

SWK225: Introduction to Social Work

- 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:

- 2.1.3 Demonstrate beginning critical thinking and effective oral & written communication
- 2.1.8 Demonstrate beginning knowledge of policy as it affects practice
- 2.1.10 Demonstrate understanding of how change strategies impact all levels of systems
- 2.1.2 Demonstrate understanding of social work ethics & principles
- 2.1.4 Demonstrate beginning understanding of diversity in practice
- 2.1.5 Demonstrate beginning understanding of human rights and social and economic justice
- 2.1.1 Demonstrate ability to respond as a beginning professional social worker
- 2.1.9 Demonstrate understanding of professional contexts that shape practice

RELATIONSHIP TO OTHER COURSES: This is the beginning introductory survey course of the social work profession. It is a pre-requisite to application and admission to the BSW program and all upper division social work courses

TEXTS: Zastrow, C. (2014). *Introduction to social work and social welfare: Empowering people*, 11th Ed. Belmont, CA: Thomson-Brooks/Cole Higher Education.

Supplemental Text: Barsky, A. (2006). *Successful Social Work Education: A Student's Guide*. Belmont, CA: Thomson Higher Education.

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 = 300-349points
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 **Thursday, September 17**. The final paper will be due **Tuesday, November 19**.
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, October 15**.

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:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of “F”	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of “F”
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of “F”	

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

SWK225: Introduction to Social Work

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.

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.

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo. <http://www.tamuc.edu/myleo.aspx>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the "My Courses" tab, and then select the "Browser Test" link under Support Services.

Pearson Learning Studio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson Learning Studio Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods


SWK225: Introduction to Social Work

might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses

POLICY ON DUE DATES: 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.

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 literary 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".

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

SWK225: Introduction to Social Work

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE SCHEDULE

READINGS AND ASSIGNMENT DATES	
Tentative Schedule	
Introduction to the Course	
Sept 1	Review of Syllabus and Assignments, Introductions and Get acquainted
Ch. 1 - Social Welfare: Its Business, History, and Future	
Sept 3	Read Ch. 1
Ch. 2 - Social Work as a Profession and a Career	
September 8	Read Ch. 2
September 10	
Ch. 3 - Generalist Social Work Practice	
September 15	Read Ch. 3
September 17	Field Experience Project – Proposals DUE
Ch. 4 - Poverty and Public Welfare	
September 22	Read Ch. 4
September 24	
Ch. 5 - Emotional/Behavioral Problems and Counseling	
September 29	QUIZ #1 (Ch. 1-4)
October 1	Read Ch. 5
Ch. 6 - Family Problems and Services to Families	
October 6	Read Ch. 6
October 8	
Ch. 7 - Sexual Orientation and Services to GLBT Individuals	
October 13	Read Ch. 7
October 15	
Ch. 8 - Drug Abuse and Drug Treatment Programs	
October 20	Read Ch. 8 ASSESSMENT INTERVIEW DUE
October 22	QUIZ #2 (Ch. 5-8)

SWK225: Introduction to Social Work

Ch. 9 - Crime, Juvenile Delinquency, and Correctional Services Ch. 10 - Problems in Education and School Social Work	
October 27	Read Ch. 9
October 29	Read Ch. 10
Ch. 11 - Work-Related Problems and Social Work in the Workplace Ch. 12 - Racism, Ethnocentrism, and Strategies for Advancing Social and Economic Justice	
November 3	Read Ch. 11
November 5	Read Ch. 12
Ch. 13 - Sexism and Efforts for Achieving Equality	
November 10	QUIZ #3 (Ch. 9-12)
November 12	Read Ch. 13
Ch. 14 - Aging and Gerontological Services	
November 17	Read Ch. 14
November 19	
Ch. 15 - Health Problems and Medical Social Work Ch. 16 - Physical and Mental Disabilities and Rehabilitation	
November 24	Ch 15 FIELD EXPERIENCE PROJECT DUE
November 26	HAPPY THANKSGIVING – NO CLASS!!
December 1	Ch. 16
December 3	QUIZ #4 (CH. 13-16)
CATCH UP WEEK, REVIEW FOR FINAL EXAM	
December 8	
December 10	FINAL EXAM

BIBLIOGRAPHY

- Achor, Shirley. (1978.) Mexican Americans in a Dallas Barrio. Tucson: University of Arizona Press.
- Addams, Jane. (1927.) Twenty Years at Hull House. New York: MacMillian.
- Alinsky, Saul D. (1969.) Reveille for Radicals. New York: Vintage Books.
- Billingsley, Andrew and Jeanne M. Giovannoni. (1972.) Children of the Storm: Black Children and American Child Welfare. New York: Harcourt, Brace, and Jovanovich.
- Block, Fred, Richard A. Cloward, Barbara Ehrenreich, and Frances Fox Piven. (1987.) The Mean Season: The Attack on the Welfare State. New York: Pantheon Books.
- Brown, Claude. (1965.) Manchild in the Promised Land. New York: MacMillan Co.
- Brown, Dee. (1970.) Bury My Heart at Wounded Knee: An Indian History of the American West. New York: Henry Holt & Co.
- Corr, Charles A., Clyde M. Nabe, and Donna M. Corr. (1994.) Death and Dying, Life and Living. Belmont, CA: Wadsworth, Inc.
- Craven, Margaret. (1973.) I Heard the Owl Call My Name. New York: Doubleday.
- Curtin, Sharon R. (1972.) Nobody Ever Died of Old Age. Boston: Little, Brown, and Co.
- Danziger, Sheldon, and Peter Gottschalk. Eds. (1993.) Uneven Tides: Rising Inequality in America. New York: Russell Sage Foundation.
- Delany, A. Elizabeth and Sarah with Amy Hill Hearth. (1993.) Having Our Say: The Delany Sisters' First Years. New York: Kodansha International.
- Dorton-Harper Karen V. and Martin Herbert. (1999.) Chicago: Lyceum Books, Inc.
- Dudley, William, and Charles Cozic, Eds. (1991.) Racism in America. San Diego: Greenhaven Press.
- Eldelman, Marian Wright and Robert M. Solow. (1994.) Wasting America's Future. Boston: Beacon Press.
- Evans, Sara M. (1989.) Born for Liberty: A History of Women in America. New York: The Free Press.
- Faludi, Susan. (1991.) Backlash: The Undeclared War Against American Women. New York: Crown Publishers.

SWK225: Introduction to Social Work

- Gibelman, Margaret and Philip H. Schervish. (1997.) Who We Are: A Second Look. Washington D.C.: NASW Press.
- Gill, Richard T. (1999.) Posterity Lost: Progress, Ideology, and the Decline of the American Family. Cumnor Hill, England: Rowman and Littlefield Publishers, Inc.
- Greenfeld, Josh. (1985.) A Client Called Noah. New York: Henry Holt & Co.
- Haley, Alex. (1965.) The Autobiography of Malcolm X. New York: Ballantine Books.
- Hancock, B.L. and L.H. Pelton. (1989.) "Home Visits: History and Functions". Social Casework 70, 1:21-27.
- Hasbany, Richard, Ed. (1989) Homosexuality and Religion. New York: Harrington Park Press.
- Hanmer, Jalna, and Daphne Statham. (1989.) Women and Social Work: Towards a Woman-Centered Practice. Chicago: Lyceum Books, Inc.
- Hewlett, Sylvia Ann. (1992.) When the Bough Breaks: The Cost of Neglecting Our Children. New York: Harper Perennial.
- Hope, Marjorie and James Young. (1986.) The Faces of Homelessness. Washington: D.C.: Heath.
- Jablow, Martha. (1982.) Cara - Growing With a Retarded Child. Philadelphia: Temple University Press.
- Jansson, Bruce S. (1993.) The Reluctant Welfare State: A History of American Social Welfare Policies, 2nd ed. Pacific Grove, CA: Brooks/Cole Publishing Co.
- Kotlowitz, Alex. (1991.) There Are No Children Here: The Story of Two Boys Growing Up In the Other America. New York: Doubleday.
- Leakey, Richard, and Roger Lewin. (1992.) Origins Reconsidered: In Search of What Makes Us Human. New York: Doubleday.
- Loewenberg, Frank. (1988.) Ethical Decision for Social Work Practice. (3rd Ed.) Itasca, IL: F.E. Peacock Publishers, Inc.
- Marshall, Helen E. (1967.) Dorothea Dix: Forgotten Samaritan. New York: Russell & Russell.
- McNulty, Faith. (1980.) The Burning Bed. New York: Harcourt, Brace, and Jovanovich.
- Mitford, Jessica. (1992.) The American Way of Birth. Harmondsworth, England: Penguin Books.
- Morrison Toni, Ed. (1992.) Race-ing Justice, En-gendering Power: Essays on Anita Hill, Clarence Thomas, and the Construction of Social Reality. New York: Pantheon Books.

SWK225: Introduction to Social Work

- Nock, Steven L. and Paul W. Kingston. (1990.) The Sociology of Public Issues. Belmont, CA: Wadsworth Publishing Company.
- Payne, Rudy K. (1995.) Poverty a Framework: Understanding and Working with Students and Adults Form Poverty. Baytown, Tx: RFT Publishing.
- Phillips, Kevin. (1990.) The Politics of Rich and Poor: Wealth and the American Electorate in the Reagan Aftermath. New York: Random House.
- Richmond, Mary. (1917.) Social Diagnosis. New York: Russell Sage Foundation.
- Ross, Ishbul. (1956.) Angel of the Battlefield: The Life of Clara Barton. New York: Harper & Brothers.
- Rousseau, Ann Marie. (1981.) Shopping Bag Ladies: Homeless Women Speak About their Lives. New York: Pilgrim Press.
- Sancier, Betty. (1989.) Women and Social Work: Towards a Woman-Centered Practice. Chicago: Lyceum Books, Inc.
- Schmolling, Paul JR. and Merrill Youkeles and William R. Burger. (1997.) Human Services in Contemporary America. (4th Ed.) Pacific Grove, CA: Brooks/Cole Publishing Company.
- Schultz, Richard, and Robert B. Ewen. (1993.) Adult Development and Aging: Myths and Emerging Realities, 2nd ed. New York: MacMillan Publishing Co.
- Shilts, Randy. (1987.) And the Band Played On: Politics, People, and the Aids Epidemic. New York: St. Martin's Press.
- Sidel, Ruth. (1986.) Women and Children Last: The Plight of Poor Women in Affluent America. New York: Penguin Books.
- Steinem, Gloria. (1992.) Revolution From Within: Book of Self-Esteem. Boston: Little, Brown & Co.
- Sancier, Betty. (1989.) Women and Social Work: Towards a Woman-Centered Practice. Chicago: Lyceum Books, Inc.
- Schmolling, Paul JR. and Merrill Youkeles and William R. Burger. (1997.) Human Services in Contemporary America. (4th Ed.) Pacific Grove, CA: Brooks/Cole Publishing Company.
- Suppes, Mary Ann and Carolyn Cressy Wells. (2000.) The Social Work Experience: An Introduction to Social Work and Social Welfare. (3rd Ed.) Boston: McGraw Hill Higher Education.
- The AAUW Report. (1995.) How Schools Shortchange Girl. New York: Marlowe and Company.
- Torrey, E. Fuller. (1988.) Nowhere to Go: The Tragic Odyssey of the Homeless Mentally Ill. New York: Harper & Row, Publishers.

SWK225: Introduction to Social Work

Toth, Jennifer. (1997.) Orphans of the Living: Stories of American's Children in Foster Care. (1997.) New York: Simon and Schuster.

Trattner, Walter I. (1994.) From Poor Law to Welfare State: A History of Social Welfare In America (6th Ed.) New York: Free Press.

Ulrich, Sharon. (1972.) Elizabeth. University of Michigan Press.

Weddington, Sarah. (1992.) Question of Choice. New York: G.P. Putnam's Sons.

Weitzman, Lenore. (1985.) The Divorce Revolution: The Unexpected Social and Economic Consequences for Women and Children in America. New York: The Free Press.

Whitt, Anne Hall. (1982.) The Suitcases: Three Orphaned Sisters in the Great Depression in the South. Washington, D.C.: Acropolis Books.

Woodside, Marianne and Tricia McClam. (1994.) An Introduction to Human Services. (2nd Ed.) Belmont, CA: Brooks/Cole Publishing Company.

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.
2. Diary of time spent, including your experiences and feelings.
3. **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 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.

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 _____
Student

Date _____

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)

Name of AGENCY _____

Name of Supervisor - PRINTED: _____

Signature of Agency Supervisor _____

Position _____

Date _____

Phone # _____

Email address _____

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.

Types of Settings Appropriate for Volunteer Hours:	Types of Settings NOT Appropriate for Volunteer Hours
Nursing homes Hospitals Home health agencies Child Protective Services Adult Protective Services Basic Assistance Agencies/programs Agencies for victims of domestic violence Mental health agencies or institutions Group homes Shelters Youth development programs (YMCA, Boys Clubs, etc.) Senior Citizen Centers Rehabilitation Centers/programs Special school programs dealing with at-risk youth Special prison programs Adult or youth probation departments Drug & alcohol treatment programs Churches with social service program	Child care centers School classrooms Settings where you currently work or have Worked Churches without social service program

**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.