August, 2011

Dear Weekend College Student:

Welcome to SOWK 2810W: Introduction to Social Work! I look forward to meeting you and working together this term as we explore the profession of social work!

The following materials have been posted on BlackBoard to get you started: the Syllabus, Social Work for Social Justice: Ten Principles, Worksheet #1, and Quiz #1. If you are anything like me, you'll find two things. First of all, you will need to take a deep breath and jump into this new enterprise without thinking too much about all the work that lies ahead. Secondly, actually doing the course will be easier (and more fun) than thinking about it in its totality at the start. The old "one day at a time" philosophy applies very well to this situation just as it does to life in general or any other major undertaking.

Please remember, as you go through the term, that we are in this together. By "we," I'm referring to you, your student colleagues, and me. I will emphasize a collegial/collaborative atmosphere in class and want to reassure you that the social component (getting to know others who are also interested in social work and returning to school) has traditionally been one of the most enjoyable aspects of this experience for students and teacher alike. I'm confident that you will agree with me on this point by mid-term!

I also ask you to remember that I am only an email message/phone call away. Please, do not hesitate to contact me and I will get back to you as soon as possible (mabrenden@stkate.edu/651-690-6928). Bear this in mind as you begin to review materials and prepare assignments for our first class.

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**Preparation for our first class session includes the following:**

1. Read: Chapter 1 of the Kirst-Ashman text
3. Complete Quiz #1
4. Write Reflection #1
5. Complete Skills Worksheet #1

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Enjoy the rest of your summer. I look forward to meeting you and sharing a productive and enjoyable trimester together. See you on Saturday, September 10th!

Sincerely,

Mary Ann

Mary Ann Brenden, MSW, LICSW
Associate Professor
I. Course Title: SOWK 2810W (01)
   Fall, 2011
   Saturdays @ 8:30 – 12 Noon
   Class Location: Please check Registrar’s schedule

   Course Credit: 4 Semester Credits

   Instructor: Mary Ann Brenden, MSW, LICSW
   Office: 301 Fontbonne Hall
   Phone: 651-690-6928 Fax: 651-690-8821
   Email: mabrenden@stkate.edu
   Fall Semester Office Hours:
   Tuesdays @ 2-4, Wednesdays @ 5 – 6:30, and by appointment

   Mailing address:
   School of Social Work
   St. Catherine University
   2004 Randolph Ave. M #F-15
   St. Paul, MN 55105

II. Required Texts/Readings


   Other readings as assigned.

III. Prerequisite Courses: Introduction to Sociology and/or Introduction to Psychology or consent of instructor.

IV. Course Description:
This course introduces the student to the profession of social work within the context of the social welfare system. It provides an overview of an integrative approach to generalist social work practice which emphasizes intervention on individual, environmental and societal levels. Special emphasis is placed on values, human diversity, social problems and social work fields of practice.
V. Course Objectives:

Upon completion of this course, students will have achieved the practice behaviors and competencies reflected in the following course objectives.

1. Develop knowledge of the identity of professional social work and how to conduct oneself accordingly. (C2.1.1.1)
2. Recognize and manage personal values in a way that allows professional values to guide practice. (C2.1.2.1)
3. View self as a learner in the engagement process. C2.1.4.5
4. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power and communicate their understanding of the importance of difference in shaping life experiences. (C2.1.4.2 & C2.1.4.4)
5. Increase understanding of forms and mechanisms of oppression and discrimination. (C2.1.5.1)
6. Increase their understanding of advancing social and economic justice through applying the social work for Social Justice Principles, the United Nations’ Declaration of Human Rights, and other perspectives on Social Justice. (C2.1.5.2 & C2.1.5.4)
7. Understand conceptual frameworks that inform social work generalist practice such as the Integrative, Generalist framework. (C2.1.7.1 & C2.1.7.3)
8. Understand the impact that social and organizational policy and agency delivery systems has on individuals, groups, families, organizations, and communities. (C2.1.8.1)
9. Prepare for effective action with all client systems through an understanding of current social work fields of practice. (C2.1.10.a.1)

VI. Course Policies:

Attendance/Participation:

Professional education involves experiential and collaborative learning and the development of high standards of personal responsibility. Each student is a valuable resource in the learning experience of the class as a whole. Therefore, students are expected to attend all class sessions, arrive on time, be prepared, and participate in order to enhance activities and discussions for all. Because attendance is so important, it will weigh in the final grade. Punctual attendance at all class sessions is expected and a prerequisite to earning a grade of “A” in the course. More than one absence seriously jeopardizes a student's successful completion of the course and may result in a grade of “F.” Attendance will be recorded at the beginning of each class. Both late arrival and early departure will be noted and impact the attendance grade.

Incompletes:

If you are forced by unexpected circumstances to request an "incomplete", we will negotiate and sign a written agreement setting forth the requirements and time line for completing the course. Requests for such an option must be student-initiated. As stated in the Student Handbook, incompletes can only be awarded if the student has completed a minimum of one-half the required coursework at a "B" quality or above. You would need to approach me at least two weeks before the end of the course. Ideally, an incomplete should be completed prior to the beginning of spring semester. An incomplete cannot extend beyond the date established by the university; if it does, it reverts to an "F".
Classroom Accommodation Policy:
Classroom accommodations will be provided for qualified students with documented disabilities. Students are required to contact Resources for Disabilities at St. Catherine University about accommodations within the first two weeks of the term. Appointments can be made at 651-690-6563. For further information you can locate the Resources for Disabilities at http://minerva.stkate.edu/offices/academic/oneill.nsf.

Pandemic Policy:
Since St. Catherine University is committed to the healthy well-being of our communities, we support the Centers for Disease Control’s following recommendation: students, faculty, or staff with influenza like illnesses (temperature of 100.0 or greater, plus a cough or sore throat) are directed to self isolate (or stay home) for at least 24 hours after their fever is gone without the use of fever-reducing medicine. In the event that students are unable to attend classes due to this self-isolation recommendation, they should notify their professors of their absence. Faculty will provide opportunities for these students to participate in alternative delivery of class material due to illness. It will be the responsibility of the instructor, to create appropriate course-specific accommodations for students with illnesses. Additionally, it is the expectation that students conduct themselves ethically and that illness-related accommodations are not abused.

Learning Environment/Classroom Climate:
Ours is a ‘big tent’ classroom. Diversity is valued as an important resource in the classroom which enhances the learning experience. Unity in the common bond of learning is valued. Unity is distinguished from uniformity; diverse positions/opinions are respected. Our tent has no rigid walls or exclusive boundaries. The center pole of our tent is the spirit of mutual regard for each person and a commitment to encounter and engage the course goals, the texts/readings and each other with openness, honesty and respect. Civil interaction which reflects these qualities at expected at all times by all participants (instructor and students) in all activities related to this course. To maintain a professional climate in the classroom, students are asked to:
- Turn off and refrain from using cell phones, pagers, etc.
- Refrain from eating during class. Beverages are permitted.

Teaching Methods and Participation:
A variety of teaching and learning methods will be used in this class including: lecture, discussion, small group experience, a field trip, film, student presentation, and numerous reading, writing and research assignments to be completed before each class. Active participation in the learning experience promotes a richer experience for individual students as well as the class as a whole. Students are encouraged to participate in class and small group discussions. We will be discussing many controversial topics. Diverse positions will be valued and respected. Although we may not all share the same opinions, the only 'political correctness' appropriate in this course is the search for truth and the commitment to pursue the course goals and to treat each other with openness, honesty and respect.

Evaluation of Course:
Evaluation of courses and instructors by students constitutes an important aspect of our program's quality review process. Students will have an opportunity to give their feedback and assessments of instructional effectiveness, the relevance of course content, reading assignments, texts, evaluation methodologies, and quality of learning experiences using the universities’ format for evaluation. Ongoing feedback to the school and me will be requested regarding class content, learning process and required readings/texts. At times, third party assessment may be included. Any evaluations will be treated as anonymous communication unless students voluntarily elect to identify themselves.
Student Evaluation and Grading Policies:

- All written assignments must be double-spaced on a word processor in proper, gender-fair English.
- To earn full credit, assignments must be submitted on time. An assignments submitted late will not be eligible for a grade of “A” and will be graded down according to how late it is.
- Assignments are expected to be professionally presented. Typographical/grammatical errors and assignments that are poorly written or otherwise of an unprofessional quality will be graded down.
- There will be no opportunities for "extra credit."
- Final grades will reflect student performance on the requirements outlined above.
- Evaluation criteria are listed for each requirement. Grades are assigned as follows:

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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent/superior work</td>
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<tr>
<td>B</td>
<td>Good work; minimum requirements have been met and exceeded</td>
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<tr>
<td>C</td>
<td>Work meets but does not exceed minimum requirements</td>
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<tr>
<td>D</td>
<td>Work does not meet minimum requirements</td>
</tr>
<tr>
<td>F</td>
<td>Work is incomplete, lacks academic integrity or falls short of minimum requirements</td>
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Final grades will be calculated according to the following formula:

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>10%</td>
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<tr>
<td>Quizzes (including midterm and final)</td>
<td>20%</td>
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<tr>
<td>Reflection Essays &amp; Skills #3</td>
<td>40%</td>
</tr>
<tr>
<td>Skills #4 Field of Practice Presentation</td>
<td>30%</td>
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</tbody>
</table>

VII. Course Requirements & Assignments:

Quizzes: A ‘do-at-home’ open-book quiz will generally be due each class session starting with the first class session. Quizzes will feature objective questions (multiple choice, true/false, etc.), but may also include a combination short answer and/or short essay questions. Items will reflect the content of assigned readings. The chapter 6 quiz will serve as the midterm exam. The last quiz (addressing chapters 11 and 14) will serve as the final exam. Quizzes will be due at the beginning of class. Late quizzes will not be accepted.

Reflection Essays: These essays are designed to help each student to articulate his or her personal responses to a variety of issues critical in contemporary social work. Essays should be about 3-4 pages typed, double-spaced, written in gender-fair English, carefully organized, and properly written. Essays with typographical or grammatical errors and essays that are otherwise unprofessional will be graded down. Please see Section V (below) for grading standards. The due-date for each essay is noted in the course schedule.

Reflection Essay #1: "My Ideological Perspective". The text identifies three ideological perspectives: the conservative, liberal, and radical. Write a reflective essay which demonstrates that you understand the distinctions among the three perspectives and that you are aware of your own ideological perspective. Address these questions:

- Which perspective (conservative, liberal, radical) most closely describes your own perspective? How?
- How does your ideological perspective differ from the other two perspectives outlined as by the text?
• What influences in your life have led you to have this ideological perspective?
• What does this exercise tell you about your personal values?
• Select two of the principles of Social Work for Social Justice: Ten Principles. Write a statement of how each principle relates to your ideological perspective.
• What harmonies and possible conflicts do you imagine you will have with the dominant ideological framework of social work?

Reflection Essay #2: "Diversity".
To complete this assignment:
1. View the movie Crash (2004) and,
2. Read the article entitled “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh.
3. Reflecting on the following questions.
4. Write an essay addressing your response to the movie, the article, and your experiences related to diversity.

Warning: Crash is a movie that contains graphic language and violence. By virtue of its subject matter, this film is very disturbing. Some segments of the film are very unpleasant to witness.

Your essay should have three parts… one corresponding to each of the following sets of reflection questions:

Part 1. Reflection about the movie:
  o What are 2-3 key messages conveyed by Crash?
  o Does Crash reflect racial experience as you observe it in our culture on a day-to-day basis? How/how not? Provide specific examples to support your response.
  o What is your personal response to Crash?

Part 2. Reflection about yourself:
It has been said, “Anyone growing up and/or living in a racist society is likely to internalize values and attitudes reflecting the prejudice and discrimination existent in society.”
With this in mind, reflect on the following questions:
  o What personal biases do you feel you have in relation to race? What experiences have led you to develop them? How do these biases influence your interaction with others in day-to-day living?
  o Considering the McIntosh article, how does white male privilege affect your experience/life? What unearned privilege/benefits do you ‘carry in your backpack’?
  o What do these insights reveal about you? Your values? Your ideology?

Part 3. Conclude this assignment with a reflection that addresses the following questions:
  o Select two principles from Social Work for Social Justice: Ten Principles and discuss how they relate to the movie Crash and racism in our society.
  o What do you think should qualify as unearned entitlements in a just society?
  o What have you learned about yourself through this assignment? How will you manage your past experiences related to diversity and your biases as you practice social work?
  o What personal and professional goals would you like to set for yourself in relation to diversity?

Reflection Essay #3: "An Observation".
Scenario: You are married woman with two children of preschool age and financially dependent on your spouse. Your spouse has just been fired from his job and, prompted by this crisis and the fact that you have been having marital problems, he walks out on you and says he is not coming back.
You have very little cash (less than $30), no savings, no job, no childcare and no one to turn to. The rent will be due in a few weeks and you have only a few days food supply. You decide, out of necessity, to apply for public assistance.

Based on this scenario, find out where to go to apply for public assistance. Then, go there, sit in the reception/waiting area and observe for one hour. Note: Please bear in mind three important things.

1. The public assistance office is a public space financed by tax dollars. Any citizen has a right to go there.
2. The people you see at the public assistance office may be in a vulnerable position. Be sure to conduct yourself in a respectful and sensitive manner.
3. This experience is a part of your professional training. Bear in mind that you are doing this as part of a program to prepare yourself for competent social work practice. You need to know about the welfare system and how it affects individuals and families.

This assignment ‘begins’ the minute you read the scenario above. Exercise self-awareness through each ‘phase’ of the assignment and imagine how it would actually feel to be in this situation.

Write a reflective essay in response to this experience and these questions:
1. How does it feel to be suddenly without resources and responsible for the support of two children?
2. How do you feel about applying for public assistance? Why?
3. How did you go about finding the office? Was it easy to locate? Was it accessible?
4. What did you observe when you were there? What were your thoughts and feelings?
5. What were your expectations before you went? Where did these expectations come from? Did the experience ‘match’ the expectations?
6. How are social myths regarding poor people and people on public assistance reflected in what you observed and your reactions to what you saw?
7. What have you learned about the public assistance system through this exercise?
8. What have you learned about yourself through this experience? What values issues does this experience raise for you?

Conclude your essay with a discussion of how the Social Work for Social Justice principles relate to poverty and welfare. Address these two points:
- Identify and discuss at least two principles that relate to this experience.
- For each principle, discuss one specific change that would bring about greater social justice to the experience of needing/applying for public assistance.

**Final Reflective Experience (#4): Social Work and Me: How is the Fit?**

Given what you have learned during this course about the profession of social work and yourself, complete this 3-part experience:

**Part I. Text Epilog:** Complete the exercises presented in the Epilogue of the text and write a brief summary about yourself in relation to each exercise using the following sub-headings:
- Box A: Assessing your Capabilities
- Box B: Employment Goals and Work Context
- Box C: Job Preferences

**Part II. Social Work and Social Media:** Consider what you learned this term by following a social justice movement via Twitter or other social media (as assigned in Skills Worksheet #1).

1. Prior to Wednesday, December 7 at 12 Noon, log into the Discussion Board on BlackBoard at least once and share your insights/findings with classmates. Be sure to
specify what media you used, the movement you followed and what you have learned over time.

2. In your final paper, describe: a. what you learned through your exploration of social media; b. insights learned through the on-line class discussion; and (c.) conclude this section by considering how you might use social media to advance your social work goals/vision.

Part III. Reflective Essay: Write a reflective essay which explores each of the following questions:

1. How good is the fit of social work as a career for you? In what ways is social work a ‘good’ fit? In what ways is social work a ‘poor’ fit? What especially attracts you to the profession? What deters you?
2. What strengths (knowledge, skills and values) do you bring to the profession? How will you build on them?
3. What deficits (knowledge, values and skills) do you bring to the profession? How will you address these as you prepare for practice?
4. What struggles do you anticipate when you envision yourself as a social worker? How will you address them?
5. What is your primary goal in the social work profession? What do you want to accomplish/achieve/contribute? What is your social work dream? How do you want to make a difference in the lives of others?
6. Considering Social Work for Social Justice: Ten Principles, which principle especially ignites your passion as a future social worker/citizen?

Grading Criteria:
- Demonstrates knowledge of the profession (knowledge, values and skills)
- Demonstrates self-awareness in relation to the profession
- Proper writing
- Thoughtfulness
- Thoroughness

Skills Assignments:
These assignments introduce you to some critical skills important in your professional education. Worksheets will be provided to assist you in completing these assignments. The quality and punctuality standards discussed above also apply to the following assignments.

Skills Assignment #1: Using On-Line Resources to Learn about Social Work

Skills Assignment #2: Use of Library Resources. (Note: The Guide prepared by the SCU Librarian and provided by the instructor will be helpful if reviewed prior to completing this worksheet.) Prior to beginning your work in the library, select a population-at-risk and a field of social work practice, then complete Skills Worksheet #2 to develop/utilize library research skills to learn about your field of practice.

Social Work Program Plan: Meet with your social work advisor and together map out your course plan. Submit a copy of your plan signed by your advisor.
Skills Assignment #3: Telephone Interview. Conduct a telephone interview with a social worker employed in a specific field of social work practice. Skills Worksheet #3 will ask you to plan your questions and report on your learning.

Skills Assignment #4: Field of Practice Presentation.
The class will be divided into six teams--one for each of the following fields of social work practice: child/family welfare, school social work, mental health, health care, criminal justice, geriatric social work.

Instructions to each team: Along with a small team of class members, you have been assigned a specific field of social work practice. Your team is responsible for doing a fifty (50) minute presentation for the class about your assigned field of practice. The presentation should build upon what you have learned from the text about this field of social work practice and should include (but need not be limited to) the following:

- Values and ethical dilemmas that social workers in this field typically work with/encounter.
- Examples of how a social worker in this field might work at the:
  - Micro level (to providing service to individuals/families/groups)
  - Mezzo/community level (to strengthen communities to better serve individuals/families)
  - Macro level (to advocate for social change at the policy/societal level)
- A profile of an agency addressing this field of practice.
- Application of the Social Work for Social Justice Principles and examples of how social workers in this field work to achieve them.
- An article from the Grobman text which you ask students to read ahead of time and you incorporate into an interactive component of your presentation which enables students to explore and expand their understanding of this field.

Grading criteria: See Skills #4 Evaluation/Grading Rubric
Students are encouraged to reference this as they plan their presentations.

Additional requirement: Each student must submit a completed Assessment of Individual Groupwork on the day of the presentation prior to the presentation which evaluates their own groupwork performance and that of each team member during the presentation planning process.

Time management: Some class time will be provided to enable students to meet together to prepare for this assignment. It may also be necessary for students to meet outside of class to plan their presentation. Students must participate in the planning process and be present when their group presents in order to receive full credit.

Suggested Process To Prepare For Presentation:
1. Read related chapter in the text early and thoroughly and prepare a content outline.
2. Identify additional resources that will enhance the presentation (newspaper/news magazines, web-based, audio-visual, Skills #3 interview information, community resources, etc).
3. Brainstorm interesting ways to present the content.
4. As a group, discuss the goals (above) and the identified resources and how resources can be used to most effectively to meet the goals.
5. Create/revise/finalize a presentation plan including time frame, role assignments, handouts, audio-visuals, etc.
6. Practice/rehearse individually and together.

VIII. Bibliography The bibliography for this course is posted on BlackBoard.

IX. Course Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>WE #1</td>
<td>Welcome and Introductions</td>
<td>Read: Chapter 1</td>
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<tr>
<td>Sept. 10</td>
<td>Review of syllabus</td>
<td>Quiz #1</td>
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<td></td>
<td>Education for Social Work Practice</td>
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<td>Outcome Survey</td>
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<td>Geriatric Social Work Competency Scale</td>
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<td>BlackBoard Orientation</td>
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<td></td>
<td>What is Social Work?</td>
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<td>Knowledge, Values, Skills</td>
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<td>What is Social Welfare?</td>
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<td>Critical Thinking in Social Work</td>
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<td>Ideological Perspectives</td>
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<td>Systems in the Environment</td>
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<td></td>
<td>Skills #4 Team Assignments</td>
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<tr>
<td>WE #2</td>
<td>Social Work Values and Ethics</td>
<td>Read:</td>
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<tr>
<td>Sept. 17</td>
<td>NASW code of Ethics</td>
<td>-Chapter 2</td>
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<td></td>
<td>Personal and Professional Values</td>
<td>-SW for SJ:10 Principles</td>
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<td></td>
<td>Managing Ethical Dilemmas</td>
<td>-Integrative Framework of Social Work Practice</td>
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<td></td>
<td>Integrative Social Work Practice (Introduction)</td>
<td>-“The Top 5 Social Justice Issues facing Social Workers Today” (Social Work Today article)</td>
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<tr>
<td></td>
<td>Social Work for Social Justice: Ten Principles</td>
<td>Quiz #2</td>
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<td></td>
<td>Video: Professional Choices, Ethics at Work</td>
<td>Skills #2</td>
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<td></td>
<td>Skills #4 Team Meetings</td>
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<tr>
<td>WE #3</td>
<td>Empowerment and Human Diversity</td>
<td>Read:</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Activity</td>
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<tr>
<td>Oct. 1</td>
<td>Discrimination, Oppression, Stereotypes, Prejudice Populations at risk and Social Economic Justice Empowerment and a Strengths Perspective Human Diversity: ethnicity/culture, class, gender, disability, age, religion, sexual orientation Examining Privilege and Discrimination in our own lives (McIntosh article) The CSC/UST School of Social Work Nature of Professional Education Admission to the Major Curriculum Fieldwork CSWE Skills #4 Team Meetings</td>
<td>Chapter 3 McIntosh article BSW Student Handbook View: <em>Crash</em> and complete Reflection #2 Quiz #3</td>
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<tr>
<td>Oct. 22</td>
<td>Mid-term</td>
<td>Chapter 6 Quiz</td>
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</table>
| WE #5 Oct. 29 | **Social Welfare and Social Work History**  
Early European Approaches  
U.S. Social Welfare History: Colonial Times through Contemporary Welfare Reform  
The Development of the Social Work Profession  
Video: “Women of Hull House”  
**Fields of Social Work Practice**  
Research and Team Presentation Planning | **Read:** Chapter 6  
**Detailed outline of Skills #4 Chapter**  
Identify a chapter in Grobman that relates to your field of practice |
| WE #6 Nov. 12 | **Policy Analysis and Advocacy**  
Social Welfare Policy and its Development  
Components of Social Welfare Programs  
Values Perspectives on Social Responsibility  
Policy Analysis  
Policy Practice and Advocacy  
Video: “Welfare Warriors”  
**Policies and Programs to Combat Poverty**  
Classism in America  
The Poverty Line in the U.S.  
Poverty: A Global Problem’  
Social Welfare Policies and Programs  
Social Insurance Policy  
Public Assistance Policy  
**Web Resource: Poverty in America**  
Skills #4 Team Meetings | **Read:**  
-Chapters 7 & 8  
-Top Five Social Justice Issues (article)  
Quiz on Chapter 7 & 8  
Program Plan  
Reflection #3  
Skills #4 Presentation Plan |
<table>
<thead>
<tr>
<th>WE #7</th>
<th>Skills #4 Presentations</th>
<th>Read: Chapters 9, 10, 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 19</td>
<td>8:40-9:30 Social Work: Children and Families</td>
<td>Quiz</td>
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<td>9:45-10:35 Social Work and Services for the Elderly</td>
<td>Program Plan Due</td>
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<td>10:50-11:40 Social Work: Health Care</td>
<td>Skills #4 Presentations</td>
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<tr>
<td>WE #8</td>
<td>Skills #4 Presentations (Continued)</td>
<td>Read: Chapters 13, 15, 16</td>
</tr>
<tr>
<td>Dec. 4</td>
<td>8:40-9:30 Social Work: Mental Health</td>
<td>Quiz</td>
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<td>9:45-10:35 Social Work: Youth &amp; Schools</td>
<td>Skills #4 Presentations</td>
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<tr>
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<td>10:50-11:40 Social Work: Criminal Justice System</td>
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<tr>
<td>WE #9</td>
<td>The Future of the Social Work Profession</td>
<td>Read: Chapters 11 &amp; 14</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>Your Future in Social Work: Assessing your fit with Social Work</td>
<td>Quiz</td>
</tr>
<tr>
<td></td>
<td>Video: &quot;Faces of Change: Social Work in the New Millenium&quot;</td>
<td>Final Reflective Essay (#4)</td>
</tr>
<tr>
<td></td>
<td>Course Evaluation and Wrap Up</td>
<td></td>
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</tbody>
</table>
SOWK 2810: Introduction to Social Work  
Skills Assignment #4: Field of Practice Presentation Evaluation Rubric

Team: __________________________________________________________

Field of Practice: ________________________________________________

<table>
<thead>
<tr>
<th>Values issues/Ethical Dilemmas common to practice in this area</th>
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<tbody>
<tr>
<td>Examples of <strong>micro</strong> level work (services to individuals/families)</td>
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<tr>
<td>Examples of <strong>mezzo</strong> level work (community strengthening &amp; building)</td>
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<tr>
<td>Examples of <strong>macro</strong> level work (advocacy for change at the policy/societal level)</td>
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<tr>
<td>Agency profile of an agency</td>
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<tr>
<td>Application of <em>Justice Principles</em></td>
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<tr>
<td>Interactive component is done effectively including use of Grobman chapter</td>
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<tr>
<td>Clear and effective communication including eye contact, clarity, voice projection/volume, tempo, etc.</td>
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<tr>
<td>Use of effective visual aids</td>
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<tr>
<td>Presentation is well organized &amp; professional</td>
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<tr>
<td>Effective use of time (50 minutes)</td>
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<tr>
<td>Collaborative teamwork is evident; Everyone participates</td>
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<td>Presentation effectively builds on content presented in the text</td>
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GRADE: _____________________
Name: ___________________________ Team: ___________________________

**Purpose:** Group work is an important aspect of social work practice. Effective group work requires the conscious use of the skills and knowledge learned in social work education. This form provides an opportunity to assess the group work skills of each member of the team throughout the group process.

**Directions:** Please use the rating scale at the left to evaluate your own teamwork and that of each person on your team. This form is confidential and will not be seen by any one other than the instructor. Only compiled results will be shared with students.

**Rating Scale:**
1. All the time  
2. Nearly all the time  
3. Some of the time  
4. Hardly ever  
5. Not at all

**Student’s Grade:** ___________

<table>
<thead>
<tr>
<th>Me (Self Evaluation)</th>
<th>(enter name)</th>
<th>(enter name)</th>
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<tbody>
<tr>
<td>Attended team meetings regularly</td>
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<td>Came to team meetings prepared</td>
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<td>Actively participated in team meetings</td>
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<td>Completed assigned tasks on time</td>
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<td>Communicated effectively in team meetings</td>
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<td>Communicated effectively as needed between team meetings</td>
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<td>Used problem solving skills to help resolve issues as they came up</td>
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<td>Demonstrated a positive attitude throughout the group process</td>
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<td>Gave support to others when asked or as needed</td>
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<td>Asked for support from others when needed</td>
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<td>Made a positive contribution to the group effort</td>
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What did you learn about group work through this experience?

What did you learn about yourself through this experience?
SOWK 2810: Introduction to Social Work
Final Grade Calculation

Student______________________________

A. Reflection Essays & Skills Exercises (40%)
Reflection #1 ______ Skills #1______
Reflection #2 ______ Skills #2______
Reflection #3 ______ Skills #3______
Reflection #4 (Final Reflection) ______
Program Plan______

B. Quizzes (20%)

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<th>Quiz</th>
<th>Points</th>
<th>Score</th>
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C. Skills #4: Field of Practice Presentation (30%) ______

D. Attendance/Participation (10%) ______

FINAL GRADE ______
SOWK 281: Introduction to Social Work
SKILLS WORKSHEET #1
Using On-Line Resources to Learn about Social Work

NAME: ________________________________

E-MAIL ADDRESS: ________________________________

Part A. Go on on-line and search for sites related to social work. Select and explore three sites that you find interesting. Identify the sites below along with a new insight you learned about social work from each.

Part B. Search for information about Catholic Social Teaching (CST). Select two sites that you find most interesting and identify them below along with an insight you learned about CST from each.

Part C. Join Twitter or another similar social media website (if you are not already a member). Identify at least one social justice cause on Twitter and follow it. What new insights have you picked up about social justice?
Chapter 1 Quiz
Please record all answers on the answer sheet provided. Thank you.

Multiple Choice
*Identify the choice that best completes the statement or answers the question.*

1. The ____ perspective of social welfare focuses on problems and gaps.
   a. Residual
   b. Institutional
   c. Developmental

2. The ____ perspective of social welfare views people's needs as a normal part of life.
   a. Residual
   b. Institutional
   c. Developmental

3. The ____ perspective to social welfare programs seeks to identify social interventions that have a positive impact on economic development.
   a. Residual
   b. Institutional
   c. Developmental

4. Which of the following statements would probably be made by a person of conservative ideology:
   a. If it ain't broke, don't fix it
   b. People are basically corrupt
   c. If people would take responsibility for their actions, they wouldn't need any welfare help
   d. All of the above
   e. a and c only

5. ____ is the philosophy that supports government involvement in the social, political, and economic structure so that all people's rights and privileges are protected in the name of social justice.
   a. Radicalism
   b. Liberalism
   c. Conservatism

6. According to the ____ philosophy, poverty exists to enhance the prestige and status of the middle class because they have others to look down upon.
   a. Radical
   b. Liberal
   c. Conservative

7. ____ emphasizes the study of behavior and cognitive processing.
   a. Sociology
   b. Psychology
   c. Counselor education
d. Human services

8. All of the following are dimensions that make social work unique except:
   a. Social workers practice in a partnership with clients
   b. Social work often targets the environment encompassing clients
   c. Social workers often find it necessary to advocate for their clients
   d. Social workers track people into specific ways of thinking and acting

9. ____ involves the idea that all citizens would have identical rights, protection, opportunities, obligations, and social benefits.
   a. Empowerment
   b. Populations-at-risk
   c. Assessment
   d. Social justice
   e. Economic justice

10. ____ involves groups of people with some identified characteristics who have a greater chance of being subjected to social and economic deprivation than those in the mainstream.
    a. Empowerment
    b. Populations-at-risk
    c. Assessment
    d. Social justice
    e. Economic justice

11. ____ involves the process of increasing personal, interpersonal, or political power so that individuals can take action to improve their life situations.
    a. Empowerment
    b. Populations-at-risk
    c. Assessment
    d. Social justice
    e. Economic justice

12. ____ involves the distribution of resources in a fair and equitable manner.
    a. Empowerment
    b. Populations-at-risk
    c. Assessment
    d. Social justice
    e. Economic justice

13. ____ is the identification of the nature and extent of client needs and concerns, as well as critical information about client resources and supports and other environment factors so that a helping plan can be devised and implemented.
    a. Empowerment
    b. Populations-at-risk
c. Assessment
d. Social justice
e. Economic justice

**True/False**

*Indicate whether the statement is true or false.*

14. Prior to the Great Depression in the 1930s, the institutional approach to social welfare dominated.

15. Temporary Assistance to Needy Families is an example of a developmental perspective of social welfare.

16. The realm of psychotherapy is generally limited to MSWs instead of BSWs.

17. Advocacy involves actively intervening in order to help clients get what they need.

18. The medical model of social work practice combines the system and environment approaches.

19. Social welfare policies regulate what categories of clients are served and who qualifies for a given program.

20. The social environment includes family, friends, work groups, and political systems.
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