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SW 200.01: Introduction to Social Work Practice

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SOCIAL WORK 200 -- SPRING 2003

INTRODUCTION TO SOCIAL WORK PRACTICE

PROFESSOR: Charles Horejsi, MSW, Ph.D.
OFFICE: Jeannette Rankin Hall, Room 115
Telephone 243-2841 or leave a message with Department's secretary at
243-5543

DROP-ADD: February 14 is last day to drop/add by Cyberbear.
March 10 is last day to drop, add, or change grading option.

PREREQUISITES: Successful completion of Social Work 100.

APPLICATION FOR ADMISSION TO 300 LEVEL SOCIAL WORK COURSES:

Admission to 300 level social work courses (e.g. S.W. 300, 350) is by application only. Students hoping to take a social work course beyond SW 200 must submit an application. Since pre-registration for Fall 2003 begins mid April, the application should be submitted by mid March. The application form and also a copy of the current Department of Social Work Advising Guide can be obtained from the Department of Social Work.

COURSE GOALS: SW 200 is the first of three classroom courses on social work practice. It is designed to introduce the student to the purpose, values, ethical code, and principles of the social work profession and also teach basic skills of interpersonal helping and interviewing. Within a context of ideas shaped by the generalist perspective and the eco-systems perspective, students will examine such activities as planned change, assessment, intervention and evaluation and the professional roles and tasks common to practice. The course will introduce the student to concepts of social justice, cross-cultural interaction, gender-related practice concerns and to considerations relevant to practice with client groups that are socially oppressed.

Many of the class periods will be devoted to group discussion, demonstrations, guest speakers, videotapes, and experiential activities such as role-plays and other simulations. As a general rule, we will avoid using class time for the presentation of or the review of textbook material.

OBJECTIVES: A student who attends all class sessions, completes all assignments and assigned readings will be able to:

1. Define social work and describe its purpose, goals and special focus.
2. Explain how social work differs from other helping professions.
3. Describe the core values of the social work profession.
4. Describe own values and beliefs and how they are similar to or different from those of the social work profession.
5. Describe key principles in the NASW's Social Work Code of Ethics and give examples of ethical dilemmas.

6. Identify examples of social oppression and discrimination and explain basic principles of social and economic justice.
7. Describe basic principles of critical thinking and decision making.
8. Describe elements of a helping relationship and utilize basic helping skills in simulated interviews.
9. Describe phases of the helping process and the usual tasks associated with each.
10. Explain purpose and use of the eco-map and social support analysis.
11. Describe key assumptions and principles of the generalist perspective, ecosystems perspective and the strengths model.
12. Describe types or forms of human diversity (e.g. culture, gender) encountered in practice and describe principles and guidelines for responding to human differences.
13. Describe common social worker roles, activities, and tasks associated with direct and indirect practice.

REQUIRED READING

Textbook: DuBois and Miley. Social Work An Empowering Profession 4th ed., Boston Allyn and Bacon, 2002. (Copy on 2-hour reserve in library.)

Faculty Pack. Available at U.C. Bookstore. (Copy on 2-hour reserve in library.)

READING AND WRITING SKILLS: A social worker must write many reports and letters, maintain client records, and quickly read and comprehend the contents of client records, reports, and policy and procedure manuals. If you have difficulty with writing, seek help from existing sources of assistance within the university (e.g. UM's Writing Center, 243-2266) and/or enroll in additional courses on English composition.

EXAMS: There are a total of 3 exams, including the final exam. The nature of these exams will be announced in class. However, the student should expect the exams to focus on material presented during class and the assigned readings. (See schedule of assigned readings and dates of exams). An exam taken or submitted late will suffer a 15% penalty (applied to that exam's grade).

CLASS ATTENDANCE AND PARTICIPATION: In order to learn the basic helping skills utilized in social work practice, it is necessary for the student to participate in role plays, demonstrations, and other experiential exercises. Important ideas and perspectives will be presented by guest speakers and videos. Students are expected to attend all class meetings and participate actively and appropriately. The student is expected to arrive on time and remain until the class period ends. Starting January 30, roll will be taken.

A student may earn up to 200 points for class attendance/participation. Considered, in assigning points at the end of the semester will be the percentage of classes attended and also the student's level of appropriate participation..

CHEATING: Cheating on exams or any other form of cheating results in an automatic "F" for this course. "Covering for," "protecting" or enabling another student to cheat also results in an automatic "F."

PENALTY FOR LATE SUBMISSION OF WRITTEN ASSIGNMENTS: Papers submitted after the due date will receive a lower grade (the loss of at least one letter grade on a paper). Papers may be placed in instructor's Department of Social Work mailbox or given to Department secretary during ordinary office hours.

FORMAT FOR WRITTEN ASSIGNMENTS: All papers are to be typed, double-spaced with one inch margins. Pages are to be numbered. Your name is to appear on all pages. Staple pages together.

SOCIAL WORKER'S CODE OF ETHICS

The Social Work Code of Ethics is available at the National Association of Social Workers web site (<http://www.naswdc.org>). Also, see appendix A in textbook (page 445) for reprint of the code.

COURSE GRADING

Points contributed toward final grade

Class attendance, participation, responsibility	200
Exams 1, 2, and final	420 (140 each)
Interview Skills Paper	175
Class Presentation	130
Career Paper	<u>75</u>
total =	1000 points

Unless a modification is announced, the student should assume the following relationship between percentage of points earned and letter grades (90% and above = A), (80-89% = B) (70-79% = C) (60-69% = D) (below 60% = F).

NOTE: There are no "extra credit" assignments in this course.

CRITERIA USED TO ASSIGN GRADE TO PAPERS

1. Paper demonstrates student's effort utilize the experience/assignment as an opportunity to learn.
2. Student follows directions and instructions for assignment.
3. Paper is clearly written, well organized, submitted prior to deadline, uses proper grammar and correct spelling, and uses prescribed format.

GRADING OF STUDENT PRESENTATION AND CAREER PAPER:

The career paper and the student presentation will be graded using a modified "pass-fail" system. A presentation that is a "pass" (acceptable) will earn 117 points (i.e. 90% or an "A-"). A career paper that is a "pass" will earn 68 points (i.e. 90% or an "A-"). A paper or presentation that is a "fail" (unacceptable) will earn no points at all. A class

presentation that is truly outstanding and remarkable in many ways (a "pass-plus") will earn 130 points. A career paper that is truly outstanding will earn 75 points.

ASSIGNMENT: PRESENTATION BY STUDENT

Each student will join a small group of students who are responsible for planning and delivering a class presentation. **MORE INFORMATION ON THIS ASSIGNMENT WILL BE DISTRIBUTED DURING THE SECOND OR THIRD WEEK OF CLASS.**

ASSIGNMENT: PAPER ON YOUR SELECTION OF SOCIAL WORK AS A CAREER

Due March 20

The purpose of this assignment is to encourage you to think very seriously about whether social work is for you a good choice of career.

After reading and thinking about the FACPACKET item titled "2 Merging Person with Profession", prepare a 2-3 page paper on the topic of "My Choice of Social Work as a Career." In that paper, reflect on how social work will fit in with your values, beliefs, family situation, economic needs, spirituality, capacity to handle stress, etc.

ASSIGNMENT: INTERVIEWING SKILLS PAPER (Due April 24)

The purpose of this assignment is to provide the student with an opportunity to practice and evaluate his/her interviewing skills.

Conduct two tape recorded (audio or video) interviews with some individual (i.e. 2 sessions, 1 person). This person may be an acquaintance, but should not be a close friend or a family member and not a member of this class. These are to be "real" interviews and not a role-play. Each interview is to be at least 25 minutes in length. At least 5 days must separate the two interviews. Do not conduct the interviews in a public place such as a café or the public areas of the University Center. The interviews cannot be conducted by telephone (they must be face to face interviews).

The second interview session is to build upon and continue with topics and issues discussed in the first session. The two interviews might focus on and explore any one or a combination of the following areas:

- The person's stresses and strains, problems and satisfactions related to his/her roles and responsibilities.
- The person's stresses and strains, problems and satisfactions related to job, family, circumstances, school, etc.
- The person's family, cultural and/or religious background and experiences.
- The person's social network and sources of social support
- The person's future plans, hopes and dreams, etc.
- The person's experiences during childhood and adolescence.

- The person's experiences with special problems or challenges in life (e.g. illness, disability, loss of meaningful persons, trauma, etc).

During the two interviews the student is to utilize basic communication and helping skills such as open and closed questioning, encourages, paraphrasing, summarization, reflection of feelings, clarification, putting client's feelings into words, etc. (see faculty pack).

Following the two interviews and after listening to the tapes two times, the student is to prepare a 4-5 page paper (typed, double spaced). The name of the person interviewed should not appear in the paper.

The paper is to have the following (9) sections:

1. Dates, place, and length of interviews (about 2 sentences).
2. Brief description of the person interviewed (4-5 sentences).
3. Brief description of the topic concerns or issues discussed during the first interview (about 5 sentences).
4. Brief description of the topic concerns or issues discussed during the second interview (about 5 sentences).
5. Evaluation of your performance in relation to displaying empathy, genuineness, personal warmth, non-judgmental attitude and nonverbal behavior.
6. Evaluation of your performance in relation to your use of questioning skills.
7. Evaluation of your performance in relation to your use of encourages, paraphrase, reflection of feeling, and summarization.
8. Description of differences in your performance between the 1st and 2nd interview.
9. Description of what this experience was like for you and its value as a learning activity.

NOTE: Your instructor may request to listen to or view your taped interviews.

NOTE: Students are encouraged to video tape their two sessions. Video recorders can be checked out of UM's Instructional Media Services, located in the library. Students who videotape their two sessions will be awarded 20 additional points.

WEDNESDAY, FEBRUARY 19 - LOBBY DAY IN HELENA.

On this day you are urged but not required to join a group of social work students going to Helena to observe and discuss the legislative process. This event will be under the guidance of Colleen Murphy, Executive Director of the Montana Chapter of the National Association of Social Workers. More information on transportation etc. is to come.

SW 200/Class Schedule/Spring 2003

Tuesday

Jan 28 First class

Feb 4 _____

Feb 11 _____

Feb 18 _____

Feb 25 _____

Mar 4 presentation proposals due _____

Mar 11 _____

Mar 18 _____

Mar 25 Vacation

Apr 1 _____

Apr 8 _____

Apr 15 _____

Apr 22

Apr 29

May 6 _____

FINAL EXAM
Tuesday, May 13, 2003
1:10 - 3:10 PM

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Thursday

Jan 30

Feb 6 _____

Feb 13 _____

Feb 20 _____

Feb 27 **EXAM**

Mar 6

Mar 13

Mar 20 **Career Paper due**

Mar 27 **Vacation** _____

Apr 3 _____

Apr 10 **EXAM**

Apr 17

Apr 24 **Interview paper due**

May 1

May 8

SCHEDULE OF ASSIGNED READING

<u>Week of</u>	<u>Textbook</u>	<u>FAC Packet</u>
Jan 28	Chap. 1	
Feb 4 A	Chap. 2 & 3	Section
Feb 11	Chap. 5	Section C
Feb 18 and items	Chap. 6	Section B - First last
Feb 25 (EXAM on 27 th)		
March 4 Second third	Chap. 7 and	Section B - items
March 11 Presentations begin	Chap. 8	Section D
March 18	Chap. 9	
April 1	Chap. 10 & 4	
April 8 (EXAM on 10th)	Chap. 11	
April 15	Chap. 12	
April 22	Chap. 13	
April 29	Chap. 14	
May 6	(Prepare for final exam)	

ASSIGNMENT: PRESENTATION BY STUDENT

On or before March 4, you and _____ classmates (a group of ____) are to submit to your instructor a one page description and outline of a class presentation designed to teach the class about social work practice in relation to clients who are experiencing some particular problem, troublesome or unjust situation.

Along with your description of the proposed presentation, submit three preferred dates for your presentation. Your instructor reserves the right to select the date for your presentation. **(Use the form provided)**

Presentations are to occur during a regular class period but not before March 13 nor after May 1.

You might for example, do a presentation on a social work practice with persons who are economically poor or homeless, young teenagers who are pregnant, children and youth in foster care, persons who have severe physical disabilities or severe health problems, parents who abuse their children, married couples having severe conflict, persons who are in prison, persons who are elderly and alone, persons who have some particular mental illness or disorder (e.g. depression, eating disorder) etc.

Your presentation should at least address these three subtopics:

1. Examples of practice setting (agency or program) where in a social worker would likely encounter this particular client group or situation.
2. Examples of specific social work skills, techniques, or methods that would commonly be used in social work with this particular client group.
3. Some ethical and value conflicts that a social worker might experience in his or her work with this particular client group or situation.

Your presentation can take the form of a lecture, a demonstration, or role-play. You cannot use a video or a guest speaker. You may draw ideas from the textbook, other professional books and journals, and/or from an interview with professionals working in various human service programs and agencies. **See Chapter 11-14 in the textbook for ideas.**

The presentation should be _____ minutes in length, but not longer than _____ minutes. **After _____ minutes, a kitchen timer will signal the end of your session.** As preparation, you are to rehearse and carefully time your presentation. Make use of handouts, overheads, or Power Point to enhance your presentation. Do not simply read from your notes - Be sure to speak with sufficient loudness and look at and relate to your audience.

All members of the group are to plan and prepare the presentation. However, not all members need to have a speaking part in the presentation . For example, only one or two members of the group could do the speaking.

Your classmates will evaluate your presentation. After reviewing these evaluations, each presenter is to submit his or her own, evaluation of the session.

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ASSIGNMENT: PRESENTATION BY STUDENTS

DESCRIPTION OF PROPOSED PRESENTATION

Name(s) of students making this proposed presentation: _____

Phone numbers and or e-mail address of student making this presentation:

Title of presentation (not more than 7 words) _____

The first available date of the presentation is March 13. The last possible date is May 1.
What date do you prefer for you presentation?

First choice of date for presentation _____
Second choice of date for presentation _____
Third choice of date for presentation _____

List special equipment you will need or are requesting: _____

Attach to this form a one page description / outline of the presentation you are proposing. Describe your method of teaching / training. Be specific.

Note: Feel free to consult with Prof. Horejsi if you have questions about a topic or the manner of presentation.