

13-109

App-11/19/13
Senate Info-12/3/13

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: INTRODUCTION TO SOCIAL WORK SOWK 238

Instructor(s) of Record: DR. KATHRYN BONACH

Phone: Office 724-357-1290
Cell 724-840-5184 Email: KBONACH@up.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

David Myler 11-12-13
Signature of Department Designee Date

Endorsed: Aram 11-14-13
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Seehurst 11/19/13
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

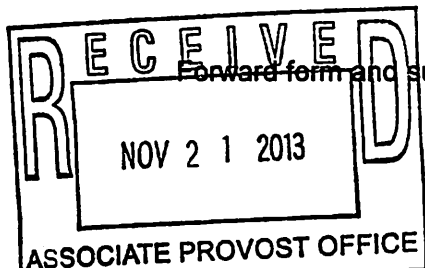
Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Amir S. Muhammad 11/20/13
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



Received

NOV 14 2013

Liberal Studies

Step One: Proposer: Dr. Kathryn Bonach, Sociology Department

Introduction to Social Work (SOWK 238) as a Distance Education Course.

A. Provide a brief narrative rationale for each of the items, A1-A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline.

This course will be my second fully online course. I successfully prepared and have taught a fully online course two times at IUP, Sociology of the Family (SOC 336) using D2L. I am very familiar with D2L. In the late 1990s, early 2000s, as an adjunct I was trained to provide distance education for the University of Pittsburgh (main or branch campuses) that was face-to-face and telecommunicated to other campuses simultaneously. This method of teaching also required the use of the Blackboard Learning System and Smartboard Interactive Activities. Over the summer of 2012, I attended all 5 seminars for D2L and also had additional one-on-one trainings to assist me in D2L. For regular semester courses I teach I use a hybrid of face-to-face teaching and D2L as a supplemental component for all 4 of the courses that I am teaching. I am familiar with using D2L for quizzes, assignments, discussion boards, embedding internet links, posting PowerPoint slides, and coordinating group work.

Regarding my discipline: I am a tenured Full Professor of Sociology. I have taught 10 different courses across the undergraduate, masters and doctoral levels since coming to IUP in 2001, most specifically in the area of human services, clinical sociological direct practice/social work, and social welfare policy. I hold a Ph.D. in Social Work from the University of Pittsburgh's School of Social Work. I am a Licensed Social Worker in the state of Pennsylvania. I was in private practice as a licensed social worker for 18 years, 12 of which overlapped with my teaching tenure at IUP. I have published numerous peer-reviewed journal articles in prestigious journals in my area of expertise (Social Work/Direct Practice/Children and Families Human Services/Social Welfare Policy and Programs), many of the articles are social work/direct practice or policy focused. I have presented numerous papers on practice and policy at international and regional conferences including the Third National Research Conference on Child and Family Programs and Policy as well as, the National Council on Family Relations Annual Conference.

I am, and have been for a number of years, a peer reviewer for several top notch journals in my discipline that focus on direct practice/social work including the *Journal of Marriage and Family*, the *Journal of Family Therapy*, and the *Journal of Child Sexual Abuse* of which I was invited to be an Editorial Board Member in 2012. I also have served as a peer reviewer for *Annals of Nigerian Medicine*, *International Journal of Psychology and Psychological Therapy*, and *Human Communication Research*.

I have served as a textbook reviewer for one of the most widely used and prestigious textbooks for sociology/human services, *Marriages and Families: Changes, Choices, and Constraints* (6th Ed.), published by Prentice Hall. In that textbook edition, part of my review is quoted and I am specifically acknowledged by the author. I have also served as a textbook reviewer for *Marriages and Families: Intimacy, diversity and strengths* (6th Ed.) published by McGraw-Hill and *American Families in an Era of Social Change* published by Sage Publications. I currently serve on the Academic Advisory Board for *TAKING SIDES: Clashing Views in Family and Personal Relationships* for McGraw-Hill publishers.

I reactivated the Introduction to Social Work (SOWK 238) two years ago at IUP. It had not been taught since 1987. With our robust human services undergraduate track, we have many students interested in social work and that go on to graduate programs in social work. I have taught the course now at IUP several times during regular semesters. It is a popular course and I believe it would be a highly enrolled online course since it is a 200 level course. My teaching evaluations are consistently high, with well over 90% of students ranking my teaching as Superior or Above Average and approximately 95 – 100% indicating that they would take another course with me as the instructor while the majority of students find my workload to be much higher than average. Students consistently appreciate the interactive style of my teaching, experiential assignments and how I foster critical thinking about issues that impact the human services and vulnerable and oppressed populations. Many note on their student evaluations that they recognize my expertise and appreciate my enthusiasm and passion for the field of human services, clinical sociological direct practice and social work in particular.

2. How will each objective in this course be met using distance education technologies?

Introduction to Social Work is an introductory course in which students will learn about the generalist practice of social work with an introduction to history, knowledge, values, and skills of the profession. The course content is designed for sociology majors, students aspiring to work in the human services and related fields, and students undecided about a major and/or interested in learning more about helping relationships in general. Informed sensitivity to all aspects of human diversity is emphasized, along with the importance of social work's responsibility to act as advocates on behalf of those who suffer discrimination, devaluing, and oppression. The primary goal of this course is for students to understand what social work is and what it is that professional social workers do. Other goals include the following: becoming familiar with the broader community context including the political, social, and economic forces, which impact upon the practice situation and augments this understanding; students considering social work as a profession determining if this is the career for them; and for those who have already declared a major in sociology or a related human services track, this course is the beginning step in building their professional knowledge base. Although this is primarily a knowledge-generating course, problem identification and analytic skills that are employed by social workers, will be introduced as well as the prevailing strengths-based model in the field. In the world today we are exposed to many differences with respect to culture, race, ethnicity, sexual orientation, gender, and age; it is extremely important that we each learn to understand, respect, and value diversity, particularly in the human services as applied in practice. This course will actively seek to expand the student's

knowledge of and empathy with all persons who might be referred to as a minority, or through circumstances have become disenfranchised from the main stream of society.

The Charles Zastrow textbook (*Introduction to Social Work and Social Welfare: Empowering People, 10th Edition*) selected for this course is divided into two basic parts. Part One is entitled “Introduction: Social Welfare and Social Work.” Part One consists of three chapters as Module 1 and introduces the students to the social welfare, social work and human services discipline. Terms are defined, and their relationships to sociology, psychology and other disciplines are explained. A history of social welfare and social work is provided and the future of social welfare and social work is examined. Social work as a career and a profession is discussed which gives the student a basis for deciding of a career in social work is for him/her. Part One also describes general social work practice with systems of all sizes, including individuals, families, groups, organizations, and communities. This section introduces the student to the basic knowledge, skills, and values necessary for effective social work practice.

Part Two is entitled “Social Problems and Social Services” and focuses on the most common social problems/issues serviced by the field of social welfare and social work. This part is the main emphasis of the textbook and describes:

- Contemporary social problems in our society.
- Current social services for meeting these problems.
- Gaps in current services
- Controversial issues in each service area.
- Proposed new programs to meet current gaps in services.

Part Two consists of fourteen chapters and is divided into 7 learning modules. The chapter topics cover poverty, emotional/behavioral health, family problems and services, sexual orientation and services to GBLT individuals, drug abuse and treatment programs, crime, juvenile delinquency, and correctional services, problems in education, work-related problems and the workplace, racism, ethnocentrism and strategies for advancing social and economic justice, sexism, aging and gerontological services, health and medical social services, physical and mental disabilities and rehabilitation, and overpopulation, misuse of the environment, and family planning. Most of the distance education technologies proposed will be common to all 8 of the modules. In each module, for example, students will complete a set of readings, view website links and/or videos, and complete an on-line exam that checks for completion and comprehension of the readings. Students will also submit discussion posts responding to critical thinking questions and prepare two self-reflection papers. The textbook selected for this course offers free on-line ancillaries and supplemental resources for instructors so students who register for this course will be given access to the ancillaries. I will provide on D2L Power Points that summarize, illustrate, and apply key aspects of each learning module, clarify concepts, and explain the socio-historical context for each module on the family from a sociological perspective. I will also provide to

students Chapter Outlines and Study Review Practice Questions on D2L. On the Discussion Board, students will respond to critical thinking questions on the supplemental readings for each chapter that are domestic case examples and international case exhibits. There will also be video clips that are designed to make connections between social welfare and social work. Some specific ways that distance education technologies will be used for the specific course objectives include the following:

Course Objectives:

1. Demonstrate an understanding of social work as a profession within the social welfare system
2. Describe the variety of settings of social work practice.
3. Examine the function of the social worker as a generalist practitioner: (a) the knowledge base of the profession, (b) the values guiding practice, and (c) the skills demanded in practice.
4. Identify personal values and examine them in relation to societal and professional values.
5. Demonstrate increased sensitivity to and awareness of human diversity.
6. Articulate an interest in taking actions towards social justice.
7. Articulate the desire to care for those in need.

Objective 1: Demonstrate an understanding of social work as a profession within the social welfare system.

In addition to the common elements to teach all 8 modules, key terms and social welfare and social work concepts are highlighted in each chapter and students will be asked to use the terminology when they interact and post on the Discussion Board. Students will also demonstrate the appropriate use of the key terms, concepts, and social welfare and social perspective on exams and self-reflection papers (Personal Perspective Papers). Students will be directed to the **Online Learning Center** for each chapter provided by the textbook as an ancillary resource www.cengage.com/social_work/zastrow as an exercise to review and test their knowledge of the chapter concepts and key terms.

Objective 2: Describe the variety of settings of social work practice.

Each chapter of the textbook highlights social welfare and social work in the United States in a variety of settings with diverse populations. The main focus of the book is on social welfare and social work in American society. Students will be asked to compare and contrast the similarities and differences among social welfare and social work in a variety of settings with diverse populations as part of the critical thinking questions used to promote interactions on the Discussion Board as well as on exams. For example, on the Discussion Board a post for Module 1 might include: “Which approach to social welfare do you believe is preferable – the residual view or the institutional view, and why? To research this question beyond the textbook chapter, students may be directed to the **ancillary resource** www.cengage.com/social_work/zastrow by

the student typing in key phrases or terms to find useful scholarly links to obtain information to answer the question.

Objective 3: Examine the function of the social worker as a generalist practitioner: (a) the knowledge base of the profession, (b) the values guiding practice, and (c) the skills demanded in practice.

Every chapter in the textbook contains a **Case Example** which requires the knowledge base of the profession, the values guiding practice and the skills demanded in practice that were addressed in the chapter for that particular social welfare setting and social work population served. Included in the Discussion Board interactions will be critical thinking questions from these Case Examples that will require students to explain, justify and analyze the logic of the social work practice and social welfare programs. For example, one Case Example is entitled “Blaming the Victim” and students will be asked to use the Discussion Board to interact with each other as a group to analyze how the residual view of social welfare may contribute to blaming the victim as opposed to the institutional view of social welfare. One of the ways to get students to think beyond what they know or think “out of the box” whether the course is on-line or face-to-face is to have them think more deeply about something that they can relate to, but that encourages them to think beyond their own perspective.

Objective 4: Identify personal values and examine them in relation to societal and professional values.

Each chapter provides discusses social work and social welfare programs in relation to various settings and populations. Roles assumed by social workers in social work practice are discussed as well as values, ethical codes and standards of behavior. The chapters summarize the knowledge base for specific social issues/problems and social services and the skills, and values needed for social work practice. For example, some of the social problems and social services emphasized are addiction, GLBT, child maltreatment, juvenile delinquency, racism, aging, disabilities, and poverty. Every chapter contains multiple critical thinking questions that are designed to identify personal values and examine them in relation to societal and social work professional values. Students will be asked to **self-reflect** as part of the Discussion Board interactions and on the Personal Perspective papers on certain critical thinking questions such as “Do you have a desire to improve the living condition of people who are poor and/or oppressed and why or why not?”; “When a social worker seeks to assess and change human behavior which model (medical or person-in-environment) do you believe is more useful and why?”; “Do you have a fairly-well-thought-out sense of who you are and what you want out of life? If not, what do you need to work on?”; Which of the social work roles explained in the chapter would you enjoy fulfilling with clients and why?”; “Discuss whether or not you have respect for people whose religious beliefs differ sharply from your own?”

Objective 5: Demonstrate increased sensitivity to and awareness of human diversity.

Personal Perspective I Paper: What is my Basic Philosophy? Due Module 3

The nature of the human service worker’s beliefs about life, the individual, society, and their

interrelationships form a vital part of the capacity to work effectively with people. It provides the rationale and motivating force for the worker's efforts and gives a personal significance to them what we believe strongly we tend to try to put into practice. Based on the first few weeks of course material, readings, and a lifetime of living and self-knowledge, students will articulate a personal perspective on social work practice. This perspective should be approximately three type-written pages and will address the following content areas:

- a. Human Nature: What is the nature of human beings? What determines this nature? Use examples to explain your response.
- b. Individual Behavior: What shapes individual behavior? How does this occur? Use examples to explain your response.
- c. The Family: What roles or function does the family play? How does the family influence nature and behavior? How important is the family in shaping nature and behavior? Use examples to explain your response.
- d. The Social System (Government, Politics, Culture, Economics): What affect does the social system(s) have on individual behavior? How influential is the social system in shaping nature and behavior? Are there any components of the social system that have more influencing power than others? Use examples to explain your response.
- e. How does my perspective fit with what I know about the values of the social work profession? (e.g. social justice, equality, respect for diversity, self-determination, etc.)

Objective 6: Articulate an interest in taking actions towards social justice.

Every chapter in the textbook contains “**Case Exhibits**” which are typically controversial issues that require the knowledge base of the problem, the values guiding practice and the skills demanded in practice, and vulnerable and/or oppressed populations that need social welfare advocacy, programs and services for the topic of the chapter. Included in the Discussion Board interactions will be critical thinking questions from these Case Exhibits (domestic and international) that will require students to discuss social justice and advocacy for particular social problems/issues and vulnerable and/or oppressed groups. For example, one Case Exhibit is on poverty and is entitled “Temporary Assistance to Needy Families (TANF)” which continues to be a controversial program. The students will be asked to use the Discussion Board to interact with each other as a group to discuss critical thinking questions surrounding “welfare to work” for example: “Do you believe it is better for a single mom with young children to be working outside the home (with her children in day care) than for her to be at home with her children? Do you believe it is better for a married woman to be working outside the home than for her to be at home with her children? Do you believe it is better for a mom on welfare (TANF) to be working outside the home than for her to be at home with her children?” One of the ways to get students to think beyond what they know or think “out of the box” whether the course is on-line or face-to-face is to have them think more deeply about something that they can relate to, but that encourages them to think beyond their own perspective.

Objective 7: Articulate the desire to care for those in need.

Personal Perspective II Paper: - Due Module 8

This paper is a continuation of the self-reflection assignment on the first Personal Perspective Paper. Students will revisit their earlier written personal perspective, critique it, and provide comments about areas of growth throughout the semester. Identify what has changed, what has not changed, and summarize their learning about the social work profession. They will be asked to pay particular attention to their understanding of social justice, ethics, diversity, and the social work values they have learned. For example: “How have your views on human nature, individual behavior, the family, and social system(s) changed? How does your perspective fit with the unique social work perspective you have learned about?” This typed paper should be approximately 3 to 5 pages in length.

3. How will instructor-student and student-student, if applicable, interaction take place?

The primary location for interaction will be the discussion forums. There will be a total of 3 Discussion Forums held, on the weeks when a personal perspective paper is not due, each containing: 1) Case Example critical thinking question; 2) Case Exhibit critical thinking question, and 3) Video or website link critical thinking question. Students will be expected to respond to the critical thinking questions posed as well as, post and respond to questions of their own. Students will be required to post in their discussions the resources they used to back up their responses. As the instructor, I will read and respond to posts in the forum. I will also be available to answer individual student questions via email and will make myself available from 9 am to 9 pm Monday through Friday. I will not respond between 9 pm at night and 9 am the next morning.

4. How will student achievement be evaluated?

The course grade will be determined by 5 small exams, the quality of participation in the 3 discussion forums, and the 2 personal perspective papers (3 – 5 pages each):

5 Exams	40 pts per exam (40 pts x 5 exams = 200 exam pts)
3 Discussion Forums	20 pts per forum (20 pts x 3 forums = 60 pts)
2 Personal Perspective papers	50 pts per paper (50 pts x 2 papers = 100 pts)
Total points possible = 360 points	

A letter grade for the course will be determined using the percentages follows:

324 – 360 points = A = 90-100%

288 – 323 points = B = 80-89%

252 – 287 points = C = 70-79%

216 - 251 points = D= 60-69%

215 points and below = F = below 60%

5. How will academic honesty for tests and assignments be addressed?

A portion of the grade will come from (3) discussion forums and postings which will require students to demonstrate their understandings (and difficulties) with the concepts, knowledge, and skill base regarding social welfare and social work throughout the course. These forums will require students to demonstrate their knowledge of the specific topic as well as, their ability to apply the different social welfare and social work concepts to that topic, analyze public policy, and compare and contrast social welfare programs, services and policies historically.

The (5) exams will be multiple choice and true/false and uploaded onto D2L with a restricted date and time for availability, and completion will be timed with one opportunity for student submission. Questions will be shuffled so that the exam appears different to different students using the Question Library in D2L which allows for randomization.

The personal perspective papers (2) are an opportunity for students to understand the discipline, and self-reflect about the knowledge, skills, and values needed for effective social work practice. Numerous case examples and case exhibits in the textbook as well as internet links and videos in the course provide the students with a “feeling” awareness of how the various problems affect diverse people and convey what it is really like to be a social worker.

Since the papers, exams, and discussion posts will require students to apply the knowledge base of the course content, I will monitor all scores and writings for unusual patterns. Unusual patterns might include students who consistently score well on papers and/or exams, but whose discussion posts reflect a lack of understanding or inaccurate applications of concepts; inconsistency in writing style as well as, significant changes in scoring patterns on any of the graded work. If necessary, I will use “Turn It In” to evaluate writing on the Discussion Board that I suspect of plagiarism from a previously published work. I will advise students clearly of my expectations with regards to citing ALL resources, including the discussion posts of fellow students, PowerPoint slides, and all other D2L posted course materials.

****PLEASE NOTE:** This course was reactivated in 2011 after not being taught since 1987. A thorough search for a syllabus of record for the course prior to reactivation produced no syllabus of record for the course. The syllabus of record that was prepared by the instructor of record (the only current social work faculty within the department) for the reactivated course in 2011 and was adopted as the syllabus of record for the course.

**Introduction to Social Work
SOWK 238
Syllabus of Record**

I. SOWK 238 Introduction to Social Work 3c-01-3cr

Prerequisite: ANTH 110 or SOC 151

Course Description: An introduction to the dynamics of helping relationships.

This is an introductory course in which students will learn about the generalist practice of social work with an introduction to history, knowledge, values, and skills of the profession. The course content is designed for all sociology majors, students aspiring to work in the human services and related fields, and students undecided about a major and/or interested in learning more about helping relationships in general. Informed sensitivity to all aspects of human diversity is emphasized, along with the importance of social work's responsibility to act as advocates on behalf of those who suffer discrimination, devaluing, and oppression.

II. Course Objectives:

1. Demonstrate an understanding of social work as a profession within the social welfare system
2. Describe the variety of settings of social work practice.
3. Examine the function of the social worker as a generalist practitioner: (a) the knowledge base of the profession, (b) the values guiding practice, and (c) the skills demanded in practice.
4. Identify personal values and examine them in relation to societal and professional values.
5. Demonstrate increased sensitivity to and awareness of human diversity.
6. Articulate an interest in taking actions towards social justice.
7. Articulate the desire to care for those in need.

III. Course Outline

Week 1: Welcome/Introduction to the Course: Ch 1 Social Welfare: Its Business,
History, and Future AND Appendix Code of Ethics of the
National Association of Social Workers

Week 2 : Chapter 2 Social Work as a Profession and a Career and Chapter 3
Generalist Social Work Practice

Week 3 : Chapter 4 Poverty and Public Welfare

Week 4: Chapter 5 Emotional/Behavioral Problems and Counseling

Week 5: Chapter 6 Family Problems and Services to Families

Week 6: Chapter 7 Sexual Orientation and Services to GLBT Individuals

Week 7: Chapter 8 Drug Abuse and Drug Treatment Programs

Week 8: Chapter 9 Crime, Juvenile Delinquency, and Correctional Services

Week 9: Chapter 10 Problems in Education and School Social Work and
Chapter 11 Work-Related Problems and Social Work in the Workplace

Week 10: Chapter 12 Racism, Ethnocentrism, and Strategies for Advancing Social
and Economic Justice

Week 11: Chapter 13 Sexism and Efforts for Achieving Quality

Week 12: Chapter 14 Aging and Gerontological Services

Week 13: Chapter 15 Health Problems and Medical Social Services AND
Chapter 16 Physical and Mental Disabilities and Rehabilitation

Week 14: Chapter 16 Physical and Mental Disabilities and Rehabilitation
Chapter 17 Overpopulation, Misuse of the Environment, and Family
Planning

Exam Week: Culminating Activity

In-class exam and/or presentations

[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay)	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	<u>0 to 50%</u>

Must total 100%

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. Attendance Policy

Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students

VII. Required Textbooks, Supplemental Readings

Required Textbook (one of the following as an option)

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

1. Zastrow, C. (2010). *Introduction to Social Work and Social Welfare: Empowering People* (10th edition). Belmont, CA: Brooks/Cole Cengage.
2. Farley, O.W., Smith, L.L. & Boyle, S. W. (2012). *Introduction to Social Work*. Boston: Allyn and Bacon.

Supplemental Readings

Grobman (2011). *Days in the Lives of Social Workers*. 4th edition. White Hat Communications.

Social Work Values and Ethics

National Association of Social Workers Code of Ethics

The Three Major Social Work Journals

Social Work

Families in Society [formerly *Social Casework*]

Social Service Review

Social work occupational outlook website:

<http://www.dorleem.com/2010/07/occupational-outlook-for-social-workers.html>

Other useful websites:

<http://www.cwla.org> (Child Welfare League of America)

<http://www.healthandwelfare.idaho.gov/> (Idaho Department of Health & Welfare)

<http://thomas.loc.gov/> (The Library of Congress)

<http://www.acf.dhhs.gov/programs/cb/aboutus/index.htm> (U.S. Department of Health & Human

Services, Children's Bureau)

<http://www.ojp.usdoj.gov/bjs> (U.S. Dept. of Justice/Bureau of Justice Studies)

<http://www.census.gov/hhes/www/poverty.html> (Census Bureau)

<http://www.aecf.org/kidscount/kc2001> (Annie E. Casey Foundation)

<http://www.samhsa.gov/> (Substance Abuse & Mental Health Services Ad.)

<http://www.socialworker.com> (Social work information)

<http://www.naswdc.org> (National Association of Social Workers)

VIII. Special resource requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web

- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.

- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

1. Barker, R. (2003). *The Social Work Dictionary*. Baltimore: Nasw Press.
2. DiNitto, D. & McNeese, A. (2008). *Social work issues and opportunities in a challenging profession*. Chicago, IL: Lyceum Books
3. DuBois, B. & Krogsrud Miley, K. (2008). *Social work: An empowering profession* (6th ed). Pearson: Boston.
4. Ferguson, M, Neuroth-Gatlin, H. & Borasky, S. (2010). *Caught in the storm: Navigating policy and practice in the welfare reform era*. Chicago, IL: Lyceum Books.
5. Gibelman, M. (2004). *What Social workers Do, 2nd Edition*. Silver Spring: National Association Of Social Workers/NASW Press.
6. Gilbert, N. (2004). *Transformation of the Welfare State: The Silent Surrender of Public Responsibility*. New York: Oxford University Press, USA.
7. Homan, M. S. (2004). *Promoting community change: Making it happen in the real world* (3rd ed.).Belmont, California: Brooks-Cole.
8. Kirst-Ashmann, K. (2012). *Introduction to Social Work and Social Welfare: Critical Thinking Perspectives*, 4th edition. Brooks/Cole Publishers.
9. Morales, A. T., & Sheafor, B. W. (2012). *Social Work: A Profession of Many Faces*. Boston: Allyn and Bacon.
10. Rivas. R.F. & Hull, G. (2000). *Case Studies in Generalist Practice*. Belmont, CA: Brooks/Cole.
11. Segal. E. A, Gerdes.K.E.& Steiner, S. (2013).*An Introduction to the Profession of Social Work, International Edition*, 4th Edition. Brooks/Cole Publishers
12. Supples, M. & Wells, C.,(2013). *The Social Work Experience: an introduction to social work and social welfare* (6thEd.). Upper Saddle River, N.J., Pearson.

SYLLABUS OF RECORD

Introduction to Social Work (SOWK 238)

DISTANCE EDUCATION COURSE SYLLABUS

Kathryn Bonach, Ph.D., L.S.W., L.P.C., N.C.C.

Office: 102 J McElhaney

Best way to reach me: email: kbonach@iup.edu

“Life’s most persistent and urgent question is: What are you doing for others?” Martin Luther King, Jr.

SOWK 238 Introduction to Social Work 3c-0l-3cr

Prerequisite: ANTH 110 or SOC 151

Course Description: An introduction to the dynamics of helping relationships.

This is an introductory course in which students will learn about the generalist practice of social work with an introduction to history, knowledge, values, and skills of the profession. The course content is designed for all sociology majors, students aspiring to work in the human services and related fields, and students undecided about a major and/or interested in learning more about helping relationships in general. Informed sensitivity to all aspects of human diversity is emphasized, along with the importance of social work's responsibility to act as advocates on behalf of those who suffer discrimination, devaluing, and oppression.

Required Textbook:

Zastrow, C. (2010). *Introduction to Social Work and Social Welfare: Empowering People*, (10th Edition). Belmont, CA: Brooks/Cole Publishers. ISBN – 978-0-495-80952-4

Course Objectives:

1. Demonstrate an understanding of social work as a profession within the social welfare system.
2. Describe the variety of settings of social work practice.
3. Examine the function of the social worker as a generalist practitioner: (a) the knowledge base of the profession, (b) the values guiding practice, and (c) the skills demanded in practice.
4. Identify personal values and examine them in relation to societal and professional values.
5. Demonstrate increased sensitivity to and awareness of human diversity.
6. Articulate an interest in taking actions towards social justice.
7. Articulate the desire to care for those in need.

Preparing and participating intelligently in class discussions, including “active” listening via the Discussion Board posts, is necessary for this course. Each student in the class is responsible for contributing to the effectiveness of the course and promoting learning. This responsibility is accomplished by reading and comprehending the course assignments in advance, critically thinking about the material, and then completing the required assignments (papers and exams) as well as, posts on the Discussion Board with a readiness to share thoughts, ideas, and attitudes, while at the same time respecting the opinions and feelings of others.

The format for this course will be varied and will include: Power Points, Chapter Outlines and Study Review Questions; exams, written assignments discussion forums, internet assignments, and video clips. It is imperative students understand the necessity for a commitment to class time involvement in the discussions, debates, readings, and written work for this course. This course is designed to provide grading opportunities for a diversity of strengths among individual students. There are exams that include a variety of types of questions; individual written assignments, and class discussion interactions which combined, provide a variety of opportunities utilizing different methods in order for students to be graded.

*****A NOTE ON OTHER COURSE POLICIES:**

*****Make- up examinations, papers, or posts will not be given, unless a compelling reason is provided for missing the exam, accompanied by written and pertinent documentation, which I deem acceptable. In the case of a documented emergency, you must contact me within the 24 hours to request accommodations for missed work. If contacting me within 24 hours of the emergency is not possible, due to the nature of the emergency, you must contact me as soon as reasonably possible. Please note that I determine the “reasonableness” of the delay in contacting me. Failure to comply with the above will result in the student receiving a zero for the assignment, no exceptions.**

*****No extra credit or bonus work will be given for this course for the purpose of a student bringing up his/her grade.**

A NOTE ON HONOR:

While this course is an undergraduate course and an academic code of honor is expected of all university students, I include the following information in my syllabus for the benefit of the student as a gentle reminder of the seriousness of plagiarism, be it intentional or unintentional. If you are unsure of what constitutes plagiarism, or need a refresher, please read the following article “Plagiarism: What it is and how to recognize and avoid it” at the following site <http://www.indiana.edu/~wts/wts/plagiarism.htm>

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. This means that all work submitted in your courses must be your own. You should familiarize yourself with definitions of cheating, plagiarism, and other violations of academic integrity. While most people know that cheating is dishonest, many students do not understand what constitutes

plagiarism. Plagiarism is a serious violation of academic integrity. Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is dishonest, illegal, and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on the assignment or exam, an F for the course, and referral to the University Judicial Review Board and potential sanctions including suspension or expulsion from the university. **You are responsible** for knowing and abiding by the IUP Academic Integrity Policy. For your convenience and information, I have attached the policy to this syllabus.

Indiana University of Pennsylvania

Academic Integrity Policy

IUP is an academic community within the society at large. All members within this community are expected to accept the responsibility for academic integrity and honesty. Academic dishonesty seriously erodes the quality of educational pursuits and is unacceptable at IUP. The following policies and procedures have been established to preserve the academic integrity of the university community, while also providing a process that protects the rights of students who allegedly violate these policies.

Policy

- A. **Types of Violations.** Violations of academic integrity include, but are not limited to, the following:
1. Providing or receiving unauthorized assistance in coursework, with lab work, theses, dissertations, or during examinations (including qualifying and comprehensive exams) or quizzes.
 2. Using unauthorized materials or devices, such as crib notes, during examinations or quizzes.
 3. Plagiarizing papers, theses, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, or other academic exercises by misrepresenting or passing off the ideas, words, formulas, or data of another as one's own. Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted *if they summarize or paraphrase*

in their own words material from sources. All quoted material requires the acknowledgement of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing the assignment (MLA, APA, Chicago, BC, etc.).

4. Using the same paper or work more than once without authorization of the faculty member(s) to whom the work is being submitted.
5. Possessing course examination materials before the administration of the exam, without the prior knowledge or consent of the instructor.
6. Intentionally evading IUP academic policies and procedures; for example, improperly processing course withdrawals, grade changes, or other academic procedures.
7. Falsifying information, including falsification/fabrication of research data and/or statistical analyses, forging signatures on various forms and documents, or altering or adding answers on academic exercises or exams after work has been graded.
8. Computer dishonesty, including: tampering with or making unauthorized change to another person's or the university's computer system, illegally copying computer software, personal use of another individual's computer account, unauthorized activity involving another individual's personal computer system or any system belonging to the university, and other unauthorized use or violations involving computer use.
9. Noncompliance: failure to follow through with sanction(s) imposed as a result of an academic violation.

The university reserves the right to discipline any student for any action that an ordinary, reasonable, intelligent college student knows or should know might lead to the issuance of discipline. This means the university maintains the right to issue discipline for reasonable cause.

Charges of academic integrity violations may be brought by faculty members or administrators. Students who observe or become aware of a violation of academic integrity by another student are strongly encouraged to report it to a university official. A faculty member/administrator who believes that a student has violated an academic policy may elect to resolve the matter by Informal Resolution, by Documented Agreement, or by Formal Adjudication. *Sanction(s) may*

not be imposed upon a student believed to have violated an academic policy without following one of these three procedures.

If charges are brought, the accused student(s) shall have a fair and reasonable opportunity to answer, explain, and defend against the charges. The university shall have the burden of proof in all cases. Hearsay should not be used as the sole evidence to establish any fact necessary to establish guilt or innocence.

Source: Indiana University of Pennsylvania Undergraduate Catalog

All assignments are independent projects unless otherwise specified therefore, all work is to be done independent of others and will be graded accordingly.

Bibliography

1. Barker, R. (2003). *The Social Work Dictionary*. Baltimore: Nasw Press.
2. DiNitto, D. & McNeese, A. (2008). *Social work issues and opportunities in a challenging profession*. Chicago, IL: Lyceum Books
3. DuBois, B. & Krogsrud Miley, K. (2008). *Social work: An empowering profession* (6th ed). Pearson: Boston.
4. Farley, O.W., Smith, L.L. Z& Boyle, S. W. (2012). *Introduction to Social Work*. Boston: Allyn and Bacon.
5. Ferguson, M, Neuroth-Gatlin, H. & Borasky, S. (2010). *Caught in the storm: Navigating policy and practice in the welfare reform era*. Chicago, IL: Lyceum Books.
6. Gibelman, M. (2004). *What Social workers Do, 2nd Edition*. Silver Spring: National Association Of Social Workers/NASW Press.
7. Gilbert, N. (2004). *Transformation of the Welfare State: The Silent Surrender of Public Responsibility*. New York: Oxford University Press, USA.
8. Grobman (2011). *Days in the Lives of Social Workers*. 4th edition. White Hat Communications.
9. Homan, M. S. (2004). *Promoting community change: Making it happen in the real world* (3rd ed.).Belmont, California: Brooks-Cole.
10. Kirst-Ashmann, K. (2012). *Introduction to Social Work and Social Welfare: Critical Thinking Perspectives*, 4th edition. Brooks/Cole Publishers.
11. Morales, A. T., & Sheafor, B. W. (2012). *Social Work: A Profession of Many Faces*. Boston: Allyn and Bacon.
12. Rivas. R.F. & Hull, G. (2000). *Case Studies in Generalist Practice*. Belmont, CA: Brooks/Cole.
13. Segal. E. A, Gerdes.K.E.& Steiner, S. (2013).*An Introduction to the Profession of Social Work, International Edition*, 4th Edition. Brooks/Cole Publishers
14. Supples, M. & Wells, C.,(2013). *The Social Work Experience: an introduction to social work and social welfare* (6thEd.). Upper Saddle River, N.J., Pearson.

Valuable Supplemental Readings and Websites

Social Work Values and Ethics

- National Association of Social Workers *Code of Ethics*

The Three Major Social Work Journals

- *Social Work*
- *Families in Society* [formerly *Social Casework*]
- *Social Service Review*

Social work occupational outlook website:

<http://www.dorleem.com/2010/07/occupational-outlook-for-social-workers.html>

Other useful websites:

<http://www.cwla.org> (Child Welfare League of America)

<http://www.healthandwelfare.idaho.gov/> (Idaho Department of Health & Welfare)

<http://thomas.loc.gov/> (The Library of Congress)

<http://www.acf.dhhs.gov/programs/cb/aboutus/index.htm> (U.S. Department of Health & Human Services, Children's Bureau)

<http://www.ojp.usdoj.gov/bjs> (U.S. Dept. of Justice/Bureau of Justice Studies)

<http://www.census.gov/hhes/www/poverty.html> (Census Bureau)

<http://www.aecf.org/kidscount/kc2001> (Annie E. Casey Foundation)

<http://www.samhsa.gov/> (Substance Abuse & Mental Health Services Ad.)

<http://www.socialworker.com> (Social work information)

<http://www.naswdc.org> (National Association of Social Workers)

Course Content Listing by Week and Module (Summer 1 or Summer 2):

Week 1

Module 1:

Chapter 1 Social Welfare: Its Business, History, and Future

Chapter 2 Social Work as a Profession and a Career

Module 2:

Chapter 3 Generalist Social Work Practice

Chapter 4 Poverty and Public Welfare

Week 2

Module 3:

Chapter 5 Emotional/Behavioral Problems and Counseling

Chapter 6 Family Problems and Services to Families

Chapter 7 Sexual Orientation and Services to GLBT

Week 3**Module 4:**

Chapter 8 Drug Abuse and Drug Treatment Programs

Chapter 9 Crime, Juvenile Delinquency, and Correctional Services

Module 5:

Chapter 10 Problems in Education and School Social Work

Week 4**Module 6:**

Chapter 11 Work-Related Problems and Social Work in the Workplace

Module 7:

Chapter 12 Racism, Ethnocentrism, and Strategies for Advancing Social and Economic Justice

Chapter 13 Sexism and Efforts for Achieving Equality

Week 5**Module 8:**

Chapter 14 Aging and Gerontological Services

Chapter 15 Health Problems and Medical Social Services

Chapter 16 Physical and Mental Disabilities and Rehabilitation

Chapter 17 Overpopulation, Misuse of the Environment and Family Planning

ABOUT THIS COURSE

I recommend working at a consistent time every day and working at your own pace within each week. However, while you can access the Power Points, readings and video links at any time throughout the course, you can only access exams one time, and the discussion forums will be closed at the end of each week. Papers are due by the deadline indicated on the syllabus.

Communication

There are two primary ways to communicate with me—the discussion forums and via email. Students will be required to respond to questions or prompts but you may also post questions or topics on your own. There will be two discussion forums each week. I will read and respond to posts on each of the forums, and typically comment to the entire class.

If you would need to contact me **outside of the D2L communication forums**, please feel free to email me, at my I email address: kbonach@iup.edu. PLEASE PUT SOWK 238 IN THE SUBJECT LINE. I will respond within a 12 hour range, Monday through Friday, between the hours of 9 am and 9 pm. I will not respond between 9 pm and 9 am nor will I respond over the weekend.

Required Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use D2L and associated tools including discussion forums, and assignment submission features.
- The ability to use word processing software and to save in either RTF (Rich Text Format) or DOC/DOCX (Microsoft Word).
- The ability to use email
- The ability to demonstrate netiquette (appropriate on-line conduct)
- The ability to access IUP Libraries electronically and view videos via Films on Demand

Software

The following software is required for students to participate in all course activities:

Adobe Reader

If you do not have this software, you can download it by clicking on the following link:

<http://get.adobe.com/reader/>

Technical Support

For technical support for computer issues related to this course, please contact IUP's student helpdesk at 724-357-4000. If you experience issues outside of normal helpdesk hours, you can submit your error or question via email at it-supportcenter@iup.edu or via electronic form available on D2L. Click the "Contact the IUP IT Help Center link in the upper right hand corner of any D2L page.

GRADING PROCEDURES AND REQUIREMENTS

Learning Modules

The course is divided into 8 modules. In each module, you will complete a set of readings, review case examples and case exhibits within the chapters, and watch videos or website links provided to illustrate particular concepts. Each module also contains Power Point slides and Chapter Outlines on D2L that summarize and illustrate examples of the key concepts for that module/theory. After completing the readings, studying the Power Points and viewing the links, you will post your responses to the critical thinking questions posted on the Discussion Forums (3 forums). Exams are to be taken at the schedule time frame designated on the syllabus (5 exams). Personal Perspective Papers (2 papers) are due at the schedule time frame designated on the syllabus.

Discussion Participation

This course requires a substantial amount of participation in discussion forums. For each module, you will be asked to post to three separate components by responding to prompts or questions provided. Some of your responses will require that you do some independent research. You will be expected to contribute to each forum per module and your posts will be graded on the quality of your contributions, not merely the quantity. High quality posts will add new information to the discussion and/or reflect critical thinking or offer insight into previous posts. During the first week of the course, I will offer feedback and pointers for improving the quality of your discussion posts. Your posts should include at least one reference to each reading as directed for that module. Please site references using APA style. **Posts will be graded collectively (all of your posts for that week will be give ONE grade) according to the following criteria:**

Criteria	Credit 16 - 20 (= A/B)	Credit 12- 15 (= C/D)	Little or No Credit (11 – 0 = F)
Postings	2 or more postings per week (1 per module), plus responses to others' posts	1 - 2 postings per week	0-1 postings per week
Description of Contribution	<p>It is very clear that readings were understood and incorporated into responses.</p> <p>Asks questions to clarify concepts while demonstrating an attempt to interpret or paraphrase independently.</p> <p>Contributes new information and identifies the source.</p>	<p>Readings were mostly understood and sometimes incorporated into responses.</p> <p>Relates the issues to prior material covered in the course.</p> <p>Contributes some relevant, high quality resources (e.g., web links, references to printed material, etc.)</p>	<p>No evidence that readings were understood or incorporated into the discussion.</p> <p>Repeats basic correct information related to discussion.</p> <p>Contributes few relevant, high quality resources (e.g., web links, references to printed material, etc.)</p>

	Contributes relevant, high quality resources (e.g., web links, references to printed material, etc.)		Violated acceptable netiquette.
--	--	--	---------------------------------

Discussion Forums, Personal Perspective Papers, and Exams

Exams include questions from the readings, material from assigned videos and internet website links, Power Points and any other assigned readings. Exams will primarily consist of multiple choice questions and true/false questions some of which ask you to interpret original texts or apply concepts. Exams (5) take place on D2L and must be completed during the open period and deadline. Exams are an individual effort and D2L randomizes questions, so you will not be taking the exact same exam as any of your classmates. Discussion Forums (3) must be posted and Personal Perspective Papers (2) must be submitted before the established deadline. **You are responsible for monitoring and keeping track of these deadlines.**

Method of Evaluation

The course grade will be determined by 5 exams, the quality of participation in the 3 discussion forums and 2 personal perspective papers:

- | | |
|-------------------------------|---|
| 5 Exams | 40 pts per exam (40 pts x 5 exams = 200 exam pts) |
| 3 Discussion Forums | 20 pts per forum (20 pts x 3 forums = 60 pts) |
| 2 Personal Perspective papers | 50 pts per paper (25 pts x 2 papers = 100 pts) |

Total points possible = 360 points

A letter grade for the course will be determined using the percentages follows:

324 – 360 points = A = 90-100%

288 – 323 points = B = 80-89%

252 – 287 points = C = 70-79%

216 - 251 points = D= 60-69%

215 points and below = F = below 60%

How to do well in this course:

Online Etiquette

Discussion forums within this course are for class purposes only. Please remember for some students SOWK 238 is an elective course; however, it can be a challenging course in the sense that you will be introduced to concepts and ways of thinking that may be new and diverse for you. There are many opportunities for you to develop a strong grasp of the ideas and principles that a sociological perspective on the family entails. The exams are important chances for you to make sure you understand the readings; discussion forums and the personal perspective papers are where you can deepen your knowledge, clarify concepts and start to make concrete use of social welfare and social work key terms, concepts, perspectives, values, services, programs and practice skills. Taking advantage of all of the supplemental materials including video clips, additional website readings or video clips, and engaging in discussion posts will also prepare you for the exams. On the other hand, missing an entire module will have a serious and detrimental impact on your final grade, automatically reducing your score. Therefore, active and consistent participating is strongly recommended.

Please conduct yourself collegially and professionally. Unlike in the classroom setting, what you say in the on-line environment is documented and not easily erased or forgotten. Please follow these guidelines:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Read all previous postings before posting your responses to discussion topics to as to not repeat information or re-post sites.
- Focus on one topic at a time when posting or chatting in forums.
- Remember that what you say in discussions on-line is documented and available to be revisited. Choose your words carefully.

Students with Disabilities

If you are a student who has a documented disability and need special accommodations, I will work with you to provide accommodation to ensure you a fair opportunity to perform in class. Please advise me in the first two days of the session regarding the disability and the desired accommodations.

Reminder: Academic Integrity

IUP student are expected to maintain the highest standards of honesty and integrity. This means that all work submitted in your courses must be your own and all sources of information and ideas must be properly attributed. You should familiarize yourself with definitions of cheating, plagiarism, and other violations of academic integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy.

While most students know that cheating is dishonest, many students do not understand what constitutes plagiarism. Plagiarism is a serious violation of academic integrity. Plagiarism involves using the worlds, facts, or ideas of another person or source as if they were your own. It is dishonest, illegal, and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people’s words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author’s exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on the assignment or exam, an F for the course, and referral to the University Judicial Review Board and potential sanctions including suspension or expulsion from the university. **You are responsible** for knowing and abiding by the IUP Academic Integrity Policy.

COURSE OUTLINE
Introduction to Social Work (SOWK 238)
Distance Education Course

Week 1 Modules 1 & 2

Required Readings, Links and Videos	<p>Chapter 1 Social Welfare: Its Business, History, and Future</p> <p>Chapter 2 Social Work as a Profession and a Career</p> <p>Chapter 3 Generalist Social Work Practice</p> <p>Video clip from REBA – on applying for food stamps and welfare</p> <p>http://www.youtube.com/watch?v=HdBLHxgaBA8</p> <p>Chapter 4 Poverty and Public Welfare</p> <p>VIDEO: IUP Films on Demand – Born with a wooden spoon: Poverty the 51st State in preparation for the discussion forum.</p> <p>Question Example: Explain the difference between intergenerational poverty and situational poverty. Discuss characteristics of intergenerational poverty. Discuss what makes it so difficult for individuals to climb out of intergenerational poverty?</p>
-------------------------------------	--

Practice Key Terms & Concepts	www.cengage.com/social_work/zastrow
Case Example	Case Example: Read “Blaming the Victim” in preparation for discussion forum. Question Example: Analyze and discuss how the residual view of social welfare may contribute to blaming the victim as opposed to the institutional view of social welfare. Make sure to your answer integrates course content?
Case Exhibit	Case Exhibit: “Temporary Assistance to Needy Families” in preparation for discussion forum. Question Example: “Do you believe it is better for a single mom with young children to be working outside the home (with her children in day care) than for her to be at home with her children? Do you believe it is better for a married woman to be working outside the home than for her to be at home with her children? Do you believe it is better for a mom on welfare (TANF) to be working outside the home than for her to be at home with her children?” Make sure to your answer integrates course content.
EXAM 1	Modules 1 & 2: Chapters 1 - 4

Week 2 Module 3

Required Readings, Links, and Videos	Chapter 5 Emotional/Behavioral Problems and Counseling Chapter 6 Family Problems and Services to Families Children Growing up in Poverty http://video.pbs.org/video/2306814133/ Wife Beating in the Developing World https://tspace.library.utoronto.ca/bitstream/1807/4947/1/rh04047.pdf Chapter 7 Sexual Orientation and Services to GLBT Same Sex Marriage: www.youtube.com/watch?v=G2nsGtd7y3c Same Sex Marriage Laws Around the Globe
--------------------------------------	---

	http://www.huffingtonpost.com/2010/07/15/same-sex-marriage-laws-ar n 647478.html#s114498&title=The Netherlands
Practice Key Terms & Concepts	www.cengage.com/social_work/zastrow
Personal Perspective Paper 1 DUE	<p>Personal Perspective I Paper: What is my Basic Philosophy? Due PRIOR to open period for Module 3: Exam 2</p> <p>The nature of the human service worker's beliefs about life, the individual, society, and their interrelationships form a vital part of the capacity to work effectively with people. It provides the rationale and motivating force for the worker's efforts and gives a personal significance to them – what we believe strongly we tend to try to put into practice. Based on the first few weeks of course material, readings, and a lifetime of living and self-knowledge, students will articulate a personal perspective on social work practice. This perspective should be approximately three type-written pages and will address the following content areas:</p> <p>a. Human Nature: What is the nature of human beings? What determines this nature? Use examples to explain your response.</p> <p>b. Individual Behavior: What shapes individual behavior? How does this occur? Use examples to explain your response.</p> <p>c. The Family: What roles or function does the family play? How does the family influence nature and behavior? How important is the family in shaping nature and behavior? Use examples to explain your response.</p> <p>d. The Social System (Government, Politics, Culture, Economics): What affect does the social system(s) have on individual behavior? How influential is the social system in shaping nature and behavior? Are there any components of the social system that have more influencing power than others? Use examples to explain your response.</p> <p>e. How does my perspective fit with what I know about the values of the social work profession? (e.g. social justice, equality, respect for diversity, self-determination, etc.) (This paper should be approximately 5 pages in length and submitted via D2L by the established deadline.)</p>
EXAM 2	Module 3: Chapters 5 - 7

Week 3 Modules 4 & 5

<p>Required Readings, Links and Videos</p>	<p>Chapter 8 Drug Abuse and Drug Treatment Programs</p> <p>Chapter 9 Crime, Juvenile Delinquency, and Correctional Services</p> <p>VIDEO: IUP Films on Demand – Thug Life in D.C. in preparation for the discussion forum.</p> <p>Question Example: Explain the theory discussed in the chapter best explains why “thug life” in D.C. exists and discuss why it is the better theory to explain D.C. crime as depicted in the video?</p> <p>Chapter 10 Problems in Education and School Social Work</p>
<p>Practice Key Terms & Concepts</p>	<p>www.cengage.com/social_work/zastrow</p>
<p>Case Example</p>	<p>Case Example: Read “Therapy with a Heroin Addict” in preparation for discussion forum.</p> <p>Question Example: What sociological theory of drug use do you believe in and why? To what extent do you believe that biological factors predispose a person to be an addict? How does your perspective on addiction impact your ability or desire to provide services to drug users and abuser?</p>
<p>Case Exhibit</p>	<p>Case Exhibit: Read “Babies Who Are Crack Exposed” in preparation for discussion forum.</p> <p>Question Example: Discuss some of the social welfare services that a baby born to a crack addicted mother may need short term and long term? What kind of social welfare services might the mother require and what may be obstacles for her in accessing the services?</p>
<p>EXAM 3</p>	<p>Module 4 & 5: Chapters 8 - 10</p>

Week 4 Modules 6 & 7

<p>Required Readings, Links, and Videos</p>	<p>Chapter 11 Work-Related Problems and Social Work in the Workplace</p> <p>VIDEO: IUP Films on Demand – A Living Wage</p> <p>Parental Leave Policies in 21 Countries http://www.cepr.net/documents/publications/parental_2008_09.pdf</p> <p>Chapter 12 Racism, Ethnocentrism, and Strategies for Advancing Social and Economic Justice</p> <p>Cross Cultural Patterns of Interracial Marriage: http://paa2005.princeton.edu/download.aspx?submissionId=50502</p> <p>Loving VS. Virginia: Anti-miscengenation laws www.youtube.com/watch?v=T-7W4ux1y6I www.youtube.com/watch?v=FaHhZ4IbVYY</p> <p>Chapter 13 Sexism and Efforts for Achieving Equality</p> <p>“The Higher, the Fewer”: Discrimination Against Women in Academia http://historymatters.gmu.edu/d/6462/</p>
<p>Practice Key Terms & Concepts</p>	<p>www.cengage.com/social_work/zastrow</p>
<p>Case Example</p>	<p>Case Example: Read “Job Dissatisfaction” in preparation for the discussion forum.</p> <p>Question: Of the jobs you’ve held, which did you like the least? Why did you dislike it? How could it have been made more satisfying to you? Make sure to your answers relate to the Case Example and integrate course content?</p>
<p>Case Exhibit</p>	<p>Case Exhibit: Read “Discrimination Against Arab Americans and American Muslims” in preparation for the discussion forum.</p> <p>Question: If a social worker believes his or her religion is the one true religion, can</p>

	that social worker fully accept clients who are members of some other religious faith? Make sure to your answer integrates course content?
EXAM 4	Module 6 & 7: Chapters 11 - 13

Week 5 Module 8

Required Readings	Chapter 14 Aging and Gerontological Services Getting Old by Mary Maxwell
Links, and Videos	http://stg.do/9i0c Chapter 15 Health Problems and Medical Social Services Chapter 16 Physical and Mental Disabilities and Rehabilitation Chapter 17 Overpopulation, Misuse of the Environment and Family Planning VIDEO TRAILER: It's a Girl! – Documentary YouTube http://www.itsagirlmovie.com/ End Gendercide Now in China https://www.causes.com/posts/820279 The Abortion Dilemma: The United Nation's Abortion Dilemma http://www.cwfa.org/articledisplay.asp?id=12441&department=BLI&categoryid=reports http://news.sky.com/story/1150016/china-couple-speak-of-forced-abortion
Practice Key Terms & Concepts	www.cengage.com/social_work/zastrow
Personal Perspective Paper 2 DUE	Personal Perspective II Paper: - Due PRIOR to open period for Module 8: Exam 5 This paper is a continuation of the self-reflection assignment on the first Personal Perspective Paper. Students will revisit their earlier written personal perspective, critique it, and provide comments about areas of growth throughout the semester. Identify what has changed, what has not changed, and summarize your learning about the social work profession. Pay particular attention to your understanding of social justice, ethics,

	diversity, and the social work values you have learned. How have your views on human nature, individual behavior, the family, and social system(s) changed? How does your perspective fit with the unique social work perspective you have learned about? (This typed paper should be approximately 3 to 5 pages in length and submitted through D2L by the established deadline.)
EXAM 5	Module 8: Chapters 14 - 17

Sample Lesson Plan for Module 1 & 2

Week 1 Module 1 & 2

Required Readings, links and videos	<p>Chapter 1 Social Welfare: Its Business, History, and Future</p> <p>Chapter 2 Social Work as a Profession and a Career</p> <p>Chapter 3 Generalist Social Work Practice</p> <p>Video clip from REBA – on applying for food stamps and welfare http://www.youtube.com/watch?v=HdBLHxqaBA8</p> <p>Chapter 4 Poverty and Public Welfare</p> <p>VIDEO: IUP Films on Demand –</p> <p>Born with a wooden spoon: Poverty the 51st State in preparation for the discussion forum.</p> <p>Question example: Explain the difference between intergenerational poverty and situational poverty. Discuss characteristics of intergenerational poverty. Discuss what makes it so difficult for individuals to climb out of intergenerational poverty. Make sure to your answer integrates video and course content?</p>
Practice Key Terms & Concepts	<p>www.cengage.com/social_work/zastrow</p>
Case Example	<p>Case Example: Read “Blaming the Victim” in preparation for the discussion forum.</p> <p>Question example: Discuss and analyze how the residual view of social welfare may contribute to blaming the victim as opposed to the institutional view of social</p>

	welfare. Make sure to your answer integrates course content?
Case Exhibit	<p>Case Exhibit: “Temporary Assistance to Needy Families” in preparation for discussion forum.</p> <p>Question example: : Do you believe it is better for a single mom with young children to be working outside the home (with her children in day care) than for her to be at home with her children? Do you believe it is better for a married woman to be working outside the home than for her to be at home with her children? Do you believe it is better for a mom on welfare (TANF) to be working outside the home than for her to be at home with her children? Make sure to your answer integrates course content.</p>
EXAM 1	Chapters 1 - 4

1. Read required readings and review website links and videos.
2. Main Concepts on D2L - see Power Points; see Chapter Outlines; Practice Key Terms and Concepts at www.cengage.com/social_work/zastrow
3. Preparation for Discussion Forums:
 - a. Read Case Example - “Blaming the Victim” Students will be asked to use the Discussion Board to interact with each other as a group to analyze how the residual view of social welfare may contribute to blaming the victim as opposed to the institutional view of social welfare. Make sure to your answer integrates course content?
 - b. Read Case Exhibit - Case Exhibit is on poverty and is entitled “Temporary Assistance to Needy Families (TANF)” which is a controversial program. The students will be asked to use the Discussion Board to interact with each other as a group to discuss critical thinking questions surrounding “welfare to work” for example: “Do you believe it is better for a single mom with young children to be working outside the home (with her children in day care) than for her to be at home with her children? Do you believe it is better for a married woman to be working outside the home than for her to be at home with her children? Do you believe it is better for a mom on welfare (TANF) to be working outside the home than for her to be at home with her children?” Make sure to your answer integrates course content.
 - c. Watch Video on Poverty – explain the difference between intergenerational poverty and situational poverty. Discuss characteristics of intergenerational poverty. Discuss what makes

it so difficult for individuals to climb out of intergenerational poverty. Make sure to your answer integrates video and course content?

4. Discussion Forum – Participate in the Discussion Forum anytime during the open period during Week 1 PRIOR to the open period for Exam 1. Discussion Forums end PRIOR to the start of the exam.
5. Exam 1 – Exam 2 on Module 1 & 2 will be available during the 24 open period.

SAMPLE DISCUSSION POST ON D2L FOR MODULE 1 & 2

Sample questions as they relate to the three components for the discussion forum that students were assigned to prepare. I will select one component and use the question(s) for that component for Module 1 & 2 for the discussion forum posts.

Case Example - “Blaming the Victim” Students will be asked to use the Discussion Board to interact with each other as a group to analyze how the residual view of social welfare may contribute to blaming the victim as opposed to the institutional view of social welfare.

Case Exhibit - Case Exhibit is on poverty and is entitled “Temporary Assistance to Needy Families (TANF)” which is a controversial program. The students will be asked to use the Discussion Board to interact with each other as a group to discuss critical thinking questions surrounding “welfare to work” for example: “Do you believe it is better for a single mom with young children to be working outside the home (with her children in day care) than for her to be at home with her children? Do you believe it is better for a married woman to be working outside the home than for her to be at home with her children? Do you believe it is better for a mom on welfare (TANF) to be working outside the home than for her to be at home with her children?”

Video on Poverty – explain the difference between intergenerational poverty and situational poverty. Discuss characteristics of intergenerational poverty. Discuss what makes it so difficult for individuals to climb out of intergenerational poverty.

Exam 1 – Modules 1 & 2: Chapters 1 – 4

Students will see this exam in a secure window

40 Questions will be randomly selected from this Question Library for Module 1 & 2 on D2L for each student for Exam 1. (Answers as bolded below will not be shown on the student exam.)

Multiple Choice Questions

- 1) _____ is a nation's system of programs, benefits, and services that help people meet those social, economic, educational, and health needs that are fundamental to the maintenance of society.
 - a. Social work
 - b. Social welfare**
 - c. Public assistance
 - d. Social insurance
- 2) _____ is the study of human social behavior, especially the study of origins, organizations, institutions and the development of human society.
 - a. Social welfare
 - b. Sociology**
 - c. Social work
 - d. Economics
 - e. Cultural anthropology
- 3) Consistent with the residual conception of social welfare is the view that:
 - a. Funds and services are a right that recipients are entitled to
 - b. Funds and services should be provided primarily during emergencies on a short term basis**
 - c. An individual's difficulties are due to causes largely beyond his or her control
 - d. All of the above
 - e. A and C
- 4) The 1601 Elizabethan Poor Law established which three categories of relief recipients:
 - a. The insane, the poor, the disabled
 - b. The insane, dependent children, and the poor
 - c. The able bodied poor, the impotent poor, and dependent children**
 - d. The disabled, the wives of prisoners, and the poor
- 5) Early programs of poor relief in America largely reflected programs developed previously in:
 - a. France
 - b. Ireland
 - c. England**
 - d. Germany
- 6) Aspects of Elizabethan Poor Law that have been incorporate into our public assistance programs include:
 - a. Benefits being viewed as charity
 - b. Residence requirements
 - c. Use of a means test
 - d. All of the above**
- 7) Financial support of social welfare programs by the federal government in America began on a large scale:
 - a. During the colonial period
 - b. During the early 1800's**

- c. In the 1850's
 - d. During World War I
 - e. **In the 1930's**
- 8) President Franklin Roosevelt believed that:
- a. Financial security (including public assistance) was not a matter of charity but a matter of justice
 - b. Every individual has a right to a minimal standard of living in a civilized society
 - c. In a democratic society without financial security people would eventually despair and revolt
 - d. **All of the above**
 - e. None of the above
- 9) The _____ refers to the fact that decisions about provisions of key social welfare programs are being transferred from the federal level to the state level.
- a. **Devolution revolution**
 - b. Downsizing project
 - c. Reversal opposition
 - d. Trickle down amendment
 - e. Community chest provisions
- 10) Possible future directions of the American family include
- a. Serial or contract marriages
 - b. Increasing acceptance of children being given up for adoption of being reared by professional parents
 - c. Group marriages
 - d. Postponing parenthood until middle age or later
 - e. **All of the above**
- 11) As discussed in the movie Hull House, the most noted leader in the settlement house movement was:
- a. John Griscom
 - b. **Jane Addams**
 - c. Richard Cabot
 - d. Mary Richmond
- 12) The first paid social workers were:
- a. Executive directors of settlement houses
 - b. Medical social workers in hospitals
 - c. **Executive secretaries of charity organization societies**
 - d. Executive directors of county public assistance agencies
- 13) _____ aims at helping individual on a one-to-one basis to meet personal and social problems:
- a. Group work
 - b. **Social casework**
 - c. Community organization
 - d. Group therapy

- 14) Mezzo practice in social work involves:
- Working on a one-to-one basis with the individual
 - Working with families and other small groups**
 - Working with communities or seeking changes in status and social policies
 - Working as an administrator or supervise rata social service agency
- 15) _____ is designed to facilitate the intellectual, emotional and social development of individuals through group activities:
- Group work**
 - Social casework
 - Community organization
 - Group therapy
- 16) The following is (are) administration function(s) of a private or public social agency:
- Planning and allocating resources
 - Counseling clients on a one-to-one basis
 - Supervising personnel
 - All of the above
 - A and c**
- 17) All of the following are goals of social work practice *except*:
- Enhancing the problem-solving, coping, and developmental capabilities of people
 - Linking people with systems that provide them with resources, servi9ces, and opportunities
 - Seeking to maintain the power structure that has made America great**
 - Promoting the effectiveness and humane operation of systems that provide people with resources and services
 - Developing and improving social policy
- 18) _____ is the process of helping individuals, families, groups, and communities to increase their personal, interpersonal, socio-economic, and political strength and to develop influences toward improving their circumstances:
- Empowerment**
 - Community activism
 - Community organization
 - Self-identity
 - Medical model of social work
- 19) Which of the following is are true:
- Arriving at an identity that you are comfortable with is probably one of the most important task you will ever face
 - Developing a sense of identity is a process that is completed by the age of 21
 - During the early years our since of who we are is largely determined by the reaction of others (the looking glass self concept)
 - All of the above
 - A and C**

- 20) Which of the following social work roles is focused primarily on linking people in need with appropriate resources
- Broker**
 - Expert
 - Advocate
 - All of the above
 - None of the above
- 21) In the following role a social worker calls attention to a potential problem
- Broker
 - Enabler
 - Mediator
 - Negotiator
 - Initiator**
- 22) The primary focus of education groups is to
- Provide activities for enjoyment and exercise
 - Acquire knowledge and learn more complex skills**
 - Develop or change attitude and behaviors of group members to make them more acceptable to society
 - Improve interpersonal awareness
- 23) Group therapy has which of the following over individual therapy
- Allows for the helper therapy principles to operate
 - Helps members put their problems into perspective by helping them realize that others have problems as serious as theirs
 - Allows the therapist to save time by treating more than one person at a time
 - All of the above**
- 24) According to Knopf the bureaucratic system
- Has personality and a value system
 - Desires that clients have considerable power in the system
 - Are highly impersonalized and emotional detached**
 - Emphasizes creativity growth and change
 - All of the above
- 25) Which of the following approaches stresses broad participation of a variety of people at the community level
- Locality development**
 - Social planning
 - Social action
 - Community brokering
 - None of the above
- 26) Conflict and confrontation are most common in which of the following approaches to macro practice
- Locality development**

- b. Social planning
 - c. **Social action**
 - d. Community brokering
 - e. None of the above
- 27) In which of the following models of community practice is a worker most apt to be fact gatherer and analyst and a program implementer
- a. Locality development
 - b. **Social planning**
 - c. Social action
 - d. Community brokering
 - e. None of the above
- 28) A social worker is permitted expected or required to violate confidentiality
- a. When a client files a lawsuit against a worker (e.g., for malpractice)
 - b. When a client threatens to harm a worker
 - c. When a client's emotional or physical condition makes her a clear danger to herself or others
 - d. When a minor is a victim of criminal acts
 - e. **All of the above**
- 29) The following is true about social worker and religion
- a. **Social work has a historical root in religious organizations**
 - b. Social workers do not need to be trained for effective practice with religiously-oriented clients
 - c. Social workers do not need to have an appreciation and respect for religious beliefs that differ from their own chosen beliefs
 - d. Christianity has long asserted that people do not have a moral responsibility for social service
- 30) The following religion oriented from the prophet Muhammad
- a. Judaism
 - b. **Islam**
 - c. Christianity
 - d. Buddhism
- 31) Which of the following conditions is (are) more likely to characterize the poor?
- a. Higher rates of infant mortality
 - b. Higher rates of malnutrition
 - c. Less access to health care
 - d. **All of the above**
 - e. None of the above
- 32) Which of the following is (are) true?
- a. The percentage of the population living below the poverty line in the United states is less than what it was in 1930's
 - b. Poverty is relative to time and place

- c. Poverty hurts most when it leads a person to view himself or herself as being inferior or second class
 - d. **All of the above**
 - e. B and C
- 33) Which of the following is (are) true?
- a. The rate of poverty among African Americans is higher than among whites
 - b. More poor people are white than are African American
 - c. Large families are more apt to be poor, as compared to smaller sized families
 - d. **All of the above**
 - e. A and C
- 34) Which of the following is (are) NOT a feature of the poverty cycle?
- a. Early marriages
 - b. Becoming a parent at an early age
 - c. **Acquiring high job skill competence**
 - d. Poverty being passed from one generation to another
 - e. None of these are features of the poverty cycle
- 35) Which of the following programs is referred to as “social security” by the general public and is designed to partially replace income lost when a worker retires or becomes disabled
- a. **Old Age, Survivors, Disability, and Health Insurance**
 - b. Workers Compensation Insurance
 - c. Unemployment Insurance
 - d. Supplemental Security Income
 - e. General Assistance
- 36) Which of the following programs have (has) primarily “residual” aspects?
- a. **Old Age, Survivors, Disability, and Health Insurance**
 - b. Food Stamps
 - c. Workers Compensation Insurance
 - d. Unemployment Compensation
 - e. All of the above
- 37) The decision about the benefits to be provided under public assistance programs are made at which of the following levels?
- a. Federal
 - b. State
 - c. Local
 - d. **All of the above**
 - e. None of the above
- 38) The program that is designed to provide hospital and medical care to poverty stricken people is:
- a. Medicare
 - b. **Medicaid**
 - c. Unemployment insurance
 - d. Workers Compensation Insurance

- 39) The following program or federal act has a requirement that adult recipients of public assistance (who have children) must seek employment
- Temporary Assistance to Needy Families
 - Supplemental Security Income
 - Housing Assistance
 - Medicaid
 - All of the above

True/False Question

- Human services is a broader term than social welfare because it includes services that are not usually considered social welfare services, such as library services and firefighting. **TRUE**
- Associated with the institutional view of social welfare is the belief that the causes of an individual's difficulties are rooted in his or her own malfunctioning. **FALSE**
- The doctrine of individualism asserts that one is master of one's own fate. **TRUE**
- President Reagan's massive cutback in federal support for social welfare programs in the 1980's was the first large scale cut back in federal support of social welfare programs in our country's history **TRUE**
- The development of birth control devices has been an important factor in leading to an increase in premarital relationships. **TRUE**
- The United States spends a higher percentage of its gross national product on social welfare programs than any other country in the world. **FALSE**
- Serial marriage refers to a pattern of successive, temporary marriages **TRUE**
- Generally in blended families as soon as the members become joined as a family there is "instant love" for one another. **FALSE**
- The family is not like to be significantly affected by technological changes **FALSE**
- Formalized training in social work was first offered at university in the United states in the early 1900s **TRUE**
- Analogous to a general practitioner in medicine, a social worker should have a wide range of skills and intervention techniques. **TRUE**
- The counsel on social work education require all accredited bachelor level and master level programs to train their students in generalist social work practice **TRUE**
- A medical model of human behavior focuses on the dysfunctional transactions between people and their physical and social environments **FALSE**
- In the past several years social work has focused increasingly on using a medical model rather than an ecological model on assessing and changing human behavior **FALSE**