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.

STUDENT LEARNING OUTCOMES:

RELATIONSHIP TO OTHER COURSES:

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

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SWK225: Introduction to Social Work

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 Monday, June 22. The final paper will be due Wednesday, July 29.

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 Monday July 13.

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".

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 are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student’s professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<table>
<thead>
<tr>
<th>Type</th>
<th>Weekly</th>
<th>Bi-weekly</th>
<th>Summer 10-week</th>
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<td>Absences</td>
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<td>Up to 3 absences</td>
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<td>Class grade of “F”</td>
<td>Class grade of “F”</td>
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</table>

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students’ grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university’s computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.

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If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate 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 feedback if problems are evident.

**POLICY ON DUE DATES:** All assignments must be turned on due date at the beginning of the class. No exceptions.

CSWE EPAS Practice Behavior Measurements:

1. Competency Education Policy 2.1.1.7 - Identify as a professional social worker and conduct oneself accordingly. Students attend well to professional roles and boundaries. Measurement: Class Presentation and agency activities

2. Competency Educational Policy 2.1.2.3, & 5 - Apply social work ethical principles to guide professional practice. Students recognize and manage professional values to guide practice (e.g. on multicultural diverse rights). Students are able to apply strategies of ethical reasoning to arrive at principled decisions. Measurement: Class Participation and written assignments.

3. Competency Educational Policy 2.1.3.4.5.6.7, & 8 - Apply critical thinking to inform and communicate professional judgments: Students presents skills in using critical thinking augmented by creativity and curiosity. Student presents good assessment skills. Student presents good problem solving skills. Student presents good data gathering skills. Students present ability to analyze complex materials. Student presents skills at appraising and integrating multiple sources of knowledge and practice wisdom.

**MEASUREMENT ASSIGNMENT #1**

Overview of Assignment: Field Experience Project. Student will successfully complete 20 hours of volunteer experience with a social agency. Gives the student an opportunity experience the professional role of helper through a social work experience. Measurement based upon feedback from the agency summary of the students experience.

**MEASUREMENT ASSIGNMENT #2**

Overview of Assignment: The student will conduct an interview and record the results in preparation of developing skills in interviewing and assessment techniques. Both Content and grammar will be graded.

**MEASUREMENT #3**

Overview of Assignment: Students complete four quizzes (50 points each) and a comprehensive final (100) points. This assignment will assess the students learning ability of the introduction to social work practice.

Rubrics' Key

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<thead>
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<th>Score</th>
<th>Description</th>
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<td>Excellent</td>
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<tr>
<td>4</td>
<td>Above Expectation</td>
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<tr>
<td>3</td>
<td>Met Expectation</td>
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<tr>
<td>2</td>
<td>Minimum expectation were met</td>
</tr>
<tr>
<td>1</td>
<td>Minimum expectation were not met</td>
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</table>

Competency Education Policy 2.13.34,5,6,7 & 8 - Apply critical thinking to inform and communicate professional judgments.

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Students are skilled in using critical thinking augmented by creativity and curiosity. Student presents good assessment skills. Student presents good problem solving skills. Students present good data gathering skills. Student presents ability to analyze complex materials. Student presents skills at appraising and integrating multiple sources of knowledge and practice wisdom.

<table>
<thead>
<tr>
<th>Measurable Behaviors</th>
<th>E</th>
<th>AE</th>
<th>ME</th>
<th>MM</th>
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<td>Students was able to present skills in using critical thinking augmented by creativity and curiosity</td>
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<td>Student was able to present a good assessment</td>
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<td>2.1.3.5</td>
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<tr>
<td>Student was able to present good problem solving skills</td>
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<td>2.1.3.6</td>
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<tr>
<td>Student was able to present good data gathering skills</td>
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<td>2.13.7</td>
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<tr>
<td>Student was able to present analysis of complex material</td>
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</table>

Competency Educational Policy 2.1.2.3 5 & 7 - Identify as a professional social worker and conduct oneself accordingly. Apply social work ethical principles to guide professional practice.

Student attends well to professional roles and boundaries. Students recognize and manage professional values to guide practice (e.g. on multicultural diverse rights). Students are able to apply strategies of ethical reasoning to arrive at principled decision.

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<thead>
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<td>Student was able to attend to professional roles and boundaries</td>
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<tr>
<td>Student was able to recognize and manage professional values to guide practice with multicultural, diverse, and special populations</td>
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<tr>
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<tr>
<td>Students were able to apply strategies of ethical reasoning to arrive at principled decisions.</td>
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**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.

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".

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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).

COURSE SCHEDULE

<table>
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<tr>
<th>Week</th>
<th>Reading(s)</th>
<th>Assignment/Activities</th>
<th>Link to Comp.</th>
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Updated version 12.12
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<tr>
<td>1 - June 8 - 10</td>
<td>Introductions and Overview</td>
<td>Ch. 1 Reading/Discussion</td>
<td>2.1, 2.3 &amp; 5</td>
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<tr>
<td>2 June 15 - 17</td>
<td>Ch. 2 and Ch. 3</td>
<td>Reading and view of Video &quot;What Social Worker Do&quot;</td>
<td>1.7, 2.1, 2.3 &amp; 7</td>
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<td>3 June 22 - 24</td>
<td>Ch. 4 &amp; 5</td>
<td>Proposal for volunteer services due Reading/Discussion of Ch. 4 &amp; 5</td>
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<td>4 June 29/July 1</td>
<td>Ch. 5 Ibib.</td>
<td>Quiz #1 June 29-Reading/Discussion</td>
<td>2.1, 3.3, 4, 5, &amp; 6</td>
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<td>5 Jul 6 - 8</td>
<td>Ch. 6 &amp; 7</td>
<td>Reading/Discussion - Video on Sexual Orientation</td>
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<tr>
<td>6 Jul 13 - 15</td>
<td>Ch. 8 &amp; 9</td>
<td>Quiz #2 July 13 - Reading/Discussion/Interview Assessment Due</td>
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<td>7 Jul 20 - 22</td>
<td>Ch. 12 &amp; 13</td>
<td>Reading/Discussion</td>
<td>2.1, 3.3, 4, 5, 6, 7 &amp; 8</td>
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<tr>
<td>8 Jul 27 - 29</td>
<td>Ch. 14 &amp; 15</td>
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<td>Quiz #4 Aug 3</td>
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</table>
SWK225: Introduction to Social Work

BIBLIOGRAPHY


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


Richmond, Mary. (1917.) *Social Diagnosis*. New York: Russell Sage Foundation.


Updated version 12.12


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 June 16
2. Diary of time spent, including your experiences and feelings.
3. Final paper, to be turned in by: July 23 - Doubled Spaced.

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 two things. One will be how well you attempted to meet your 20 hours commitment, based on your cover page. The other will be on the quality of your analysis of your experience. 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: July 23, 2014
PROPOSAL FORM, SWK 225

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) ______________________________________
**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>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing homes</td>
<td>Child care centers</td>
</tr>
<tr>
<td>Hospitals</td>
<td>School classrooms</td>
</tr>
<tr>
<td>Home health agencies</td>
<td>Settings where you currently work or have Worked</td>
</tr>
<tr>
<td>Child Protective Services</td>
<td>Churches without social service program</td>
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<tr>
<td>Adult Protective Services</td>
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<tr>
<td>Basic Assistance Agencies/programs</td>
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<tr>
<td>Agencies for victims of domestic violence</td>
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<tr>
<td>Mental health agencies or institutions</td>
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<tr>
<td>Group homes</td>
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<tr>
<td>Shelters</td>
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<tr>
<td>Youth development programs (YMCA, Boys Clubs, etc.)</td>
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<tr>
<td>Senior Citizen Centers</td>
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<tr>
<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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<tr>
<td>Adult or youth probation departments</td>
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<tr>
<td>Drug &amp; alcohol treatment programs</td>
<td></td>
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<tr>
<td>Churches with social service program</td>
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</tbody>
</table>
SWK225: Introduction to Social Work

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, November 11