Syllabus for
SWK 202--Introduction to Social Work
3 Credit hours
Spring 2006

I. COURSE DESCRIPTION

An introduction to the social work professional degree program and generalist social work practice. Includes study of the history of social work as a profession, its values, social policies, and the various client systems and organizations where social work is practiced. Provides the student an opportunity to evaluate personal interests and aptitudes for the social work profession.

Prerequisite: None

The course is a prerequisite for students who are applying to the social work professional degree program. Students may apply to the social work program upon successful completion of the course.

II. COURSE GOAL

Introduction to social work has the goal of providing the student a beginning knowledge based on the history of social work as a profession, its values, social policies, and client systems and organizations where social work is practiced. It also has the goal of helping the student evaluate personal interests and aptitude for the social work profession.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of this course the student will be able to do the following:

A. discuss the history of social welfare issues and institutions in the United States;

B. describe the history, micro, mezzo, and macro practice settings and career opportunities in social work;

C. discuss some of the problems and approaches addressed by social work, such as: mental illness, substance abuse, criminal justice, social inequality, poverty; and family violence;

D. articulate generalist social work practice in terms of knowledge base, skills, values and systems focus;

E. prepare a written report on a social service agency and make an oral presentation to the class;

F. collaborate with one or two other students to debate a contemporary controversial issue;

G. evaluate personal interest in and capacity for pursuing social work as a career;

H. complete the application process to the Social Work major, including signing the NASW Code of Ethics.

IV. TEXTBOOK

V. **POLICIES AND PROCEDURES**

A. **University Policies and Procedures**
   1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student’s grade or deny credit for the course.
   2. Double cuts are assessed for absences immediately preceding or following holidays.
   3. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
   4. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others’ materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
   5. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
   6. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students’ majors.
      a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
      b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. **Department Policies and Procedures**

Policies and procedures for submitting artifacts can be found in the General Education ePortfolio Handbook and the departmental handbook for the student’s major.

C. **Course Policies and Procedures**

1. **Evaluation Procedures**
   a. **Scoring and Relative Weight**
      Students' Debates 50 points
      Unit Exams (Three @ 20 points each) 60 points
      Agency Assignment (Written) 30 points
      Agency Assignment (Oral) 50 points
      Midterm Exam 100 points
      Final Exam 100 points
      Class Participation 10 points
      Total Points Possible 400 points
   b. **Grading Scale**
      400 - 360 A
      359 - 320 B
      319 - 280 C
      279 - 240 D
      239 - 0 F
   2. **ePortfolio Requirements**
a. All students must complete verification of a minimum of 12 hours of community service to the instructor of this course on or before week 14 of this semester. Students with an e-portfolio account must upload this verification to their account for assessment purposes. Verification of these services is facilitated through the University’s Community Outreach Program.

b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

3. Other Policies and/or Procedures
   a. Assignments and Papers
      (1) All assignments and reports are due at the beginning of class on the day they are due.
      (2) Assignments submitted one or more days late are assessed a penalty of three points per day, including weekends.
      (3) Assignments not submitted in class must be taken to the Behavioral Sciences Department and be stamped to indicate the date and time they were submitted.
      (4) Because course requirements are assigned in advance, extensions are granted only under extenuating circumstances and must be cleared with the instructor prior to the due date.
      (5) Spelling, grammar, and neatness count toward your grade.
   b. Course and Assignment Structure
      (1) The class meets two times per week and utilizes a variety of teaching modalities including experimental elements, student debates, case reviews, films, and occasional guest speakers.
      (2) Student Debates--two or three students work together in debating the pros, cons, and rebuttal of a contemporary and controversial social issue. Discussions should be supported by factual (objective) data as well as by students' critical (subjective) analysis of the data. Topics for the debates will consist of current social issues and will be chosen in class.
      (3) Unit Exams—Three (3) unit examinations are given throughout the semester. Questions for each respective exam are taken from class lectures, and from the reading assignments.
      (4) Midterm and Final Exams
         (a) The midterm examination is a comprehensive examination consisting of all material covered to that point.
         (b) The final examination is a comprehensive examination consisting of all material covered since the mid-term exam.
      (5) Agency Assignments
         (a) Each student selects one area of particular social work interest/practice and evaluates a social service agency in the Tulsa area that represents that interest/practice. The student visits the agency and prepares an oral and written report summarizing the visit. Information that is to be included in each report can be found in the Appendix section of this syllabus. Written reports are due at the end of each oral presentation.
         (b) Each student collects from his or her classmates copies of the agencies that are presented during the oral presentations. These are put together in the form of a portfolio and used for referral purposes during the final examination.
(6) Examinations: Because exams and written assignments are announced well in advance of the date they are given or are due, excuses accepted for these are extremely rare. Policies are as follows:

(a) No points or fees are deducted for Administrative Excuses. These must be typed, signed by the appropriate staff in Dr. Thyvelikakath’s office, and presented to the instructor no later than one day before the scheduled activity is due.

(b) As physicians and other medical appointments can usually be scheduled around due dates of assignments, only bona-fide emergency visits that are, properly documented and signed by the provider, or a designated party will be accepted. (Excuses from the on campus nurse’s office may not be accepted and may be reviewed by the professor for acceptance.) No points or fees are deducted for an acceptable excused medical emergency.

(c) Arrangements must be made with the professor to take the excused makeup exam within one week of the originally scheduled exam.

(d) Late written assignments are not acceptable after three days of the due date. A makeup exam/assignment request form is to be completed and signed by the student and the instructor at the time the request is made.

(e) The student who has met the criteria as previously described for taking an excused makeup exam, and has been given authorization by the instructor to take the exam, must pay the late fee of ten dollars ($10) before taking the exam. No exam is given without prior proof that the late fee has been paid. Failure to give proper and timely notice constitutes a “no show” resulting in points lost for that assignment.

(7) Cheating—Cheating results in no points and no opportunity for makeup work. All appeals must be typed and copies given to Dr. Feller, Chairperson of the Behavioral Sciences Department, and the instructor within the week.

(8) Plagiarized Work—Plagiarized work receives no points and no opportunities for makeup. Therefore, make sure reports document and acknowledge the sources of information and opinion.

(9) Changes—Minor changes in the syllabus, assignments, exams, class format, or class requirements are announced in class by the instructor and are considered to constitute adequate and sufficient notice. It is the student’s responsibility to be aware of any such changes and to contact the instructor if there are questions about what those changes are.

(10) Honor Code: A basic fact is that each person's education is a product of his/her own intellectual efforts. Oral Roberts University cannot educate persons who will not educate themselves. Every person who enrolls and remains at Oral Roberts University should understand that to submit work which is not his or her own violates the purpose of the University and his/her own presence here. No Christian intellectual community can maintain its integrity or be faithful to its members if violations of its central purpose for any reason are tolerated. This principle of intellectual responsibility applies to all work done by students. Therefore, should this principle of intellectual responsibility be violated, the student receives an "F" grade in the course and possible suspension from the University.
(11) Office Hours—Office hours are by appointment. They are given in class and posted on the instructor’s door. If a student is unable to make the posted hours, that student telephone number to be reached. If the instructor’s door is closed, the student should honor this by checking with the secretary before knocking.

(12) Attendance is required on the basis that learning in this class is reciprocal requiring the presence and participation of all students. Therefore, students are required to attend classes and participate in class discussions.

(13) Good attendance is rewarded by adding five points to the student's final score if no classes are missed and three points if only one class is missed.

(14) Students who miss two classes receive no bonus points, and three points will be deducted for each additional absence beyond two.

(15) Three (3) tardies to class are counted as one (1) absence.

VI. COURSE CALENDAR

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<thead>
<tr>
<th>Week</th>
<th>Lecture/ Discussions, Class Activities and Assignments</th>
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<tr>
<td>First Class Meeting:</td>
<td>Orientation and Introduction to the Course</td>
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| 1 | Chapter 1 – Social Welfare: History and goals; relationship to other human services disciplines; conflicting views  
Chapter 2 – Social Work: As a profession; employment settings; career opportunities  
Reading Assignments: Zastrow, Chapters 1 & 2 |
| 2 | Chapter 4 – Poverty and Public Welfare: History; extent of the problem; definitional issues; categories of the poor  
Chapter 5 – Emotional/Behavioral Problems and Counseling: Definitional issues; treatment; role of social work in mental health settings; categories of mental illnesses  
Reading Assignments: Zastrow, Chapters 4 and 5 |
| 3 | Chapter 6 – Family Problems and Services to Families: family violence; variation in family structure and in family roles; unplanned pregnancies Unit Exam # 1 (Chapters 1, 2, 4 and class lectures)  
Student Debate # 1  
Reading Assignment: All Chapters related to the exam; notes from class lectures: Zastrow, Ch. 6 |
| 4 | Chapter 8 – Drug Abuse and Drug Treatment Programs: sociological theories; drug subcultures; fetal alcohol syndrome |
Student Debate # 2
Student Debate # 3
Reading Assignment: Zastrow, Chapter 8

5 Chapter 7 – Sexual Orientation, Sexual Concerns, and Sex Counseling: Historical review of scientific studies; definition of terms; counseling and therapy
Unit Exam # 2 (Chapters 7, 8, and class lectures)
Student Debate # 4,
Reading Assignment: Zastrow, Chapter 7

6 Chapter 9 – Crime, Juvenile Delinquency, and Correctional Services: Nature and extent of crime; causation theories; The Criminal Justice System; role of social work in The Criminal Justice System; treatment
Student Debate # 5
Student Debate # 6
Reading Assignment: Zastrow, Chapter 9

7 Chapter 10 – Problems in Education and School Social Work: Problematic areas in education; equal access to quality education for all children; function of social work practice in the school setting Handout: Study Guide for the Mid-Term Examination (Date of the exam will be announced in class)
Religion and Social Work: Early history; current conflicts; general services; faith based services and funding
Student Debate # 7
Reading Assignments: Zastrow, Chapter 10

8 Chapter 11 – Work-Related Problems and Social Work in the Workplace: History; trends in the American workforce; problems in the work setting; social work in the workplace
Mid –Term Examination (Exam will include all Chapters and lectures, as indicated on the Study Guide)
Reading Assignments: Zastrow, Chapter 11;
Chapters and lectures, as indicated on the Mid-Term Study Guide

Spring Break --------------- Week of March 13, 2006

9 Chapter 12 – Racism, Ethnocentrism, and Strategies for advancing Social and Economic Justice: Sources of prejudice and discrimination; “isms;” race as a social concept; affirmative action; ethnic-sensitive social work practice
Chapter 14 – Aging and Gerontological Services: The elderly
As a minority group; the “old-old;” problems
faced by the elderly; health problems and costs to
society;
Reading Assignments: Zastrow, Chs. 12 and 14

Chapter 15 – Health Problems and Medical Social Services:
Quality of life and care; problems in service
delivery; value and ethical issues faced by health
care providers
Student Debate # 8
Student Debate # 9
Reading Assignment: Zastrow, Chapters 15

Chapter 16 – Physical and Mental Disabilities and
Rehabilitation: Developmental disabilities;
society’s reaction to Disabilities; current services;
role of Social Workers

Oral Agency Presentations (Begin)
Reading Assignment: Zastrow, Chapter 16

Chapter 3 – Generalist Social Work Practice: Knowledge base,
skills and values; the change process; social worker
roles; levels of practice – on the micro, mezzo and
macro levels; educational requirements; usefulness
to social work practice; career opportunities
Systems Theory/Framework: Uniqueness of the
theory; systems involved in the change effort;
usefulness to social work practice
Reading Assignments: Zastrow, Chapter 3 and class
notes on Systems Theory/Framework

The Problem-Solving Approach: Originator of the concept;
phases of the approach; uniqueness of the approach for social
work practice

Unit Exam # 3 (Chapters 3 and 16; lectures on,
Systems Theory/Framework and The Problem-
Solving Approach
Oral Agency Presentations
Reading Assignments: Class notes on The Problem-
Solving Approach

Oral Agency Presentations
Overview of Social Work Code of Ethics
Handout and Review for the Final Examination
Case Review/Role Playing: Applying generalist social work
practice skills, theories and concepts Handout: Application to
the Social Work Major
Assignment Due: Time Records (Verifying completion of Community service requirement)
Reading Assignment: Zastrow: Code of Ethics of the National Association of Social Workers

15 Film or Guest Speaker

Semester wrap up/ feedback from class

NOTE: Students will submit written agency report to the professor immediately following their respective oral presentations.

All assignments must be typed and stapled. They are to include a title page – giving the name of the course, title of the assignment, date and student's name. Three (3) points will be deducted if the reports do not include the above and will be returned, un-graded, if they are not stapled when submitted.
### Course Inventory for ORU’s Student Learning Outcomes

**SWK 202 INTRODUCTION TO SOCIAL WORK**  
Spring 2006

This course contributes to the ORU student learning outcomes as indicated below:  
- **Significant Contribution** – Addresses the outcome directly and includes targeted assessment.  
- **Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.  
- **Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.  
- **No Contribution** – Does not address the outcome.

The Student Learning Glossary, found at [http://ir.oru.edu/doc/glossary.pdf](http://ir.oru.edu/doc/glossary.pdf), defines each outcome and each of the proficiencies/capacities.

#### OUTCOMES & Proficiencies/Capacities

<table>
<thead>
<tr>
<th>OUTCOMES &amp; Proficiencies/Capacities</th>
<th>Significant Contribution</th>
<th>Moderate Contribution</th>
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<tr>
<td><strong>1</strong> Outcome #1 – Spiritually Alive</td>
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<td>Proficiencies/Capacities</td>
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<td>1A Biblical knowledge</td>
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<td>1B Sensitivity to the Holy Spirit</td>
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<td>1C Evangelistic capability</td>
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<td>1D Ethical behavior</td>
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<td><strong>2</strong> Outcome #2 – Intellectually Alert</td>
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<td>Proficiencies/Capacities</td>
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<td>2A Critical thinking</td>
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<td>2B Information literacy</td>
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<td>2C Global &amp; historical perspectives</td>
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<td>2D Aesthetic appreciation</td>
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<td>2E Intellectual creativity</td>
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<td><strong>3</strong> Outcome #3 – Physically Disciplined</td>
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<td>Proficiencies/Capacities</td>
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<td>3A Healthy lifestyle</td>
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<td>3B Physically disciplined lifestyle</td>
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<td><strong>4</strong> Outcome #4 – Socially Adept</td>
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<td>Proficiencies/Capacities</td>
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<td>4A Communication skills</td>
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<td>4B Interpersonal skills</td>
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<td>4C Appreciation of cultural &amp; linguistic differences</td>
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<td>4D Responsible citizenship</td>
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<td>4E Leadership capacity</td>
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**APPENDIX A**
A Schema for the Study of a Social Service Agency

This guideline is to be used for interview purposes when the student makes the agency visit and when making the oral classroom presentation. The student should take these guidelines with him/her when visiting the agency to conduct the interview.

A. Identify the boundaries of the agency.

B. Discuss the history of the agency.

C. Discuss the structure and function of the agency:
   1. The goals and objectives.
   2. The agency resources, i.e., funding source, staff (voluntary and paid)
   3. The sanctioning of the agency (public or private).
      a. If Public
         (1) Identify the laws, policy, and regulations that impact on the agency functioning.
         (2) Identify the organizational structure of the larger organization of which the agency is a part.
         (3) Note means of citizen involvement and input.
      b. If Private
         (1) Describe the structure and functioning of the board of directors.
            Describe them as persons.
         (2) What are the roles and responsibilities of the board of directors (both internally and externally)?
   4. Discuss the organizational structure of the agency? (Public or Private)
      a. How are decisions made? (The organizational Flow Chart is to be discussed here).
      b. What is the communication process?
   5. The Staff- Discuss the staff as professionals in their respective positions within the agency, their roles, ways of working with each other, with their clients, and with administrators and/or governing board.
   6. The Clients - Discuss the needs of the clients, their characteristics, expectations, economic status, gender, and ethnicity.

D. Identify the strengths and limitations of the agency in terms of serving the clients and meeting the goals and objectives of the agency.

E. Give your own overall impression of the agency. Would you use this agency as a referral for your clients?
APPENDIX B

This format is to be used for the written agency assignment.

Do not exceed two pages for completing this assignment.

Name of Agency

Address

Phone Number

I. Agency Description
   A. Kind of agency (e.g., profit, nonprofit)
   B. Hours of operation
   C. Fee schedule (Itemize, if necessary)
   D. Funding source(s) (List, if applicable)
   E. Analysis of services provided

II. Goals and Objectives of the Agency

III. Description of Clientele Served
   A. Age group
   B. Gender
   C. Eligibility for services (How measured?)
   D. Other (if applicable)

IV. Referral Source(s)

V. Programs (List and describe)

VI. Staff (List and briefly describe role and/or responsibility of each.)

VII. Bureaucratic Organization/Flow Chart. (List in order of hierarchical structure.)

VIII. Networking System (What agencies does the agency interact with to secure needed services for their clientele?)

IX. System(s) of Advertising

X. Give Your Personal Opinion of the Agency