

# Introduction to Social Work

## Course Design

2005-2006

### Course Information

<b>Organization</b>	Eastern Arizona College
<b>Division</b>	Social Sciences
<b>Course Number</b>	SSE 110
<b>Title</b>	Introduction to Social Work
<b>Credits</b>	3
<b>Developed by</b>	B. Stephen Cullen, Ph.D.
<b>Lecture/Lab Ratio</b>	Lecture =3; Lab=0
<b>Transfer Status</b>	Under Evaluation
<b>Activity Course</b>	No
<b>CIP Code</b>	44.0701
<b>Assessment Mode</b>	Pre/post Test; Questions=25; Points=100
<b>Semester Taught</b>	Upon Request
<b>GE Category</b>	None
<b>Separate Lab</b>	No
<b>Awareness Course</b>	No
<b>Intensive Writing Course</b>	No

### Prerequisites

None

### Educational Value

This course is designed for students who aspire to gain understanding of the social welfare system.

### Description

This course examines the profession of social work, its value base, field of practice, and societal role. Major social problems, philosophies of social welfare provision, program and policy initiative, and the response of social work as a profession are addressed. In addition, the obligation of professional social workers to promote social and economic justice on the behalf of populations vulnerable to or oppressed by ethnocentrism, racism, sexual orientation, disability, ageism, or religious/spiritual affiliations is emphasized.

### Textbooks

Charles Zastrow. *Introduction to Social Work and Social Welfare: Empowering People*. Edition: 8th. Publisher: Thomson/Brooks/Cole. Year: 2003. Required

## **Supplies**

Access to computer and Internet

Notebook

Pen/Pencil

## **Competencies and Performance Standards**

### **1. Describe the profession of social work, its relationship to the institution of social welfare and values that guide its practice**

#### **Performance Standards**

*Student will demonstrate competence by:*

- o Understanding the goal of social welfare
- o Charting the history of Social Welfare
- o Understanding the purpose and components of Social Security Act of 1935
- o Comparing and contrasting Liberalism versus Conservatism
- o Understanding the relationship between social welfare and social work
- o Gaining insight to dramatic changes in the American family

*Student performance will be successful when he/she:*

- o Researches and outlines in writing the goal of social welfare and how the goal was identified
- o Identifies and writes the major timelines pertaining to the history of Social Welfare
- o Accesses on-line the primary elements of the Social Security Act of 1935 and its impact on society
- o Analyzes the primary differences between Liberalism and Conservatism and their relationship to social welfare
- o Identifies the fact that social welfare is a more comprehensive term than social work, and, in fact, encompasses social work
- o Outlines in writing the new family forms in American society

### **2. Identify and describe social work's field of practice**

#### **Performance Standards**

*Student will demonstrate competence by:*

- o Defining the problem solving approach
- o Defining the three levels of social workers' practice, i.e. Micro, Mezzo, and Macro-practice
- o Identifying the difference between Medical and Systems Models of Human Behavior
- o Identifying the eight primary goals of social work practice
- o Defining Generalist Social Work Practice
- o Defining the change process as applied to social work

*Student performance will be successful when he/she:*

- o Uses the problem solving approach as applied to four case studies
- o In writing, defines the Micro, Mezzo, and Macro-practice. Student will define in writing the seven activities that support the three levels of social workers' practice
- o In writing, compares and contrasts the System Model and Model of Human Behavior and evolution of the Ecological Model
- o In writing, defines the eight goals of social work as outlined by the National Association of Social Workers
- o In writing, lists and defines the four program areas of a generalist social worker
- o Lists the eight phases of the change process

**3. Define the concept and etiology of social problems and describe the major social welfare responses**

***Performance Standards***

*Student will demonstrate competence by:*

- o Understanding the history and causes of poverty in the United States
- o Examining the functions of poverty
- o Identifying current social insurance programs
- o Examining proposed welfare alternative
- o Demonstrating an understanding of mental illness
- o Reviewing current trends of the emotionally disturbed
- o Describing the concept of counseling
- o Describing Rational Therapy
- o Differentiating between the Medical Model and Interactional Model

*Student performance will be successful when he/she:*

- o Lists sixteen possible causes of poverty
- o In writing, lists and defines the eleven functions of poverty
- o Defines OASDHI, Medicare, Unemployment Insurance, Workers Compensation Insurance
- o Outlines in writing General Assistance, Medicaid, Food Stamps, Housing Assistance, Temporary Assistance to Needy Families
- o Outlines in writing the welfare alternatives, including family allowance, guaranteeing a basic annual income, and eliminating or reducing welfare
- o Compares and contrasts between the Medical Model and Interactional Model
- o Defines the two main treatment approaches used in mental hospitals and the emerging concept of deinstitutionalization
- o Detail in writing the three phases of counseling
- o Diagrams a typical Rational Therapy for a given scenario
- o Compares and contrasts in writing the two general approaches to viewing and diagnosing people who display emotional disturbances and abnormal behaviors

**4. Identify the major social welfare policies and programs as applied to ethnocentrism, racism, sexual orientation, disability, ageism, or religion/spiritual affiliation**

***Performance Standards***

*Student will demonstrate competence by:*

- o Gaining understanding of sexual orientation and sex counseling
- o Understanding the patterns of drug abuse and treatment programs
- o Identifying the most commonly used drugs
- o Gaining an understanding of crime patterns in the United States
- o Examining the basic theories of crime causation
- o Understanding the basic types of crime

*Student performance will be successful when he/she:*

- o List the current issues for gays and lesbians
- o Defines Sociological Theories of Drug Abuse including Anomie Theory, Labeling Theory, and Differential Association
- o Writes a list including, but not limited to, Depressants, Stimulants, Narcotics, Hallucinogens, Tobacco, Marijuana, Anabolic Steroids
- o Writes and presents to class statistical data, relative demographics, and magnitude of the social problem
- o Outlines the basic elements of crime causation theories including Early Theories, Physical and Mental Trait , Psychological, Sociological , and Useful Theories
- o List and defines crimes: Organized, White-Collar, Public-Order, Sex, Homicide, Theft Crimes, and Juvenile Delinquency

**5. Discuss the role of social work in working for social and economic justice (i.e., equality of basic rights, protections, opportunities, obligations, and social benefits)**

***Performance Standards***

*Student will demonstrate competence by:*

- o Understanding history of sex roles and sexism
- o Understanding sexual harassment
- o Describing the role of social work in providing services to the elderly
- o Understanding how medical care is financed
- o Describing developmental disabilities
- o Gaining insight to the problems of overpopulation and destruction of our environment

*Student performance will be successful when he/she:*

- o Outlines the timelines and evolution of societies as they pertain to sexism
- o Writes a definition of sexual harassment, and list the three basic types of sexual harassment
- o Lists the current problems facing the elderly
- o Lists the three basic systems for financing Medicare, including Medicaid and private insurance
- o Defines Autism and Cognitive Disability

- o Outlines the theory of demographic transition and lists the current issues and environment problems

## ***Types of Instruction***

Lecture

## ***Grading Information***

### ***Grading Scale***

A	100-90%
B	89-80%
C	79-70%
D	60-69%
F	Below 60%