

San José State University School of Social Work

Social Work 10: Introduction to

Social Welfare & Social Work

Section 1—Course ID # 26971 Spring 2012

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Office Hours:	Weds 11-12, or by appointment
Class Days/Time:	Thursdays 9-11:45
Classroom:	MacQuarrie Hall 322
Prerequisites:	None
Course Fees:	No special fees

Catalog Description:

An introduction to social welfare institutions and the social work profession. Its development, knowledge base, value system, and specific areas of direct practice (3 units).

Course Description:

Social Work 10 is a basic introduction to the study of Social Work as a field of study and as a profession. The course is designed to provide students with a general understanding of the historical basis of social work and the development of social work theory and practice. The goal of the course is to offer students a view of social work that will enable them to make an informed decision about further study and a possible career choice.

Learning Objectives: At the conclusion of this course, students will be expected to demonstrate an understanding of:

1. The range of persistent social problems, including poverty, oppression, discrimination, social injustice, violence, physical and mental illness and substance abuse in their historical context and the response of social work to these social and human problems.
Program Objectives: B3.1 (Power, privilege, oppression)
2. The historical development of social work as a dynamic vocation and profession seeking to alleviate human suffering and social injustice.
Program Objectives: B3.3 (History)
3. The basic methods of social work and the values and ethics of transcultural social work practice which value human diversity and promote justice.
Program Objectives: B1.1 (Transcultural model); B1.3 (Values & Ethics); B2.4 (Practice Knowledge Skills);
4. The different fields of practice and local agencies in which social workers provide service for diverse populations, especially populations at high risk of need, justice or equity. Oral presentations to the class will be the vehicle for demonstrating this understanding
Program Objectives: B1.2 (Diversity); B2.3 Communication.

Learning Experience: A lecture format combined with discussion and small group activities are the primary teaching methods used in this course. The lectures and readings serve as a means to present new material to students. Students are encouraged to engage with the instructor in questions and answer and discussion. An environment conducive to learning will be achieved in this class with student and instructor cooperation, regular attendance, coming to class on time, participation in class discussion and attentiveness to lectures.

Textbooks:

Required Text: van Wormer, Katherine (2006). **Introduction to Social Welfare & Social Work: The U.S. in Global Perspective**, (ISBN: 0-495-00817-6) Thompson Brooks/Cole.

Recommended Text: Eschholz, Rosa (3rd ed.) **The Writer's Brief Handbook**, Allyn and Bacon, Publishers.

Professor's short biographical statement:

I have been a lecturer in the School of Social Work since 1995, teaching introduction to social work, social policy, community organization, social work practice, senior seminars, and Global Citizenship. My social work experience includes direct practice social work on poverty; immigration; domestic and other violence; child abuse; crime and youth gangs; political refugees; victims of torture; denial of human rights; ethnic and gender oppression; and community development.

I am a SJSU Salzburg Fellow, having attended the Salzburg Seminar in Salzburg, Austria, in 2006 as a member of the SJSU scholars' weeklong conference on Globalizing our University's undergraduate education.

I am active in various community advocacy organizations in San Jose and Santa Clara County, as well as virtual communities by email communication. I have traveled in five continents, seeing the world as it is lived by people divided by class, religion, ethnicity, tribe, gender, livelihood, and war; as well as people dedicated to work for better local, regional, national and global communities. Recently, I have been active in Occupy San Jose, a localized version of Occupy Wall Street, since its inception on October 2, 2011.

I write editorials that have been published in the San Jose Mercury News and other newspapers on social and economic justice, human rights, and moral democracy. A selection of my articles are posted at: www.indybay.org search: Gil Villagran.

I was born in Mexico City, grew up in the Valley of Heart's Delight before it became Silicon Valley, and although I am thankful to be an American citizen, I identify as a citizen of Earth—that is, I seek to practice Global Consciousness: whatever affects anyone in our planet is my concern as a responsible *Earth Citizen*.

How to Contact Your Professor

The ways to contact me are: If you have a quick question, send me an email (short and specific so I can respond likewise and quickly). If you would like an office appointment (which I encourage at least once per course with each student), let's set one up after class or by email.

Professor's Teaching Philosophy

As young adults, you have completed at least twelve years of formal education and are admitted to a university. You have arrived at the beginning of your undergraduate education. To become true "women and men of knowledge" who are educated and prepared for the 21st century, a new millennium--you have great challenges ahead.

My philosophy is that education is a wondrous path without limits, without end. The goal of education, for me, is to seek to understand the world with as much objectivity, perspective, and appreciation and wonder as we can. This course is designed to open your mind to what you do not yet know, but that you need to know in order to identify what you are curious about, as well as to guide you in directions toward possibilities you may not quite be aware of yet, which will be the challenges for all of us in this new century and millennium.

Students are expected to participate in all classes and assigned out-of-class activities.

Students are reminded of appropriate student behavior, e.g., punctuality in attendance and timeliness in completing assignments is expected. Timely communication with the instructor is also expected. All class time is valuable, and if a student needs to leave due to illness or emergency, I expect to be informed.

Classroom etiquette: Arrive *before* class begins, bring your name tent to all classes, sign participation roster, turn off and do not use any personal communication devices during the class period (including breaks). Laptop computers are not to be used in class unless for class presentations, as approved by the instructor.

COURSE ASSIGNMENTS AND GRADING CRITERIA

Class Participation	50 points
Social Worker's Journal	100
SW Client Interview	200
Social Worker & Agency Interview and Presentation	300 (150 + 150)
Take home Midterm Exam	150
Final Exam	200
Total	1,000 points

The total assignments are worth 1,000 points, which are converted into percentages, which become letter grades as defined further on page 11.

Grading and Evaluation Expectations:

1. Students are expected to be present in class, to participate in class discussion, and to complete reading and other assignments.
2. Students must take tests at appointed times. No make-up exams except by prior arrangement with the instructor.
3. Each student must complete all assignments by due dates, including individual class presentations.
4. Plagiarism is unacceptable and will be dealt with according to SJSU policies and procedures.
5. Late assignments (without prior approval) will be penalized 10% for each day late.

All Assignments are expected to be turned in on time, in class, to the instructor.

Do NOT email assignments or leave them in my faculty box mailbox.

Being absent from class is not an excuse for not turning in an assignment on the date required.

All written assignments must be proofread for spelling, grammar, and word usage.

They should be well organized and concise (see page limitations), with appropriate sourcing of data and quotes. All papers must be word processed with a #12 font, 1-inch margins, and double-spaced.

The following major assignments are required:

Social Worker's Journal: Write a weekly journal entry on the class discussion, assigned readings, *on the topic of the day*. The entries (approximately 2 typed, double spaced pages each) should cover the topic for the class period as listed in the class schedule, the discussion points by the professor and your fellow students. Journal entries will be read in class by random selection by the professor. Come prepared to read your entry during class.

Biographical and Goal Statement: Write a **brief biographical statement and goal statement** about who you are as a person, a member of your gender, ethnic, culture, economic class, religious, and other identifiers as you consider important to share who you are today. Include whatever experiences you feel comfortable sharing with the class that further determine "who you are today."

The **goal statement** describing the educational goals you have at this time, possible professional work you see yourself doing after your BA, further education, and ultimate life vocation(s). **Enter this statement into your SW Journal.** (Approx. 700 words, three pages)

Social Work Client Interview: Interview a person who is or might be in a condition or situation that could be a client of a social services agency. This could be a person encountered at a human services agency, a homeless shelter, a community kitchen or other food distribution center, a church, a park or street corner. However, it is critical that you conduct your interview in an ethical, respectful, and safe manner. We will discuss what this means in class, identify locations and strategies to conduct your interview in teams of two or three, and questions to ask during your interview.

Social Worker Interview: Interview an employed professional Social Worker at her/his agency. See details of this assignment on page 8.

SW 10: Introduction to Social Welfare & Social Work (# 12345)

Class	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 26	<p>First Day of Course: Overview of course and syllabus Introduction, brainstorming: What is Social Work? Discussion regarding Social Work and Why are we here?</p>
2	Feb. 2	<p>The present state of our nation, the state of our world. Economic justice, social justice, human rights, equality vs. inequity, oligarchy vs. democracy, the 1% and the 99%. What do these terms and ideas mean?</p> <p>Video: The People Speak (Howard Zinn) Textbook Chapter 4: Economic Oppression Impact of Poverty upon individuals, families, society</p>
3	Feb. 9	<p>Chapter 5: Social and Political Oppression Developmental stages of human civilization, the nation-state, classism, racism, sexism, heterosexism, religious sectarianism, ethnocentrism, forced migration, refugees, genocide</p>
4	Feb. 16	<p>Chapter 3: The Emergence of Social Work The origins and history of social work profession and many innovative and courageous women and men who have helped shape the profession. Division of labor, enclosure, debtor prisons, poor laws, colonial America, “huddled masses” refugees, parish charities, settlement house movement, Progressive movement, Great Depression and the New Deal Autobiographical & Goal Statement Due</p>
5	Feb. 23	<p>Chapter 6: Human Rights and Restorative Justice Appendix A: Universal Declaration of Human Rights</p>
6	March 1	<p>Understanding the importance of issues such as diversity and culturally competent social work practice. Chapter 7: Human Behavior & the Social/Physical Environment Understanding the social environment in which clients live and how understanding that environment helps social workers do effective work.</p>
7	March 8	<p>Chapter 1: Social Welfare and Social Work Importance of clarifying one’s own values and practicing social work in an ethical manner. Appendix B & C: NASW and IFSW Codes of Ethics</p>
8	March 15	<p>Chapter 2: American Social Values and the world The role of the generalist social worker and theoretical frameworks that guide and inform generalist social work practice. Philosophies/Ideologies of SW Practice Social Work Interview Due</p>
9	March 22	<p>Mid-Semester Review: What have we learned? What else do we need/want to learn about social work?</p>

	March 26-30	Spring Recess Take home MIDTERM and read three chapters
10	April 5	Fields of Social Work Practice Chapters 8, 9, 10: Child Welfare, Health/Mental Health, Care at the End of the Life Cycle Diversity of fields of practice social workers work in. Importance of having a vast knowledge base of various disciplines. SIGN UP FOR SOCIAL WORKER PRESENTATIONS
11	April 12	Social Work Practice with Individuals and Families Steps used to engage clients and provide services.
12	April 19	The Social Work Profession Applying for, obtaining a SW job, succeeding on the job, surviving the job, the vocation of social work can be an authentic, self – actualizing existence.
13	April 26	SW Interview Presentation session 1
14	May 3	SW Interview Presentation session 2
15	May 10	Last Class SW Interview Presentation session 3 Review for Final Exam

Instructions for major course assignments:

Autobiographical Statement

The learning objectives of the assignment are:

To give yourself, the class and your professor a sense of who you are, why you are taking a social work course and what you expect to learn from the class.

Assignment: Write a 2-3-page paper detailing the following information about yourself:

Write a concise statement describing yourself and covering the following topics:

- Why you are interested in social work as a possible career choice
- What you see as the role of social work in our society
- Please include your family background, your life and work experience
- What you see yourself doing after you complete your BA degree (whether it be in Social Work or another major)

Interview a Social Worker (Paper and Presentation)

Write 3-5 page narrative of your face-to-face interview with a social worker. The narrative should be typed, double spaced with 12 point font. This person who you interview must have a degree in Social Work, (either a Bachelors or Masters in Social Work...NO EXCEPTIONS). Please include these supporting documents (Agency brochure, description of programs and services, agency organizational chart, sources of funding and level of funding, and list of other agencies the organization collaborates with, gets client referrals or sends clients for additional services). Supporting documents do not count towards writeup.

The information from your interview will then be used for a in-class presentation lasting between 5-7 minutes.

Interview a social worker (further instructions)

Do not interview someone you already know. The goal is for you to conduct a professional interview with a social worker, not someone you know who happens to be a social worker. This person who you interview must have a degree in Social Work, either a Bachelors or Masters in Social Work.

Interview the social worker and the agency: The purpose of this interview is to talk with a social worker about their job and the populations they serve. This will help you get an understanding of what social workers do on a day-to-day basis and give you information about social work agencies that are in the community. A social workers can be in various settings.

Some tips for setting up the interview: This interview will be you interviewing a professional in a professional setting, and not a casual affair. Don't expect to walk into an office and interview a social worker immediately. Things to do:

- Call ahead and speak with a social worker. If you do not know where you can find a social worker, please make some time to speak with me during my office hours. I am in Room 217G in Washing Square Hall (School of Social Work).
- Explain to the social worker what your assignment entails and the information and materials you will need so that your interviewee will have the materials for you.
- Once the social worker has agreed to do the interview, make an appointment to meet with them. Plan to be on time with consideration for traffic and parking.
- On the day of the interview, **DO NOT BE LATE**. Remember, this social worker is agreeing to be interviewed. People's time is precious.
- During the interview, make sure to take notes. If you want to audio tape the interview, ask the social worker during your initial phone conversation if you can record the interview.

During the pre-interview phone call and appointment setting, ask the social worker is she/he is able to obtain as many of these items:

Agency brochure, description of programs, services

Agency organizational chart

Sources of funding and level of funding (information such as federal funding, state founding, etc).

List of other agencies the agency collaborates with, gets client referrals, sends clients for additional services

Sample Questions you can ask during the interview (you are not limited to these questions: these are questions you can ask):

- What is his or her job title
- What are the job duties
- Qualifying education and experience
- How long have you been a social worker
- What type of clients does this person work with
- What is a typical day at work like
- Is the job what he/she thought it would be when they started? Has the job changed over the years? Positively? Negatively? Has the work changed?
- Do the services provided work to resolve the social problem being addressed? What works? What doesn't?
- What is the general salary range at this agency, do not ask the SW for his/her salary.
- What advise would you give to someone starting out in the profession of social work? To someone beginning at this agency?
- Ask if the agency has internship opportunities
- Ask if you might be able to call at some later time, if you think of further questions

Be sure to thank the social worker for his/her time, and the material provided.

Important University Policies, Considerations, and Resources:

DISCLOSURE OF DISABILITY OR CONDITION: As soon as possible, please inform the instructor if you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated.

Academic Integrity Statement: Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment that practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action that could result in suspension or expulsion from San José State University. Additional information on academic integrity can be found at: http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html

Campus policy in compliance with the Americans with Disabilities Act: “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability.” Additional information on the Disability Resource Center can be found at: <http://www.drc.sjsu.edu/>.

Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking¹ and communication² skills to help students achieve academic and professional excellence. These skills encompass one's ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5th ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and bio psychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor.

Grades are calculated based upon the scale below:

98-100 A+	87-89 B+	77-79 C+	67-69 D+	59 or less F
93-97 A	83-86 B	73-76 C	63-66 D	
90-92 A-	80-82 B-	70-72 C-	60-62 D-	

Plagiarism³ is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.⁴ Any student who plagiarizes will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

¹Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

²Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

³According to SJSU Academic Senate policy F88-10, “. . . plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work” (http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm).

⁴See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

San José State University Critical Thinking and Writing Criteria

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5th ed.) is a format guide widely used in assignments. If you need writing or editing assistance, please consult with your instructor.

Plagiarism³ is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.⁴ Cheating is also unacceptable.⁵ Any student who plagiarizes or cheats will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

¹ Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

² Communication is fundamental and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

- Grades will be determined using a point system, with each assignment scored by noted points based upon work involved in producing the written assignments, and the quality of the written or oral presentation.
- The percentage weight assigned to class assignments is noted in assignments section.
- Late assignments are very discouraged, but may be accepted on an individual basis, with reduced credit points of 10% per class meeting.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. Professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges staff it. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff//](http://www.sjsu.edu/writingcenter/about/staff//)