**\*Sample syllabus for traditional face-to-face course that meets twice per week\***

**SOW XXX: Introduction to Social Work**

**University**

# Course Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Office Number/Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Office Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Office FAX \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Office Hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classroom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Text** Sherr, M. E., & Jones, J. M (2019). *Introduction to Competence-Based Social Work: The profession of caring, knowing, and serving* (2nd ed.). New York: Oxford Press.

**Course Statement**

This course is intended for students taking their first course in social work. A primary theme of the course focuses on helping students interested in the profession to begin developing their professional identities as social workers. Students considering other fields will also find the course useful. Regardless of academic or professional interests, students will probably interact with social workers at some point in their lives. This course gives students an overview of what they can expect from competently-trained social workers.

## Course Objectives

By the end of the semester, students will demonstrate the following competencies:

1) Begin to develop the personal self-awareness needed for the professional use-of-self.

2) Begin to identify as a professional social worker.

3) Articulate and begin applying social work values and ethical principles that guide professional practice.

4) Begin to apply critical thinking to inform and communicate professional judgments.

5) Recognize and begin incorporating the importance of diversity and difference in practice.

6) Articulate and begin advancing human rights and social and economic justice.

7) Initial understanding of the social work helping process.

## Instructional Strategies

Case-Based Learning (CBL) serves as the primary instructional method for the course. The CBL method will use the following sequence each week.

First Class Session of the Week

1. Reading and mini-podcast lecture: Students read the assigned chapter and listen to the assigned mini-podcast lectures in time for the first class of the week.
2. Classroom Lecture, Class Case Review, and Discussion: The instructor presents a lecture, leads the class in a review of one of the cases, and facilitates classroom discussion of material drawn out from the case.

Second Class Session of the Week

1. Discussion Questions/Case Reviews: Students complete assigned discussion questions and case reviews in time for the second class of the week.
2. Small group discussion and case review: Students participate in small group discussion to review their answers to the discussion questions and collaborate on the case reviews.
3. Classroom Discussion: The instructor facilitates classroom discussion to summarize responses to discussion questions and reviews of the assigned cases.

**Core Course Assignments**

* Case Reviews: Case reviews are a primary instructional method used to introduce students to the field of social work. Students will have the opportunity to explore the foundations of the profession by applying concepts in class with case vignettes provided by the instructor.
* Personal Reflection Logs: Each week students will complete a brief reflection log in response to the discussion questions provided with the readings. Students will keep their reflection logs and turn them in periodically throughout the semester for review.

**Additional/Alternative Assignments**

* Social Work Interview. Each student will interview a BSW or MSW practitioner who is currently employed in social work or social welfare. The instructor will assist in identifying potential interviewees. The paper is to be between 3–5 typewritten pages and it must follow APA Guidelines. Content about the social worker should include the following: (a) educational and practice background; (b) description of current position/duties; (c) what brought the individual to social work; (d) what does the social worker find most exciting and frustrating about his/her work; (e) what advice does the social worker give for new social workers. You may also include other information you feel is important.
* Service Learning/Volunteer Experience and Reflection Paper **–** Each student is required to volunteer for 30 hours of service learning this semester. The objective is to observe and participate as much as is allowed in activities which are relevant to social work within the particular agency or practice setting. Give deliberate attention to interactions with clients and staff, the kinds of activities or services provided, and the effectiveness of the services from a micro and macro perspective.

Reflection Paper–

Students will write a brief reflection paper (between 1000—1500 words) to examine their volunteer/service learning experience. Please use the following Subheadings for the paper:

* Reflections about the clients and staff
* Reflections about the volunteer/service activities
* Reflections about the effectiveness of the services from a micro and macro perspective

**Course Outline**

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| WEEK | TOPIC | READINGS | ASSIGNMENTS |
| 1.1 | Introduction and Review Syllabus | Chapter 1 |  |
| 1.2 | Using Case-Based Learning |  |  |
| 2.1 | What is Social Work? | Chapters 2 | Chp.2 Mini-podcast lecture |
| 2.2 | What is Social Work?  (cont.) |  | Chp.2 Discussion questions |
| 3.1 | What is competence-based social work? | Chapter 3 | Chp.3 Mini-podcast lecture |
| 3.2 | What is competence-based social work?  (cont.) |  | Chp.3 Discussion questions |
| 4.1 | What do competent social workers do? | Chapter 4 |  |
| 4.2 | What do competent social workers do?  (cont.) |  | Chp.4 Discussion questions |
| 5.1 | Self-Awareness and Social Work | Chapter 5 |  |
| 5.2 | Self-Awareness and Social Work (cont.) |  | Chp.5 Discussion questions |
| 6.1 | Developing Professional Identity | Chapter 6 |  |
| 6.2 | Developing Professional Identity  (cont.) |  | Chp.6 Discussion questions |
| 7.1 | Historical Emergence of Social Work | Chapter 7 | Chp.7 Mini-podcast lecture |
| 7.2 | Historical Emergence of Social Work (cont.) |  | Chp.7 Discussion questions |
| 8.1 | Ethical Social Work Practice | Chapter 8 | Chp.8 Mini-podcast lecture |
| 8.2 | Ethical Social Work Practice  (cont.) |  | Chp.8 Discussion questions |
| 9.1 | Human Rights and Justice | Chapter 9 | Chp.9 Mini-podcast lecture |
| 9.2 | Human Rights and Justice  (cont.) |  | Chp.9 Discussion questions |
| 10.1 | Diversity in Practice | Chapter 10 | Chp.10 Mini-podcast lecture |
| 10.2 | Diversity in Practice  (cont.) |  | Chp.10 Discussion questions |
| 11.1 | Dimensions in Diversity | Chapter 11 | Chp.11 Mini-podcast lecture |
| 11.2 | Dimensions of Diversity  (cont.) |  | Chp.11 Discussion questions |
| 12.1 | Critical Thinking in Social Work | Chapter 12 | Chp.12 Mini-podcast lecture |
| 12.2 | Critical Thinking in Social Work (cont.) |  | Chp.12 Discussion questions |
| 13.1 | The Generalist Method of Practice | Chapter 13 | Chp.13 Mini-podcast lecture |
| 13.2 | The Generalist Method of Practice  (cont.) |  | Chp.13 Discussion questions |
| 14.1 | Fields and Settings of Social Work Practice | Chapter 14 | Chp.14 mini-podcast lecture |
| 14.2 | Fields and Settings of Social Work Practice  (cont.) |  | Chp.14 Discussion questions |
| 15.1 | Exploring the Fields of Practice |  | Complete Table 14.1 |
| 15.2 | Exploring Students Interests in Social Work and Potential Fields of Practice |  |  |