

# Introduction to Social Work 2361

Course Syllabus: **Fall 2019**



**NORTHEAST TEXAS**  
COMMUNITY COLLEGE

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
		8:00-9:30	By apt	8:00-9:30	By apt	

*The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.*

**Catalog Course Description:** Examines the historical development and current characteristics of the social welfare institution, the nature of professional social work practice, and the educational preparation for generalist social work practice; and clarifies the individual student’s interest in and potential for social work practice. 3 semester hours: (3 semester hours).

## Required Textbook(s):

Zastrow, C (2008). Introduction to Social Work and Social Welfare: An empowering people, 10th Ed. Belmont, CA: Thomson-Brooks/Cole Higher Education

**Publisher:** Cengage

**ISBN Number:** 0538760249

## Recommended Reading(s):

None

## Student Learning Outcomes:

1. Discuss the historical development of social work in the United States.
2. Distinguish the profession of social work from other helping professions.
3. Identify core values of social work as stated in the National Association of Social Worker (NASW) Code of Ethics.
4. Identify the primary roles and functions of social workers (advocate, broker, facilitator, etc.).
5. Identify practice settings where social workers function and articulate how these settings influence the roles of social workers.
6. Describe the Generalist Intervention Model.
7. Describe how the Texas State Board of Social Worker Examiners Code of Conduct guides social work practice.
8. Describe how the NASW Code of Ethics guides social work practice.
9. Describe social work’s goal of advancing human rights and justice.
10. Describe social work’s obligation to serve diverse populations.
11. Articulate the importance of self-care to prevent burnout, compassion fatigue, and secondary trauma.

## **SCANS Skills:**

N/A

## **Evaluation/Grading Policy:**

Mid-term Exam	100 points
Final Exam	100 points
Integrative Project: Field of Service Visit and Interview with Social Worker	200 points
Discussion Boards/Attendance and Participation	100 points
Total Possible	500 points

Grading and evaluation--In general, a course grade of a "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in the case of both outstanding efforts and quality in the required products.

The grades will be awarded on the following basis:

- A = 90% to 100% of possible points
- B = 80% to 89% of possible points
- C = 70% to 79% of possible points
- D = 60% to 69% of possible points
- F = 59% and below of possible points

## **Tests/Exams:**

There will be two tests (100 points each). Everyone must take the final exam. Exams will consist of multiple choice, matching or definitions, and short essay questions.

Make-up examinations, as a rule, will not be permitted, unless the student's absence is excused in advance.

A grade of incomplete ("X") will not be given unless the student contacts the instructor to make special arrangements for making up required work. Only emergency situation that prohibit the student from completing the course as planned will warrant consideration of the grade of "X".

**Mid-term: October 8<sup>th</sup>**

**Final: December 10<sup>th</sup>**

## **Assignments:**

All written assignments should be typed (12-point font), double-spaced, with one inch margins, a title page and stapled. Students are encouraged to submit written work that has been spell-checked and is free of grammatical errors. Students are expected to use APA style when citing reference materials. Students are advised that points will be deducted if these criteria are not met.

## **INTEGRATIVE PROJECT: FIELD OF SERVICE VISIT AND INTERVIEW WITH SOCIAL WORKER**

- Value: 200 pts.

### **DUE November 5<sup>th</sup>**

The purpose of this assignment is to give the student an opportunity to experience the role of helper through a face to face interview with a social worker in a service field. Select a field of social work service such as poverty, homelessness, health care, mental health, children and families, adolescents, minorities, immigrants and other oppressed populations, substance abuse and addiction, and the elderly for an in-depth study. Identify the population or field of service that interest you as a future social worker. Once you have identified the population, identify a BSW or MSW practitioner in the community who works with this population and arrange to interview her/him. The practitioner must be a social worker. The student will write a 4-5 page paper over the agency and the interview with the social worker. Guideline provided in class.

**DISCUSSION BOARDS/ATTENDANCE AND PARTICIPATION** - Value: 100 points

### **Due various dates throughout semester**

Each student will participate in the learning process by participating in various discussion boards, classroom discussion and activities. Assigned throughout semester.

### **Other Course Requirements:**

N/A

### **Student Responsibilities/Expectations:**

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students who are tardy to class will be counted as absent unless they notify the instructor otherwise. NTCC policy regarding attendance will be upheld. Students are allowed two absences (excused or unexcused) without any penalty. Ten (10) points will be deducted for additional absences, beginning with the third absence. If a student misses more than three classes, he/she should drop or withdraw from the class until such a time that consistent attendance is possible. Students will "university approved" absences will be allowed to make up any missed work, but will still have the aforementioned points deducted (due to an inability to "participate" in classes from which the student is absent). Students are asked to turn off their cell phones and any other electronic devices during class.

### **NTCC Academic Honesty Statement:**

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

### **Academic Ethics**

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic

dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

**ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Katherine Belew, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the NTCC website - Special Populations.

**Family Educational Rights And Privacy Act (FERPA):**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

**Other Course Policies:**

Students are asked to turn off their cell phones and any other electronic devices during class.

**Lectures & Discussions:**

**Tentative Schedule**

Unit I--

Week 1 Review of Syllabus and Assignments, Introductions and Get acquainted

Unit II— Social Welfare: Its Business, History, and Future Read (Ch.1)

Week 2

Unit III-- Social Work as a Profession and a Career Read (Ch. 2)

Week 3 Movie (What do Social Workers do?)

Unit IV-- Generalist Social Work Practice Read (Ch. 3)

Week 4

Rural Social Work

Unit V— Poverty and Public Welfare Read (Ch. 4)

Week 5 Video

Unit VI— Emotional/Behavioral Problems and Counseling Read (Ch. 5)  
Week 6

Unit VII— Family Problems and Services to Families Read (Ch. 6)  
Week 7  
Mid-term review

Unit VIII— Sexual Orientation and Services to GLBT Individuals Read (Ch. 7)  
Week 8 – Video —GLBT

Unit IX— Drug Abuse and Drug Treatment Programs Read Ch. 8)  
Week 9 Mid-term/Video Drug

Unit X— Crime, Juvenile Delinquency, and Correctional Services Read (Ch. 9)  
Week 10 – Guest Speaker

Unit XI— Problems in Education and School Social Work Read (Ch. 10)  
Week 11  
Appendix: Code of Ethics of the National Association of Social Workers

Unit XII— Work-Related Problems and Social Work in the Workplace-Unit XIII—Racism,  
Ethnocentrism, and Strategies for Advancing Social and Economic Justice Read (Ch. 11 & 12)  
Week 12

Unit XIV & XV—Sexism and Efforts for Achieving Equality Read (Ch. 13 & 14)  
Aging and Gerontological Services  
Week 13

Unit XV— Health Problems and Medical Social Work Read (Ch. 15)  
Guest Speaker – Medical Social Worker  
Week 14

Unit XVI— Physical and Mental Disabilities and Rehabilitation Read (Ch. 16)  
Week 15

Week 16 - Final