLIDAY**

2/17 & 19 Chapter 4, Poverty and Economic Disparity
**Key Concepts:** absolute poverty, feminization of poverty, TANF, underemployed, SSI

**SHADOWING choice due 2/17** (5 points will be deducted for each week the selection is delayed)

Guest Speaker

2/22 **EXAM #1 (on chapters 1, 2, 3, 4, reading assignments and class discussions)**

2/24, 26, 3/1 Review exam, Chapter 6, Diverse Populations
**Key Concepts:** biological determinism, intergroup relations, diversity, cultural competence, LGBT issues, empowerment, strengths perspective, transracial adoptions, multiethnicity, reparation

“Laramie Inside Out” (57 mins.)
“Race: the World’s Most Dangerous Myth” (59 mins.)

3/3, 5 Chapter 7, Children and Families
**Key Concepts:** child development, child welfare system, case management, direct practice, child maltreatment, foster care, substance abuse, sexual activity, delinquency
Child Prostitution
Guest Speaker

3/8, 10, 12 Chapter 8, Older Individuals & discussion on Alzheimers disease
**Key Concepts:** aspects of aging, Medicare, SS, elder abuse and neglect, Alzheimer’s and other dementias, mental health and depression, caregivers’ issues and concerns, macro support systems and programs for the elderly

Social Work Career Opportunities
Review Bureau of Labor Statistics by typing www.bls.gov/OCC into Google Search, then click on “OHO”, then “Occupational Outlook handbook” and type ‘social work’ into the search box. Click on the first selection and read the article on Social Work opportunities. Be prepared to discuss.

“Close to Home” video

3/15, 17, 19 **SEMESTER BREAK**
3/22, 24, 26  Chapter 9, Health Care
**Key Concepts: managed care, HMO, medical social work roles, public health, disability, HIPAA, HIV/AIDS

Guest Speaker
“Domestic Violence: Faces of Fear” video 60 mins.

3/29     EXAM #2 (on Chapters 6, 7, 8, 9 reading assignments and class discussions)

3/31, 4/2, 5  Review exam
Chapter 10, Mental Health
**Key Concepts: biological, psychological and social factors in mental illness, serious mental illness and homelessness, current issues and concerns
“Addiction and Mental Illness” video (dual-diagnosis) 28 mins.

4/7, 9, 12  **SHADOW PAPER due** 4/7
Discuss

4/14, 16  PTSD among Veterans

4/19, 21, 23  Chapter 11, School Social Work
**Key Concepts: responsibilities, at-risk students, ADHD, IEP’s, NCLB, multicultural education, violence, bullying, tobacco and substance abuse, peer factor, macro services

4/26, 28, 30  Chapter 14, Substance Abuse
**Key Concepts: types of drugs, dependence, addiction, treatment and prevention, issues of substance abuse and diversity, emerging issues

5/3, 5  Other Topics: prostitution interventions, human trafficking, etc.
“Juarez Ciudad” video 58 mins.

5/7  Last Class
EXAM #3 (on chapters 10, 11, 14, reading assignments & class discussions)

XIII. References
INTRODUCTION to SOCIAL WORK

SHADOWING SELECTION

4 hours of shadowing a BSW or MSW

Selection Due Date: February 17

The Shadowing assignment is worth 30 points but

5 points will be deducted per each week that this selection form is turned in late.

MY name ________________________________________________

Agency where I will shadow a Social Worker (who has a BSW, MSW or LCSW)

____________________________________________________________________________

Date of appointment (if you know it)

____________________________________________________________________________
SHADOWING PAPER

Introduction to Social Work

Name ________________________________________________
Date of Visit _________________________________________
Agency Visited _______________________________________
Agency Address _______________________________________
Agency Phone Number _________________________________
Social Worker’s Name and Degree _______________________

TO BE COMPLETED BY SOCIAL WORKER:

Signature of Social Worker _____________________________
Amount of time student spent at agency __________________
Comments: ____________________________________________

Thank You for your time!!!