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SW 200.01: An Introduction to Social Work Practice

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SW 200 - An Introduction to Social Work Practice

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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, 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, (1999) *Social Work: An empowering profession*, (3rd 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 4 Introduction to the Class and Ourselves

Note that there is a companion website for each of the chapters you will be reading. The website is: <http://www.abacon.com/dubois/> 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) should 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 3rd.

Before next class. Go to the website at: <http://www.abacon.com/socwk/swhome.html> and take the social work career quiz. Make a written note of how you did and any related questions as we will discuss it in the next class.

Sept 6 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: Visit the web sites related to the social work history. Prepare to report and discuss on Hull House, Jane Addams, and other sites related to history. Check out NASW, CSWE, NISW, IFSW as well. We will be discussing them in the next class session..

Sept 11 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 13 DuBois and Miley, Chapter 2

Sept 18 **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 below, you and your team will provide the class with a 6 to 7 minute presentation on information which you gathered within your assigned viewpoint. Your group should be sure to provide selected facts and critical questions, 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 this case, Teen Pregnancy).

Sept 20 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 25 **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 27 Juliet Rothman, Chapter 7. Bring your Chapter 7 Exercise to class for discussion

Oct 2 **EXAM ONE TODAY**

Oct 4 **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 9 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

Oct 11 **The Importance of Social Justice**

DuBois and Miley, Chapter 6

On the Internet: at <http://www.un.org/rights/dpi774e.htm> read the UN Declaration of Human Rights...we will discuss it in class today.

For discussion: Bring two examples of racism. One should be institutional, the other should be personal. We will discuss them in class.

Oct 16 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 18 **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 23 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 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 25 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 30 **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

Nov 1 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 6 **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 8 Sevel, Cummins and Madrigal, Chapter 4, Pitfalls in Using Social Work 200 Skills

Note: Use the CD also to study the Social Work Skills before class today.

Nov 13 **Wholesale Social Work in the Social Policy Domain**

DuBois and Miley, Chapter 10

Nov 15 DuBois and Miley, Chapter 10

Prepare ahead of 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. (Hint: NASW has a series of policy statements which may help you with this preparation.)

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 20 **EXAM THREE TODAY**

DuBois and Miley, Chapter 11

Nov 27 **The Public Field of Social Work**

DuBois and Miley, Chapter 11

Review Exam

Nov 29 Practice Demonstrations of Your Beginning Social Work Skills

Dec 4 Practice Demonstrations of Your Beginning Social Work Skills

Dec 6 Practice Demonstrations of Your Beginning Social Work Skills

Dec 11 Practice Demonstrations of Your Beginning Social Work Skills

Dec 13 Practice Demonstrations of Your Beginning Social Work Skills

Class Evaluation

END OF 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 is due on Monday, December 9th 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.

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/helpee 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. 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 statistically normalized and the resulting distribution will be used for grading.