

9-2002

## SW 200.02: An Introduction to Social Work Practice

David K. Clark

*University of Montana - Missoula*, david.clark@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

---

### Recommended Citation

Clark, David K., "SW 200.02: An Introduction to Social Work Practice" (2002). *Syllabi*. 1285.  
<https://scholarworks.umt.edu/syllabi/1285>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

## **SW 200 - An Introduction to Social Work Practice**

Instructor: Frank Clark

Office: Main Social Work Office, JRH

Phones: (W) 243-5543 (H) 273-6554

Email: (W) [fclark@selway.umt.edu](mailto:fclark@selway.umt.edu) (H) [fclark@bigsky.net](mailto:fclark@bigsky.net)

### **Purpose:**

SW 200 is the first of three practice (methods) courses in social work. SW 350, SW 360 that are taken in sequence, comprise the other two. Students are introduced to the knowledge base, ethics and values and practice methods of social work (with particular attention to basic helping skills) in the present course. As the first course in this sequence, the first purpose of SW 200 is to present a generalist framework for social work practice which can be applied to a wide range of client systems and service settings.

The second purpose of this course is to survey the variety of activities that social workers are involved in, and to identify common underlying dimensions of practice.

The third purpose of this course is to introduce students to the ways in which social workers conceptualize and operationalize their practice with individuals, groups, families and communities.

The fourth purpose of this course is to explore both student values and social work values as they are related to the social diversity in our society of our society, especially in regards to sexism, homophobia, racism, and ageism.

The fifth purpose of the course is to explore the cutting edge of social work and the tension between historical, contemporary and emergent forms of social work.

### **Objectives:**

Upon completion of this course, students will be able to:

- A. Identify connections between foundation liberal arts studies and social work;
- B. Apply a working definition of generalist social work practice to client systems of various sizes and types;
- C. Demonstrate knowledge of the connection between the emergent and present state of social work practice and the historical development of the profession;
- D. Identify the major values and ethics which guide the profession and their significance in the context of generalist practice and in this course;
- E. Demonstrate an understanding of the concepts of diversity, deviance and how they the development of people, families and communities and how social work practice can contribute to respectful, humane and ethical human relationships;
- F. Identify the major components of social work practice in relation to the social contexts of practice and their changing nature and in relation to the behavior of

- organizations and the dynamics of change;
- G. Identify the major components of selected professional models of practice and apply these to case examples;
  - H. Identify the emergent nature of social work practice and the importance of life long professional learning;
  - I. Exhibit the basic helping skills in case simulations and evaluate these skills.

### **Required Texts:**

Brenda DuBois and Karia Krogsrud Miley, (2002) *Social Work: An empowering profession*, (4th Ed, Allyn and Bacon)

Juliet C. Rothman, (1999) *The self awareness workbook for social workers*, (Allyn and Bacon)

Judith Sevel, Linda Cummins and Cesar Madrigal, (1999) *Student guide and workbook for social work skills demonstrated: Beginning direct practice CD-ROM*, (Allyn and Bacon)

### **Schedule of classes:**

#### **Sept 3 Introduction to the Class and Ourselves**

**Note that there is a companion website for each of the chapters you will be reading. It is: [http://wps.ablongman.com/ab\\_dubois\\_socialwork\\_4/](http://wps.ablongman.com/ab_dubois_socialwork_4/)**

**Visit it after class and see what you find there. Explore the chapter descriptions and the links. Later we will be using the website in the class.**

Before next class: Each student (or in pairs) will poll 5 members of the general public (your choice), asking their opinions as to what social workers do. We will discuss what you found on Sept 5<sup>th</sup>. You will turn in the results of your poll to the instructor although it need not be typed.

Before next class, go to the companion website to our main text which is found at:

[http://wps.ablongman.com/ab\\_dubois\\_socialwork\\_4/](http://wps.ablongman.com/ab_dubois_socialwork_4/)

Prepare at least one written question based on your readings about empowerment-based, generalist social work practice for discussion in small groups.

#### **Sept 5 What is Social Work and Why Are You Interested?**

DuBois and Miley, Chapter 1

Juliet Rothman, Chapter 2 Bring your Chapter 2 Exercise answers to class for

discussion

Video: Social Work in the New Millennium (CSWE and The University of Nevada, Reno, 1999)

Before the next class: Learn about the historic Hull House by visiting such web sites as the Hull House Museum, the photo collection at Swarthmore College, and the virtual tour sponsored by the social work department at College of St. Benedict and St. John's University. After you've reviewed information about Jane Addams and the historic Hull House initiatives, visit the web site of the contemporary Hull House Association.

[Hull House Museum](#)

[Photo Collection](#)

[Virtual Tour](#)

[Hull House Association](#)

Then, **Compare and contrast** the Hull House initiatives at the turn of the 20th and 21st centuries. We will be discussing them in the next class session.

Sept 10      **How Did SW Get Started?**

DuBois and Miley, Chapter 2

Juliet Rothman, Chapter 1 Bring your Chapter 1 Exercise answers to class for discussion.

Sept 12      DuBois and Miley, Chapter 2

Before the next class: Investigate agencies online to learn about their programs and services by visiting web sites for the Lyndale Neighborhood, the Bay Area Homeless Alliance, Social Services of El Paso Texas, Catholic Charities, and/or United Way.

[Lyndale Neighborhood](#)

[Bay Area Homeless Alliance](#)

[Social Services - El Paso Texas](#)

[Catholic Charities](#)

[United Way](#)

Identify examples that represent initiatives at the various system levels presented in Chapter 3. We will discuss them in class tomorrow.

Sept 17      **SW and Social Systems**

DuBois and Miley, Chapter 3

Before class tomorrow: We will explore through a simulation the importance of a social systems perspective by examining one topic, which in this case will be Teen Pregnancy. In teams, you will work with a small group and will approach the problem of teen pregnancy from one of various viewpoints: casework, group work, community organization, policy and research. In the next class, you and your team will provide the class with a 6 to 7 minute presentation on information which you gathered within your assigned viewpoint. (For example, what are the dimensions of teen pregnancy from a casework standpoint ONLY.) Your group should be sure to provide **selected facts** and **critical questions or issues within the narrow perspective**, but be sure to stay within the boundaries of your assigned viewpoint. Then, after all groups have presented, we will discuss how a systems viewpoint might be superior to a more restricted understanding of the social issue in terms of casework or group work or community organization or social policy or research (We are using teen pregnancy as an important example of the point that a social system perspective is essential to a more complete understanding and ability to address other social issues have).

Sept 19 DuBois and Miley, Chapter 3  
Juliet Rothman, Chapter 6.

Bring your Chapter 6 Exercise to class for discussion as well as be prepared to participate in the Teen Pregnancy simulation described above..

Sept 24      **The Delivery of Social Work Services**

DuBois and Miley, Chapter 4

Guest Speaker – Social work in the public sector: advantages, disadvantages, challenges, issues

Guest Speaker – Social work in the private sector: advantages, disadvantages, challenges, issues.

Sept 26 Juliet Rothman, Chapter 7. Bring your Chapter 7 Exercise to class for discussion

Oct 1    **EXAM ONE TODAY**

Oct 3    **Social Work Values and Ethics**

DuBois and Miley, Chapter 5

Sevel, Cummins and Madrigal, Box 2.1, 2.2, 2.6, 2.7

Review Exam

Oct 8    DuBois and Miley, Chapter 5

Juliet Rothman, Chapter 8. Bring your Chapter 8 Exercise to class for discussion  
Juliet Rothman, Chapter 9. Bring your Chapter 9 Exercise to class for discussion

Before next class, Examine the human rights in a global context. Resources are available through the human rights link on MINCOVA, Women's Watch (the UN Gateway on the Advancement and Empowerment of Women), Womensnet, and the Human Rights Interactive Network.

[MINCAVA](#)

[Women's Watch UN Gateway on the Advancement and Empowerment of Women](#)

[Womensnet](#)

[Human Rights Interactive Network](#)

Then, describe the plight of women and children, as well as empowerment-oriented initiatives to address these issues. We will discuss them in small groups tomorrow.

Second, bring two examples of racism. One should be institutional, the other should be personal. We will discuss them in class.

### Oct 10 **The Importance of Social Justice**

DuBois and Miley, Chapter 6

Oct 15 DuBois and Miley, Chapter 6

Bring your completed Worksheet 6.3 with you to class today. We will explore the relationship between how you and others see your identity and how that works for you and against you, relating it to social justice.

Bring a carefully considered written statement of your own philosophy of social justice. We will read them in class.

### Oct 17 **The Diverse Populations With Which Social Work is Concerned**

DuBois and Miley, Chapter 7

Juliet Rothman, Chapter 4. Bring your Chapter 4 Exercise to class for discussion

Oct 22 DuBois and Miley, Chapter 7

Sevel, Cummins and Madrigal, Box 5.1 – A summary of guidelines for cultural sensitivity

Juliet Rothman, Chapter 10. Bring your Chapter 10 Exercise to class for discussion. Note that

you will not have accomplished what is implied by your selection of a population about which you wish to know more, but rather will simply make an active commitment to learn more about that group. You will tell the class what group you intend to know more about and why you selected this group.

**You will report your findings concerning a special population using the topical outline contained in the Rothman Chapter 11 Exercise as an end of term paper. The paper should be a typed, referenced (as applicable), 5-10 page, double spaced, carefully written paper describing what you learned from discovering more about the group, and what questions were generated by your enquiry. This paper is due as listed below in the course outline and will be handed in at the conclusion of the class period. Be sure put this DUE DATE in your calendar now, so you can plan ahead.**

Oct 24 First half of class: Sevel, Cummins and Madrigal, Chapter 3, Introduction Social Work 200 Skills  
Note: **Use the CD also to study the Social Work Skills before class today.**

Second half of class: **EXAM TWO TODAY**

Oct 29 **The Empowering Profession of Social Work**

DuBois and Miley, Chapter 8  
Juliet Rothman, Chapter 3. Bring your Chapter 3 Exercise to class for discussion  
Class Exercise – Maximizing empowerment dimensions in social work practice.  
Review Exam

Oct 31 DuBois and Miley, Chapter 8  
Video – The Montana Empowerment Project OR Guest Presenter – The Montana Empowerment Project  
Class Exercise – Preparing a Bill of Rights for Clients of Social Services

Nov 5 Holiday – Election Day

Nov 7 **The Many Different Roles of Social Workers**

DuBois and Miley, Chapter 9  
Social Work Panel Presentation – Case Management in Several Different Fields of Practice

Nov 12 Sevel, Cummins and Madrigal, Chapter 4, Pitfalls in Using SW Skills  
Note: **Use the CD also to study the Social Work Skills before class today.**

Before the next class: For an area of practice in which you are interested, identify the major current policy issues and be prepared to inform us why they are important. You will turn in your policy notes at the end of the class.

Nov 14 **Wholesale Social Work in the Social Policy Domain**

DuBois and Miley, Chapter 10

Nov 19 DuBois and Miley, Chapter 10

**Hand in Your Results of the 32 Item SW Skills Quiz found on the CD today in class (Just hand in your score on a hand written sheet of paper, along with a statement of the areas of interviewing in which you think you need to concentrate.)**

Nov 21 **EXAM THREE TODAY**

DuBois and Miley, Chapter 11

Nov 26 **The Public Field of Social Work**

DuBois and Miley, Chapter 11

Review Exam

Nov 28 Holiday - Thanksgiving

Dec 3 Practice Demonstrations of Your Beginning Social Work Skills

**TERM PAPER DUE TODAY – You will report your findings concerning a special population using the topical outline contained in the Rothman Chapter 11 Exercise. The paper should be a typed, referenced (as applicable), 5-10 page, double spaced, carefully written paper describing what you learned from discovering more about the group, and what questions were generated by your enquiry. This paper will be handed in at the conclusion of the class period. Be sure put this due date in your calendar now, so you can plan ahead.**

Dec 5 Practice Demonstrations of Your Beginning Social Work Skills

Dec 6 Practice Demonstrations of Your Beginning Social Work Skills

Dec 10 Practice Demonstrations of Your Beginning Social Work Skills

Dec 12 Practice Demonstrations of Your Beginning Social Work Skills

Class Evaluation

**FINAL EXAM TIME FOR SW 200 AS LISTED IN THE SCHEDULE OF CLASSES – EXAM FOUR**

### **Assignments and Grading:**

1. Exams: There are four examinations. Each examination is worth 50 points. The lowest scored exam will be tossed out by the instructor. The total points up to

150 will constitute the contribution of examinations to the final grade.

2. Class preparation and participation: At the conclusion of the class, the instructor will award up to 20 points for the level of obvious class preparation and the quality of participation of each student for our class sessions. Missing sessions, not meeting student-team responsibilities and not turning in assignments has a negative effect on the points to be earned.
3. Skills – Up to 50 points will be awarded for helping skill development. The awarding of credit will be based on the in-class helper/helped episodes demonstrating basic helping skills. The award of credit will be made by the instructor as follows: 0 points = didn't do the work; 10 points = attempted the work but could not successfully proceed; 20 points = able to use basic helping skills with significant deficits remaining; 30 points = able to use basic helping skills with few deficits remaining but unable to spot them; 40 points = able to use basic helping skills with a few deficits remaining but able to identify them and the steps necessary to correct them; 50 points = able to use the basic helping skills with only an occasional deficit but could identify the deficit or pitfall and identify how to correct it.
4. Term paper – Up to 50 points will be awarded primarily for the quality of the term paper, logical coherence and the use of proper grammar and spelling. Late papers handed in one day after the due date will have ten points deducted from the 50 possible points. Later papers will have 5 points per day deducted thereafter.
4. Extra Credit: Critical Thinking and Social Work Journal Readings from the Library: On the regularly scheduled day before each of the **FIRST THREE** examinations, you may turn in up to two critical reviews of typed social work journal articles (e.g., six reviews for the entire class) and/or Internet web information on sites containing special topics of interest to you as a social work student. An outline for the report will be made available to each student. Up to five points per article for a total of 30 extra credit points may be awarded by the instructor. **Take particular note of the due dates for the CRITICAL THINKING JOURNAL ARTICLE REFLECTION PAPERS.**

At the conclusion of the class, the total number of points earned by students will be determined and the resulting distribution will determine the student's grade.

Summary: 300 points possible overall:

- A = 300 to 240 points;
- B = 239 to 200 points;
- C = 199 to 150 points;
- D = 149 to 100 points;
- F = below 90 points