Service-Learning Syllabi

Office of Community Engagement and
Partnerships

Spring 2016

SOW 3203 Intro to Social Work

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UNIVERSITY OF SOUTH FLORIDA
College of Behavioral and Community Sciences
School of Social Work

Introduction to Social Work
SPRING 2016
SOW 3203-901

Syllabus
3 CREDITS

INSTRUCTOR: Penne L. Williams, LCSW
OFFICE LOCATION: MHC 1426
OFFICE HOURS: BY APPOINTMENT

CLASS: Thursdays 6:30-9:15   **MHA 126 A**

NATURE OF THE COURSE

This course provides a broad overview of the social work profession and the theoretical basis that guide generalist social work practice and intervention. A history of social work is presented, with emphasis on the effects of social forces in shaping the profession today and in the future. The relationship of social work to other social science and human behavior theories will be presented.

The generalist approach to social work practice will be examined and will provide the framework for examining social work together with social and economic justice in the major areas of practice. These areas are, but not limited to: 1) income maintenance 2) services to families 3) services to children 4) services to the aging 5) services for health and mental health 6) school social work 7) policy and administration, and 8) community service. An additional purpose of this course is to familiarize the student with both the implicit and explicit values on which professional practice is based. Ethical considerations in practice and value dilemmas will be presented and addressed throughout the course as fields of practice, research and policy development, client systems, and beginning methods of intervention are discussed. Special emphasis will be placed on sensitizing students to understanding diversity in its many facets including gender, race, ethnic background, sexual orientation, age, and spirituality. The impact of diversity on social functioning and the concepts of non-judgmental and non-discriminatory practice will be themes throughout the semester.

Students will be expected to examine their values as an integral part of professional development and in planning for/anticipation of their field experience. The National Association of Social Workers (NASW). Code of Ethics will be discussed in order to

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familiarize students with their professions' Code and how this impacts professional practice decisions. Special emphasis will be placed on the sections of the Code specifically related to standards that address evidenced based practice within the profession.

RATIONALE

This course is the only pre-core course required as pre-admission to the three-semester BSW program. <mark>**Students planning to apply for the BSW program must pass this course with a grade of "B" or better in order to be considered for admission to the full major.**</mark>

THEORETICAL PERSPECTIVE

The graduate and undergraduate programs of the USF School of Social Work provide a progressive identification with the values and ethics of social work, mastery of the knowledge on which social work practice is based, and the development of practice skills. The unifying themes and theoretical underpinnings of the USF's social work curricula are found primarily in explanatory theories (e.g., *ecosystems theory*) and secondarily in change theories (e.g., psychodynamic and cognitive behavioral theories), *operationalized through the empowerment, strengths, and capacity building perspectives of social work practice*.

Ecosystems theory reflects the social work value of enhancing human system functioning and focuses on biological, psychological, emotional, cultural, and social environments holistically. The *strengths perspective* emphasizes viewing the range of human differences as normal and acceptable, as opposed to making judgments about peoples' personal characteristics, race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, national origin, and level of social and emotional functioning. The *empowerment perspective* supports resourcefulness and the development of skills to remove social barriers for individuals, groups, and communities. The *capacity building perspective* reinforces the social work mandate to serve the most vulnerable of society, to enhance the caring capacity of society to end discriminatory practices, and to develop and expand resources to those in need. *Evidence-based practice* entails the conscientious and judicious use of current best practice in decision-making about interventions at all system levels, integrating relevant scientific information with informed professional judgement and the personal preferences and cultural backgrounds of service consumers in order to practice effectively and ethically..

COURSE OBJECTIVES

At the completion of this course, students will be able to:

1. Understand the mission and core values of the profession of social work.
    Measurement: Exams, Volunteer experience/paper

2. Recognize and manage personal values in a way that allows professional values to guide practice.
    Measurement: Exams, Volunteer paper

3. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
    Measurement: Evidence-based Practice Paper
    .

4. Assess client strengths and limitations
    Measurement: Examinations

5. Engage in career-long learning.
    Measurement: Evidence-based Practice Paper

METHODS OF INSTRUCTION

This course will include a wide variety of instructional methods such as lectures, class/group discussions, videos, formal class presentations, online activities, and guest speakers from the local social work community.

COURSE ASSIGNMENTS

A. <u>Examinations</u>

There will be <u>three exams</u> that may include multiple choice, true/false, short answer, matching formats, and data interpretation. <mark>The exams will consist of content covered in all of the chapters, class discussions, speaker/video presentations up to the date of the exam.</mark>

B. <u>Evidenced-Based Practice Paper (See Appendix B</u>)

- Students are asked to select and read at least <mark>3 current articles from Social Work journals</mark> (2010 forward) on the concept of evidence-based practice. Please select your articles based on your areas of interest in social work practice.
- In addition to the 3 articles, students <u>are required to</u>: 1) <mark>listen to the following Social Work podcast</mark> - Parrish, D. E. (2011, March 9). *The process of evidence-based practice.* Social Work Podcast retrieved from http://socialworkpodcast.blogspot.com/; and 2) <mark>read the 3 NASW Code of Ethics standards for evidence-based practice.</mark>

- Based on the information found in those sources (i.e., 3 articles, podcast, and NASW code of ethics), students will write a 6 page paper (4 pages of main text + 1 page cover page + 1 page bibliography/reference list) to address the following areas:
  (1) describe the definition of evidence-based practice as you understand it
  (2) discuss the rationale for its use (i.e. why do we engage in evidence-based practice?)
  (3) discuss the possible ethical dilemmas in using evidence-based practice
  (4) discuss the possible ethical dilemmas in not using evidence-based practice,
  (5) describe an example of its use in an agency.

The paper should be written in Times New Roman, 12 font, double-spaced, pages numbered, APA style, with correct spelling and grammatical form. In addition to the four pages of the assignment itself, a cover page will be attached in front, and an annotated bibliography page identifying the articles read will be attached at the end (total of 6 pages in the total assignment). Also, the NASW Code of Ethics standards are to be listed on the bibliography page and identified as NASW Code (revised in 2008), 4.01b, 4.01c, and 5.02c.

If you need help with writing, please set up appointments with the Writing Center and/or make use of the online facility called Smarthinking available through the library (http://www.lib.usf.edu/writing/smarthinking/).

C. **Volunteer Experience:**

This assignment is comprised of five (5) elements:
1. 20 Volunteer Hours of service at a not-for-profit community social service agency (at which you have not previously volunteered) to be completed by the due date for the paper.
2. BSW/MSW Interview with a person who has a Bachelor's Degree in Social Work or a Master's Degree in Social Work. **The social worker's signed business card (that contains their credentials, BSW or MSW) is required and will be turned in during class time.**
3. Volunteer Paper as described below.
4. Volunteer Presentation as described below.
5. Social Work Student Volunteer Verification Form completed and signed by the staff person monitoring your volunteer work, preferably a social worker.

20 Volunteer Hours and BSW/MSW Interview:

It is a requirement of this course that students participate in volunteering at a not-for-profit social service agency for a total of 20 hours during the semester. For completion of the required paper that accompanies this assignment the students will interview an

employee with a Bachelor of Social Work or Masters of Social Work (BSW or MSW) within the agency with which they volunteered.

It is advisable to begin the process of finding an agency and beginning your volunteer hours AS SOON AS POSSIBLE to ensure that this entire assignment is completed on the due date outlined in the Course Calendar below.

Volunteer Paper:

See Appendix C for more details

Format of Paper:
- The interview with the BSW or MSW social worker employed at the agency in which you volunteer is the main source of the information needed for your paper.
- The paper must be 6-8 typed pages (**not including the title and reference pages**)**.** Therefore, in total the volunteer paper should be 8-10 pages long.
- Utilize Times New Roman, 12 font, double-space, APA style, proof read for correct spelling, grammar and citation of references. Grammatical presentation must be correct. Run-on sentences, sentence fragments, and misspelled words will be considered in the grading process.
- **Late papers will lose 3 points for every day past due date, including weekends.**

The following 10 required items must be thoroughly described in narrative form in your paper.

1. Mission Statement, Goals & Purposes of the agency (often found on the agency's website)**.**
2. Identify the person you interviewed by degree (Remember to request a business card**.)**
3. Identified funding sources for the agency
4. To what licensing and/or accreditation body is the agency responsible**?**
5. Population served and types of problems they experience; Give examples**.**
6. Observe methods used to help the persons who are served; (individual, group, etc.)
7. Examples of Tasks you were assigned and those you successfully completed;
8. Staff with academic degrees, licenses and/or certifications. List which degrees.
9. Social Work Code of Ethics –give 3 examples of how it is demonstrated in the agency.
10. Student Process. Describe your comfort level working in the agency and with the population served by the agency; what personal values were challenged or supported by your volunteer experience? Did this experience either positively or negatively, impact your thoughts about going into the field of social work?

NOTE: The grade will be earned based upon inclusion of the 10 areas described above. Use the process of critical thinking with regard to your understanding of your learning and the volunteer placement.

Social Work Student Volunteer Verification Form: (See Appendix A)

Students will receive this form at the beginning of the semester. All portions of this form are to be *completed and signed by the staff person* at the agency who has monitored your volunteer hours and rated your volunteer work. The signed Verification Form is submitted to your instructor when your hours are finished and becomes a part of your student file in the School of Social Work.

NOTE: Completion of all portions of the Volunteer Experience is a requirement of this course, without which a grade of "F" or "I" representing "incomplete" will be noted even if all other course work has been completed.

PowerPoint Presentation:

- Students will present a short (approximately 5-7 minute) summary of their volunteer experience to the class during one of the final class meetings.
- It is expected that protocol for professionalism in the student's presentation will be followed.
- **The presentation *is not to be read*.**
- A quality presentation would include a brief overview of factual items about the agency **with a primary focus on your observations, experiences, and interactions with staff and persons served**. Your integration of social work values, language, and principles learned in this course and how that learning assisted you in your volunteer experience will also be evaluated by the instructor.

Assignment Due Dates:

All written work in the course will be due at the stated deadline in the Course Calendar section. Late papers without written permission from the instructor will lose 3 points per day, including weekends, from the total points for the assignment.

Class participation is vital to your own learning as well as your contributions to the class as a whole. Participation is defined as regular, timely contributions to class discussion related to the material being presented by the professor, classmates, and guest speakers. Students need to come to class prepared to be called upon regarding the Chapter assignment of the day.

Class Attendance is expected. Points will be deducted from the final grade for each absence beyond one. See Attendance Policy for more information.

ACADEMIC ACCOMMODATION

Any student with a disability is encouraged to meet with the instructor *during the first week of class* to discuss any accommodation that may be needed. The student must bring a current **Memorandum of Accommodations** (MOA) from the Office of Student Disability Services (OSDS), which is a prerequisite for receiving accommodations.

Students in need of academic accommodations for a disability may consult with Students with Disabilities Services to arrange appropriate accommodations. Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. Students are required to give reasonable notice to the instructor prior to requesting an accommodation. A letter from SDS must accompany this request.

- See Student Handbook:
  http://www.sds.usf.edu/content/docs/SDS%20Student%20Handbook.pdf

- See Faculty/staff handbook:
  http://www.sds.usf.edu/content/docs/Faculty-Staff_Guide.pdf?refer=FACULTY

RELIGIOUS PREFERENCE ABSENCE POLICY

Students who anticipate the need of being absent from class due to the observation of a major religious observance much provide notice of the date(s) to the instructor in writing at least two weeks prior to the anticipated absence and observed date(s).

USE OF NON-SEXIST AND PROFESSIONAL LANGUAGE

A class environment that is conducive to learning requires respect for all participants. Students are expected to arrive on time and remain in class until dismissed; to conduct themselves in a respectful, considerate manner, both in class discussion and written assignments. All participants in the class need to respect the environment by turning off cell phones, pagers, removing headphones, avoiding extraneous talking and refraining from texting, and reading non-class material. The use of non-sexist, culturally sensitive and professional language and attire in class is required. Guidelines regarding non-sexist language are available in the Publication Manual of the American Psychological Association.

ACADEMIC DISHONESTY POLICY
Any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. The University of South Florida has very specific policies and procedures regarding academic dishonesty or disruption of the academic process.

Academic Integrity Regulation:

ACADEMIC GRIEVANCE PROCEDURE FOR STUDENTS

The School of Social Work is committed to resolving issues at the earliest possible point. The Problem Resolution Process is internal to the School and is not meant to replace the University Academic Grievance Procedure (AGP). If at the end of the School's Problem Resolution Process a student feels that s/he has been treated in a manner that violates University policy, the student may file a formal Academic Grievance. The Academic Grievance Process provided in USF Policy

School of Social Work Problem Resolution Process:
http://socialwork.cbcs.usf.edu/_assets/docs/bsw_studentHandbook.pdf

Academic Grievance Policy: http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf

ATTENDANCE POLICY

Students are expected to be on time and prepared to participate when class begins as well as be present throughout the whole class meeting. Students are responsible for any material missed due to absence such as obtaining lecture notes or handouts and so on. Classroom exercises, discussions, lectures, and other in-class experiential exercises are essential for a student's professional learning and continued development. This form of learning cannot be "made up" once missed. Accordingly, attendance is required at all class meetings. Excused absences are limited to the following instances: documented illness, deaths in the immediate family, other documented crises, military duty, jury duty, religious holidays (consistent with University policy 10-045), court imposed legal obligations other than jury duty, and special requirements of other courses (must be documented by the faculty member of record). A student is considered absent if they arrive more than 30 minutes late to class, leave 30 or more minutes early or do not come to class. Students are allowed to miss 1 class (if class meets once per week) or 2 classes (if course meets twice a week) without penalty. After that, 5% off the total grade will be deducted for each missed class. Students are responsible for any missed material due to absences or lateness.

EMERGENCY PLAN

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Skype, and email messaging and/or

an alternate schedule. It's the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

GRADING SCALE
Papers, presentations, volunteer experience, exams, attendance, and participation in class will be used to determine grades. Writing ability and skills will also be used to determine grades. This course will use the University's plus/minus grading system. Points from assignments with be totaled together and the final grade computed on the scale shown.

A+ =	**480 - 500**	**97-100%**
A =	**465 - 479**	**94- 96%**
A- =	**445 - 464**	**90- 93%**
B+ =	**425 - 444**	**87- 89%**
B =	**405 – 424**	**84-86%**
B- =	**385 - 404**	**80-83%**
C+ =	**369 - 384**	**77-79%**
C =	**354 - 369**	**74-76%**
C- =	**339 – 353**	**70-73%**
D+ =	**324 - 338**	**67-69%**
D =	**309 - 323**	**64-66%**
D- =	**294 - 308**	**60-63%**
F	**293 and below**	

1. Exam 1	100 points
2. Exam 2	100 points
3. Exam 3	100 points
4. Evidence-based practice paper	50 points
5. Volunteer Exp. Paper and Pres.	150 points
Total	**500 points**

REQUIRED TEXTBOOK

Kirst–Ashman, K. K. (2016). *Introduction to Social Work and Social Welfare: Critical Thinking Perspectives.* (5th Ed). Belmont, CA: Thomson Brooks/Cole.

National Association of Social Workers. (Approved 1996, revised 2008). *Code of Ethics of the National Association of Social Workers*. Washington, DC: Author.

RIGHT TO CHANGE SYLLABUS

It may be necessary to adjust the content, assignments, timeline, point system, and due dates for assignments during the semester. If this is necessary, the Instructor has the right to change the syllabus. However, these changes will be announced to the students in class or via Canvas and posted on Canvas. The students are responsible for any such announced changes and for checking Canvas.

GENERAL REFERENCE TEXTS

Administration for Children and families. *Sexual abuse prevention programs*. Retrieved from https://www.childwelfare.gov/preventing/programs/types/sexualabuse.cfm

Birkett, M., Espelage, D. L., & Koenig, B. (2009). LGB and questioning students in schools: The moderating effects of homophobic bullying and school climate on negative outcomes. *Journal of Youth and Adolescence, 38*, 989-1000.

Council on Social Work Education (2008; revised 2010). *Educational policy and accreditation standards*. Washington, DC: Author

Dolgoff, R., Harrington, D., & Loewenberg, F. M. (2011). *Empowerment series: Ethical decisions for social work practice (ninth edition).* Belmont, CA: Brooks/Cole.

Dykema, C. R. (2013). *Forty years in social work: Reflections on practice and theory*. Washington, D.C: NASW press.

Edwards, L. V. (2006). Perceived social support and HIV/AIDS medication adherence among African American women. *Qualitative Health Research, 16,* 679-691.

Franklin, D. (1986). Mary Richmond and Jane Addams: From moral certainty to rational inquiry in social work practice. *Social Service Review*, 601, 504-525.

Grobman, B. (ed.) (2005). *More days in the lives of social workers: 35 "real life" stories of advocacy, out-reach and other intriguing roles in social work practice.* Harrisburg, PA: White Hat

Horton, A. (2003). Child welfare services: A story of misdirected social policy. *Journal of Human Behavior Theory*, 6, 1, 17-24.

Itzhaky, H. & York, A. (2003). Showing results in community organization. *Social Work*, 47, 2,125-131.

Ka'opua, L. N. (2008). Developing a culturally responsive breast cancer screening promotion with Native Hawaiian women in churches. *Health and Social Work, 33,* 169-177.

Kemp,S.P., Whittaker, J.K., Tracy, E.M., *Person-Environment Practice: The Social Ecology of Interpersonal Helping.* 1997 .New York: Aldine De Gruyter.

Miley,K.K., O'Melia,M., & DuBois,B.l. (2012) *Generalist Social Work Practice: An Empowering   Approach* (7th edition). New York: Pearson.

National Association of Social Workers. (2008) *NASW Code of ethics.* Washington, DC: Author

Post, L. A., Klevens, J., Maxwell, C. D., Shelly, G. A., & Ingram, E. (2010).An examination of whether coordinated community responses affect intimate partner violence. *Journal of Interpersonal Violence, 25,* 75-93.

Richmond, M, (1922). *What is social casework?* New York: Russell Sage Foundation

Rose, S.M., (2000, Oct.) Reflections on empowerment-based practice. *Social Work*, 45, 5, 403-412. Washington, DC: NASW Press.

Secombe, K. (2010) *"So you think I drive a Cadillac?"* Welfare recipients' perspectives on the system and its reform (3rd ed.) Boston: Allyn & Bacon

APPENDIX A

VOLUNTEER INFORMATION FORM

STUDENT VOLUNTEER: _____

COMMUNITY AGENCY: _____

TASKS ASSIGNED _____

_____

WHICH OF THE ABOVE TASKS WERE SUCCESSFULLY COMPLETED?
(**Please note dates tasks were completed**)

_____ ____

_____ _____

PLEASE RATE THIS VOLUNTEER'S OVERALL PERFORMANCE

    EXCELLENT____   satisfactory___   unsatisfactory___

If "Unsatisfactory" is checked, please explain reason(s): _____

_____

_____

TOTAL NUMBER OF VOLUNTEER HOURS COMPLETED: _____
(Minimum required is 20 hours)

ADDITIONAL COMMENTS:

Monitoring Staff Name: _____ _____
        Print   Signature
Student Name: _____ _____
       Print   Signature

APPENDIX B
Evidence-based Practice Grading Rubric

Grading Rubric for Evidence-based Practice Assignment…….Maximum of 50 points

Students are asked to write about five (5) areas concerning evidence-based practice.
(See Assignment described in syllabus.)

Ten (10) points per area will be awarded for papers that specifically address the issue identified in areas one (1) through five (5).

1. Definition of EBP is described in student's **own words…..10 points.**

2. Student clearly identifies 2 reasons for the use of evidence-based practice….**10 points**

3. Student clearly describes one ethical dilemma that might arise in an agency if using evidence-based practice. Identify type of agency and population served. Be specific in describing dilemma…….**10 points**

4. Student clearly describes two ethical dilemmas that might arise in an agency if evidence-based practice is not being used /identify type of agency and population it serves. Be specific in discussing the ethical dilemma……….**10 points**

5. Imagine that you are a social worker working in a child welfare agency. Please describe and give an example of how you would use evidence-based information in working with a specific client you would be seeing at the agency……..**10 points**

Students will forfeit points in any area that does not display correct spelling, grammar and writing skills. (i.e. proper use of capitalization, run-on sentences, etc.)

GRADING RUBRIC FOR VOLUNTEER ASSIGNMENT/ 150 points

- Completion of the volunteer agency experience (minimum of 20 hours) with achievement of either "Satisfactory" or "Excellent" on Volunteer Form- 25 **points**

- Volunteer Paper will fully and clearly address the ten (10) areas indicated in the syllabus instructions. Each area will be identified by its corresponding number (#1, #2, etc.) and will be written in narrative form. Area #10 (Student Process) will discuss your personal reaction to the three (3) parts to #10- 9**0 points**

    1. Mission Statement, Goals & Purposes of the agency**- 10 points**
    2. Identify the person you interviewed by degree/request a business card- **10 points**
    3. Identified funding sources for the agency-10 **points**
    4. To what licensing and/or accreditation body is the agency responsible**-10 point**
    5. Population served and types of problems they experience; Give examples- **10 points**
    6. Observe methods used to help the persons who are served; (individual, group, advocacy, etc.) **10 points**
    7. Examples of Tasks you were assigned and those you successfully completed- **10 points**
    8. Staff with academic degrees, licenses and/or certifications. List which degrees- 10 **points**
    9. Social Work Code of Ethics –give 3 examples of how it is demonstrated in the agency. 10 **points**
    10. Student Process. Describe your comfort level working in the agency and with the population served by the agency; what personal values were challenged or supported by your volunteer experience? Did this experience either positively or negatively, impact your thoughts about going into the field of social work? **20 points**

- Class presentation on volunteer experience – See expectations in course syllabus Student will present within allowed time frame (7 minutes) – 15 **points**
- Presentation will NOT be read

    1. Describe your observations, and interactions with staff and persons in the agency and describe what you learned from the experience: **5 points**
    2. Direct eye contact with audience: **5 points**

3. <u>Accurate and clear factual information about the agency is presented:</u> **5 points**