Instructor: Dr. Brenda Moore, LMSW-AP  
Office Hrs: Monday – Thursday 10:00 am – 12:00 pm; 1:00 pm – 3:00 pm  
Email: brenda_moore@tamu-commerce.edu  

COURSE DESCRIPTION:  
Examines the historical development and current characteristics of the social welfare institution, the nature of professional social work practice, and the educational preparation for generalist social work practice; and clarifies the individual student’s interest in and potential for social work practice. 3 semester hours.  

GOALS & COMPETENCIES:  

1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:  
   1.1 Apply critical thinking and effective communication (2.1.3)  
   1.4 Apply knowledge of policy to practice (2.1.8)  
   1.5 Apply change strategies with all levels of systems (2.1.10)  

2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:  
   2.1 Apply social work ethics & principles (2.1.2)  
   2.2 Engage diversity in practice (2.1.4)  
   2.3 Promote human rights and social and economic justice (2.1.5)  

3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:  
   3.1 Identify and respond as a professional social worker (2.1.1)  
   3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)  

COURSE OBJECTIVES:  

1. To offer the student a comprehensive overview of the social work profession, including the principles of generalist social work practice.  

2. To introduce the student to the heritage and development of the social work profession.
3. To introduce students to the major historical and current social welfare institutions, services and programs in the United States.

4. To examine the principle values and ethics of the social work profession within a pluralistic society.

5. To introduce the student to the unique characteristics and needs of the special populations with whom social work has had a traditional and special responsibility: the poor, minority groups, women, and other at-risk groups.

6. To introduce students to the methods of achieving social justice for oppressed groups.

7. To acquaint students with the organizational, political, and societal contexts of social work practice.

8. To introduce the importance of analytical thinking in social work practice.

**TEXTS:**


**Supplemental Text:**


**GRADING:**

Evaluation for course grade will be computed according to the following formula:

- 4 Quizzes @ 50 points each = 200 points
- Comprehensive Final Exam = 100 points
- Assessment Interview = 100 points
- Field Experience Project = 100 points

Total Possible = 500 points

Grading and evaluation--In general, a course grade of a "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in the case of both outstanding efforts and quality in the required products.
The grades will be awarded on the following basis:

A = 450-500 points
B = 400-449 points
C = 350-399 points
D = 300-349 points
F = Below 300 points

NOTE: Promptness in completing assigned tasks and readings is a requirement of this course. Assignments are due at the beginning of the class period. Assignments submitted late will be penalized 5 points per day, beginning with the first day they are due. Assignments over 3 days (actual calendar days) will not be accepted and a grade of "0" will be given for the assignment.

OVERVIEW OF ASSIGNMENTS:

1. Field Experience Project - Value: 100 pts.
The purpose of this assignment is to give the student an opportunity to experience the role of helper through a volunteer project of 20 hours. Students may volunteer to work at a social service agency, nursing home, day care facility, hospital, church, or other human service setting. The actual project chosen must have the permission of the instructor before it begins. See Guidelines attached for specific information. Proposal for project is due Tuesday, September 11. The final paper will be due Tuesday, November 20.

2. Assessment Interview:
The purpose of this assignment is to give the student an opportunity to learn how to conduct an interview and/or assessment. Guidelines for this assignment are attached to this syllabus. The assignment will be due on Tuesday, Oct. 16.

Grading for the individual assessment will be as follows:
- Content - 80 pts.
- Grammar - 20 pts.
- Total - 100 pts.

EXAMS:

There will be four quizzes (50 points each) and a comprehensive final (100 points). Everyone must take the final exam. Exams will consist of multiple choice, matching or definitions, and/or short essay questions. The exams will focus on the readings from the text and from the content of the lectures and speakers in the classroom. Each student is responsible for keeping up with the readings and taking notes from the class. If you miss a class you should ask a classmate for any handouts given by the instructor.

Make-up examinations, as a rule, will not be permitted, unless the student’s absence is excused for documented medical reasons by a licensed physician.

A grade of incomplete ("X") will not be given unless the student contacts the instructor to make special arrangements for making up required work. Only emergency situations that prohibit the student from completing the course as planned will warrant consideration of the grade of "X".

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CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students who are tardy to class will be counted as absent unless they notify the instructor otherwise.

Students are allowed 3 absences (excused or unexcused) without any penalty. On the 4th absence (excused or unexcused), a letter grade will be deducted from the student’s final grade. On the 5th absence, another letter grade will be deducted from the student’s final grade. Students with “university approved absences” will be allowed to make up any missed work, but will still have the aforementioned letter grades deducted due to the inability to participate in the class interaction.

The 6th absence (which is approximately 20% of class days) can result in the student receiving an “F” in the course. If a student is unable to attend class regularly, then he/she should drop or withdraw from the course until such a time that consistent attendance is possible.

Class participation has three components: (1) appropriate verbal and non-verbal interactions with classmates, (2) attentiveness, and (3) active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given verbal or written feedback if problems are evident.

POLICY ON DUE DATES:

Assignments are due at the beginning of class on the dates indicated in the course schedule. Students are encouraged to plan ahead and duplicate all work onto an alternative electronic device to avoid technological problems or loss of information. Electronic copies enable students to access their assignments on one of the campus computers should their personal computer become inoperable.

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In”) to identify plagiarism.

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The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of “0”.

ACCEPTABLE CLASSROOM BEHAVIOR:

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the NASW Code of Ethics to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

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COURSE OUTLINE

OVERVIEW OF THE SOCIAL WORK PROFESSION

HISTORY OF SOCIAL WELFARE AND THE SOCIAL WORK PROFESSION

SOCIAL WELFARE AND SOCIAL WORK PRACTICE
  Overview of the profession
    Goals
    Perspectives
  Fields of Practice
  Social Work Settings
  Infusion of Values and Ethics

THE PRACTICE OF GENERALIST SOCIAL WORK
  Competencies/Roles
  Empowerer and Prevention
  Rural Social Work
  Global Perspectives

SOCIAL WORK WITH VARIOUS POPULATIONS
  Poverty and Public Welfare
  Emotional/Behavioral Problems
  Family Problems and Services to Families
    Children and Youth
  GLBT People
  Crime, Juvenile Delinquency, and Correctional Services
  Social Work in the Education System
  Social Work in the Workplace
  Racism, Ethnocentrism, and Social and Economic Justice
    Muslims in the US
    Asian Americans
    American Indians
    Mexican Americans
    African Americans
    Puerto Ricans
  Women, Sexism, and Equality
  Older Americans
  Social work and Healthcare
  People with Disabilities
<table>
<thead>
<tr>
<th>Tentative Schedule</th>
<th>Date</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Course</td>
<td>August 28</td>
<td>Review of Syllabus and Assignments, Introductions and Get acquainted</td>
</tr>
<tr>
<td>Ch. 1 - Social Welfare: Its Business, History, and Future</td>
<td>August 30</td>
<td>Ch. 1</td>
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<tr>
<td>Ch. 2 - Social Work as a Profession and a Career</td>
<td>September 4</td>
<td>Ch. 2</td>
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<tr>
<td>Ch. 3 - Generalist Social Work Practice</td>
<td>September 6</td>
<td>Ch. 3 Field Experience Project – Proposals DUE</td>
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<td>Ch. 4 - Poverty and Public Welfare</td>
<td>September 11</td>
<td>Ch. 4</td>
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<td>Ch. 5 - Emotional/Behavioral Problems and Counseling</td>
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<td>Ch. 5</td>
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<td>Ch. 6 - Family Problems and Services to Families</td>
<td>October 2</td>
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<td>Ch. 7 - Sexual Orientation and Services to GLBT Individuals</td>
<td>October 9</td>
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<td>October 11</td>
<td>QUIZ #2</td>
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<td>Ch. 8 - Drug Abuse and Drug Treatment Programs</td>
<td>October 16</td>
<td>Ch. 8 ASSESSMENT INTERVIEW DUE</td>
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<td>October 18</td>
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<td>Chapter</td>
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<td>Ch. 9 - Crime, Juvenile Delinquency, and Correctional Services</td>
<td>October 23</td>
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<td>October 25</td>
<td>QUIZ #3</td>
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<td>Ch. 10 - Problems in Education and School Social Work</td>
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<td>Ch. 10</td>
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<td>Ch. 11 - Work-Related Problems and Social Work in the Workplace</td>
<td>November 1</td>
<td>Ch. 11</td>
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<tr>
<td>Ch. 12 - Racism, Ethnocentrism, and Strategies for Advancing Social and Economic Justice</td>
<td>November 6</td>
<td>Ch. 12</td>
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<tr>
<td>Ch. 13 - Sexism and Efforts for Achieving Equality</td>
<td>November 8</td>
<td>Ch 13</td>
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<td>Ch. 14 - Aging and Gerontological Services</td>
<td>November 13</td>
<td>Ch. 14</td>
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<td>November 15</td>
<td>QUIZ #4</td>
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<td>Ch. 15 - Health Problems and Medical Social Work</td>
<td>November 20</td>
<td>Ch 15 FIELD EXPERIENCE PROJECT DUE</td>
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<td></td>
<td>November 22</td>
<td>HAPPY THANKSGIVING – NO CLASS!!</td>
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<td>Ch. 16 - Physical and Mental Disabilities and Rehabilitation</td>
<td>November 27</td>
<td>Ch. 16</td>
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<td>November 29</td>
<td>PAL Conference</td>
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<td>CATCH UP WEEK, REVIEW FOR FINAL EXAM</td>
<td>December 4</td>
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<tr>
<td></td>
<td>December 6</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY


Craven, Margaret. (1973.) I Heard the Owl Call My Name. New York: Doubleday.


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Richmond, Mary. (1917.) _Social Diagnosis._ New York: Russell Sage Foundation.


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FIELD EXPERIENCE PROJECT GUIDELINES (20 HOURS)

The field project is a 20 clock hour helping experience. The actual project chosen must be selected from the attached list OR have the instructor's permission before it begins.

Document your experience according to the following:
1. Proposal form, describing where you plan to volunteer, and your goal and objectives. Due by Tuesday, September 11.
2. Diary of time spent, including your experiences and feelings.
3. Final paper, to be turned in by Tuesday, November 20. Double spaced typewritten.

The Field Experience's final paper should be as follows:

a. General Instructions -- The body of this final report should be 2-3 double-spaced, typed pages in length. It is intended to be an opportunity to process the 20 hour volunteer experience which you have completed.

b. Cover page: The following information must be included on the cover page: your name, the course number and section, and the date it is submitted. You should also have a listing of the dates and times you spent on your project. The total time should equal 20 hours or more, and should be stated on the cover sheet.

c. Using your proposal and diary for reference, please answer the following four questions.

1. Please describe your field setting - the clients & workers, the facilities, the location (neighborhood), the general attitudes surrounding the agency.
2. What specific activities did you engage in? Describe some of your work and how you spent your time.
3. Describe how this experience reflected SOME ASPECT discussed in your text.
4. Summarize your feelings regarding this experience in relationship to your possible future as a helping professional.

Grading for this assignment will be based on how well you met your 20 hours commitment, based on your cover page. The other will be on the quality of your analysis of your experience AND the quality of your final report. In order to receive a grade, you must submit, with your paper and cover sheet, your diary notebook and a verification form, signed by an employee at the place where you volunteered.

Due date: Tuesday, November 20.
I have arranged to do my 20 clock hour volunteer project at:

___________________________________
Name of Setting

___________________________________
Address

___________________________________
Phone Number

During my volunteer work, I will be supervised by _____________________________.

The activities or work I'll be completing during my volunteer project include (list at least 3):

Signed ________________________________  Date ___________________________

Student
VERIFICATION OF VOLUNTEER PROJECT

I hereby verify that ____________________________ has worked at ____________________________
(student)

_________________________________ in a volunteer capacity for at least 20 clock hours, beginning ___________________ and ending ___________________.
(date) (date)

Signed of Agency ____________________________
Position ____________________________
Date ____________________________

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**CRITERIA FOR VOLUNTEER PROJECT**

The volunteer project is an opportunity for you to become familiar with the helping profession and some of the settings in which social workers practice.

To find an appropriate setting in which to complete your volunteer hours, you may want to start with contacting your local United Way for a listing of social service agencies. Or, look in your phone book under Social Services.

In general, you may select a setting from the list below and then find if there's a specific agency of this type in your community. There are a few agencies, also listed below, that are not appropriate for your placement as well. If you choose an agency from one of the settings listed below, then you do not need to receive approval from the instructor.

<table>
<thead>
<tr>
<th>Types of Settings <strong>Appropriate</strong> for Volunteer Hours:</th>
<th>Types of Settings <strong>NOT Appropriate</strong> for Volunteer Hours</th>
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<tbody>
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<td>Nursing homes</td>
<td>Child care centers</td>
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<td>Hospitals</td>
<td>School classrooms</td>
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<td>Home health agencies</td>
<td>Settings where you currently work or have Worked</td>
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<td>Child Protective Services</td>
<td>Churches without social service program</td>
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<td>Adult Protective Services</td>
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<td>Basic Assistance Agencies/programs</td>
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<td>Agencies for victims of domestic violence</td>
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<td>Mental health agencies or institutions</td>
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<td>Group homes</td>
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<td>Shelters</td>
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<td>Youth development programs (YMCA, Boys Clubs, etc.)</td>
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<td>Senior Citizen Centers</td>
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<td>Rehabilitation Centers/programs</td>
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<td>Special school programs dealing with at-risk youth</td>
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<td>Special prison programs</td>
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<td>Adult or youth probation departments</td>
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<td>Drug &amp; alcohol treatment programs</td>
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<tr>
<td>Churches with social service program</td>
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</tbody>
</table>
INTERVIEW OR ASSESSMENT ASSIGNMENT
SWK 225 Introduction to Social Work

Instructions:
The assessment should be based on a face-to-face meeting with the person in their own home. They should be assured respect for their confidentiality. You should not share with the individual any concern areas you identify, nor should you make any recommendations to them. Use the outline below both to guide your interview and to organize the written paper. The paper should be 4-5 typed, double-spaced pages. Spelling, grammar, professional appearance, neatness, thoroughness of content, and the appropriateness of your analysis and recommendations will all count toward your grade.

Selection of Person: This assignment is best completed with someone whom you do not know personally. Do NOT pick a family member or close friend. You may choose an acquaintance or someone with whom you work.

Description of Person:
Include the name, (use pseudonyms), gender, age, living arrangement, ethnic/racial group identification, socio-economic level, physical appearance, personality characteristics, health, intellectual and social functioning of the person.

Description of Family of Origin:
Describe the socio-economic status, occupation/school grade of parents, leisure activities, religious affiliation, civic involvement of the family in which the person was raised.

Social Environment:
Describe the quality of relationships and degree of involvement between the person and:
Significant others, family, friends, neighbors, community, involvement in social institutions.

Physical Environment:
Describe the person’s housing, neighborhood, work environment, and/or school environment.

Strengths and Concerns:
Identify individual strengths and areas of concern.

Target Problem:
Identify the problem area you feel most concerned about.

Recommendations:
Make 2-3 specific recommendations you feel might help this person resolve or manage the problem area you identified.

Due Date: Tuesday, Oct. 16