

**PACIFIC LUTHERAN UNIVERSITY**  
**Social Work Program**  
**SOCW190: Introduction to Social Work and Social Welfare**  
**Fall 2008**  
**Monday and Wednesday: 1:45 – 3:30 p.m. in Admin 200**

<p><b>Instructor:</b> Kathy Russell Ph.D., MSW <b>Office:</b> Xavier 336 <b>Phone:</b> (253) 535 – 7643 <b>Office Hours:</b> Monday/ Wednesday: 9-10 Tuesday / Thursday: 1 – 2:30 Also by appointment; please see sign-up sheet beside office door.</p>	<p><b>E-mail:</b> russelkz@plu.edu</p>
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**TEXTS: All students will read**  
Berg-Weger, M. (2005). Social work and social welfare: An invitation. New York: McGraw Hill. (You need a copy with the CD!).

**Each student will read ONE of the following five books**  
Gray-Garcia, Lisa (aka Tiny). (2006). Criminal of poverty: Growing up homeless in America. San Francisco: City Lights Foundation Books. (Homelessness)

Holliday, L. (2000). Children of the dream: Our own stories of Growing up Black in America. New York: Atria/Simon & Schuster. (Ethnicity)

Lipper, J. (2002). Growing up fast: New York: Picador/ St. Martin's Press (Young single mothers)

Pipher, M. (2002). The middle of everywhere: Helping refugees enter the American community. New York: Harcourt. (Refugees and immigrants)

Schwartz-Nobel, L. (2002). Growing up empty: How federal policies are starving America's children. New York: Harper Collins. (Hunger)

**CATALOG COURSE DESCRIPTION**

An introduction to human need and the field of social work. Provides an overview of services, models of service delivery, and professional social work values. Students visit agency settings and meet with social work practitioners. A volunteer experience in the field is a required component of this seminar style course.

**COURSE OVERVIEW**

Introduction to Social Work explores the interdependence of social, cultural, political, and economic factors in the history, theory, and practice of social welfare with special reference to the development of the social work profession in response to welfare problems. The course examines the relationship among the social welfare systems, the problems and issues addressed by social services, and the role of the professional social worker in service areas and settings such as aging, child welfare, health and mental health, income maintenance and services to women and minorities. The mission, philosophy, and inquiry strategies of the profession are explored. The relationship of the social work profession to human diversity is also covered. Students learn about the many settings in which social work is practiced through reading, agency visits, guest speakers and volunteer field activity.

## **PLACE OF THE COURSE IN THE PROGRAM**

This inquiry course models how we gather and use information in academic settings. It is designed to build a learning community, to encourage critical thought, and to develop literacy within a disciplinary context. It can also serve as an introduction course to the social work profession via PLU's social work program, or as a springboard for anyone desiring to explore some aspect of professional helping in further study.

## **COURSE OBJECTIVES**

In the process of building First Year skills in literacy, thinking and community we will achieve these objectives:

1. To identify commonly-held community prejudices and misconceptions regarding social welfare and develop alternatives to these views using supportive data;
2. To identify, and describe the historical developments in the field of social welfare leading to the global emergence of the social work profession;
3. To explicate major value conflicts in relation to their effect on the provision of adequate social services and to clarify one's own values around such issues;
4. To demonstrate knowledge of social work practice domains and the human needs that make them necessary;
5. To identify issues relevant to services among diverse populations;
6. And to understand the important of research in informing social work policy and practice.

## **STUDENT OUTCOMES**

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

1. Identify different settings in social work practice
2. Describe the relationship among economic, social and political factors that contribute to poverty.
3. Describe the historical mission of the field of social work as a response to social, political and economic problems at the individual, family, group, community, organization, and global level.
4. Understand social work values and the NASW Code of Ethics, and identify applications of these in practice situations
5. Demonstrate knowledge and understanding about ethnicity and social class as guidelines for practice
6. Identify a few major historical events and trends which have had an impact on America's response to human need and on social work practice

## **COURSE REQUIREMENTS/LEARNING ACTIVITIES**

### **Examinations (100 points)**

There will be two exams this semester. While tests will include assigned readings, students are also responsible for content from lectures, class discussions, and guest presentations. The tests will be a mix of short answers, short essay, and objective questions. Prior permission from the instructor is needed for make-up examinations, so please plan to be present for all tests. Make-up tests must be scheduled with the Program's administrative assistant.

### **Student Teams (175 points)**

Students will be divided into five teams. Each team will read **one** of the five books from the reading list, and will pursue a course of study, inquiry, critical reflection, and presentation around their topics. Each team will have a space on our e-course for communication and discussion.

- **Annotated bibliography.** Each student will construct an annotated bibliography of sources that connect with the principal themes in supplemental text. Each bibliography will include examples of a scholarly book, a journal article, a popular magazine article, and a web reference, and must have at least three references from social work sources. All bibliography entries will be accompanied by a paragraph summarizing the important points, and what content the source contributes to learning about the topic. Students will locate no fewer than 10 references. Only two of these references can be web-based. All bibliography entries must use the American Psychological Association (APA) style, and must be typewritten in no less than a 12 point font with 1” margins. (75 points)
- **Book Review.** Students will write a thoughtful and critical review of the book itself for their topic. While students are encouraged to talk with their group members about the topic and about the book before they write, each student’s written book review must be his or her own work. Book reviews will demonstrate good writing and organizational skills, and must be typewritten in no less than a 12 point font with 1” margins. Book reviews must be no less than 5 pages. Students are encouraged to use the Writing Center to support them in this task, or are invited to submit a draft to the faculty member for early feedback.

Your book review will answer these questions:

1. What was the author’s purpose in writing this book?
2. One stereotype of low income people is that they lack skill and ambition. How did the book you read portray low income persons?
3. What knowledge, values and skills did the people you read about have? In other words, are there special skills required for being successful as a low income person, that you and I might not have?
4. How did the structure of our society and our social welfare programs help and hinder the people you read about?
5. What did you learn from reading this book and thinking about it?
6. What impact did your reading have on how you think about the population portrayed and about our society? (75 points)

- **Presentations.** Each team will make a class presentation about their book as well as its general theme (see text list on p. 1). Each team will meet with me prior to their presentation. The purpose of the presentation is to integrate the book the team read with the material from the text about this topic, to connect the content with the world around us, and to help us identify our own values about the topic. Your presentation can include a discussion based on ideas in the book, short video clips or music cuts that highlight ideas or insights you had, and activities that help the class to understand the reality of the topic you explored. Your reading for your annotated bibliography can help you with your presentation! Each group will receive a grade based on peer review and the assessment of the faculty member. (25 points)

**Volunteer Work.** Each student will complete 15 hours of volunteer work during the semester. The faculty member will provide a list of possible places, linked to the topics of the books. Students may work individually, in pairs, or in the teams formed around the reading. Upon completion of their service, students are asked to write a five page typewritten paper describing their experience, locating it on a continuum which I will provide later, and discussing what role service plays in their life as a member of our society. (50 points)

**Class Based Activities.** In addition to the products and presentations described above, some of our class time will be devoted to experiential activities. Your participation in these events will be reflected in your participation grade.

**Field Trips.** Depending on transportation resources, we'll visit no less than three social service agencies in the larger Tacoma/Pierce County community. Before our field trips, we will brainstorm about the kinds of questions we might ask while we're in the agency. Students are urged not to miss a field trip.

**Participant Observation.** Class members will participate in an exercise that investigates a social utility.

**Library Tour.** Our class will make an early trip to PLU's library to learn how to use its electronic resources to complete the annotated bibliography assignment.

**Role Plays.** In our short segment on helping skills, students will explore strategies for listening and communication that work in both civil discourse and their volunteer work.

**Presence and participation** (25 points)

Students are expected to attend and be prepared for all class sections. The class format will be primarily discussion, lecture and small group activities. For students to benefit, assigned readings should be completed prior to class sessions. Quizzes will be given if class discussion fails to reflect completion of the reading assignments. Students who miss more than two class sessions must meet with the instructor to discuss the impact on their grade. After three absences, students will lose 3 points per missed class period.

Discussion is such an important part of this class that it is valued at half the value of an exam. To help you understand how I rate participation, I include the following:

- 20-25 points: It is obvious from student's comments that he/she has done the reading. Student offers factual information from the text and insight and critical observations of their own. The student speaks meaningfully in most class periods.
- 15-19 points: Student offers comments that are sometimes from the reading, or sometimes observation of their own, and they elaborate upon the comments of others. The student speaks meaningfully in each week of class meetings.
- 10-14 points The student elaborates upon the comments of others or rephrases them. The student speaks rarely unless they are called upon.
- Less than 10 The student plays an observer role in class, learning from others but rarely offering their own ideas.

**"HOMEWORK ASSIGNMENTS"**

These are short assignments worth from 5 to 10 points that the instructor will assign as class moves along. These will constitute up to 50 points cumulatively. They might include a meeting with the professor, attending a speaker, a bit of writing, or work around the CD in the text.

## **GRADING**

The number of points accumulated as class requirements are completed determines final grades for this course.

Three tests (50 points each)	100
Annotated Bibliography	75
Book Review	75
Team Presentation	25
Volunteer Work and Paper	50
“Homework”	(up to) 50
<u>Participation</u>	<u>25</u>
Total possible points	400 points

Points	Grade
360-400	A
320-359	B
280-319	C
240-279	D
> 239	E

## **Other important information**

This class employs the social work program late policy. Work is due at the beginning of class. For each day that an assignment is late, a 5% penalty will be assessed. Students with documented health concerns or emergencies may negotiate extensions with the professor. Students with technology dilemmas may deliver an electronic copy to the professor by the due date as a placeholder for a paper product delivered within 24 hours. For a complete copy of the late policy, please see the social work program home page.

## **Academic Integrity.**

PLU’s Academic Integrity Policy can be found at <http://www.plu.edu/academics/integ.html>. In short it says:

“PLU’s expectation is that students will not cheat or plagiarize, and that they will not condone these behaviors or assist others who plagiarize. Academic misconduct not only jeopardizes the career of the individual student involved, but also undermines the scholastic achievements of all PLU students and attacks the mission of this institution. Students are inherently responsible to do their own work, thereby insuring the integrity of their academic records.

The most common forms of dishonesty are cheating and plagiarism. Cheating includes, but is not limited to:

- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing another student to copy from your exam; or
- Using information or devices not allowed by the faculty; such as formulas or a computer program or data, or unauthorized materials, such as a copy of an examination before it is given; or
- Fabricating information, such as data for a lab report; or
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; or
- Collaborating with others on assignments without the instructor's consent; or
- Cooperating with or helping another student to cheat; or
- Other forms of dishonest behavior, such as having another person take an exam for you, altering exam answers and requesting the exam be re-graded; or, communicating with anyone other than a proctor or instructor during an exam.

Plagiarism includes, but is not limited to:

- Directly quoting the words of others without using quotation marks or indented format to identify them; or
- Using altered wording, materials or ideas of others without properly identifying their source; or
- Representing an idea or strategy that is significant in one's own work as one's own when it comes from someone else.

If you are unsure about something that you want to do or the proper use of materials, then ask your instructor for clarification.”

**Excerpt from PLU Faculty Handbook, Academic Integrity Policies, pp. 72-72E**

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need other **special arrangements**, please make an appointment to see me as soon as possible.

Please complete the attached **FERPA** form at the back of this packet. This will allow me to leave papers with my administrative assistant so you can pick up graded materials if you missed their return in class.

**Tentative Schedule**  
**SOCW 190: Introduction to Social Work**

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Sept 8 (M)	Introductions. Community Building. Exploring Sakai. Syllabus. Team Assignments.	Find an article about social work. Begin reading your Team's book.
Sept 10 (W)	Video: <i>What Social Workers Do</i> Visit from the Social Work Tutor	Read Chapter 1 Explore the web resources listed at the end of the chapter.
Sept 15 (M)	History of Social Work and Social Welfare	Read Chapter 2 -3
Sept 17 (W)	History and Poverty: Social Work and Social Welfare	
Sept 22 (M)	The Social Work Environment	Reach Chapter 4-5
Sept 24 (W)	What separates and unites us	
Sept 29 (M)	LIBRARY DAY	Be halfway through your Team book. Begin work on your annotated bib.
October 1 (W)	Social Work Ethics	Reach Chapter 6
<i>Sunday October 5</i>	<i>Pierce County Hunger Walk Jefferson Park, Tacoma</i>	
Oct 6 (M)		
Oct 8 (W)	Exam 1	
Oct 13 (M)		
Oct 15 (W)		
Oct 20 (M)		Be finished with your Team's book! Read Chapter 5
Oct 22 (W)		
December 16 1:00 p.m.	FINAL EXAM	

Second half of this schedule to follow when field trips are confirmed!

**Pacific Lutheran University  
Introduction to Social Work  
Volunteer Work Check Out Sheet**

**For Student to Complete**

Name of Agency:

Description of Agency Services:

Volunteer Hours (dates, times):

Description of Volunteer Activity:

**For Agency Personnel:**

Was the student's 15 hours of volunteer work satisfactory from your perspective?

Signature \_\_\_\_\_ Date \_\_\_\_\_

Position \_\_\_\_\_

**Please fill out the form below and return to your professor**

**(FERPA Form to leave course materials for student pick-up)**

Federal regulations implementing the Family Education Rights and Privacy Act require that students give written consent in order for faculty to leave papers and examinations or other class material in unsecured boxes/bins/or file cabinets. If you have no objection to allowing your course materials to be left for you in such an area where you may pick them up at your convenience, please sign the release below.

I \_\_\_\_\_ give my permission to Professor  
(please print name)  
Russell to leave course materials, examinations, or papers, in a secure, designated  
retrieval area.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**F08 SOCW 190 Introduction to Social Work K Russell**