I. Course Description

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of the profession, the course will explore the role of social workers with regard to impacting both social policy and individual functioning, especially where there is inequality or a need for greater social justice. Grounded in an empowerment approach to social work, the course will consider various methods of intervention in a range of practice settings with people across the life span. The course will also introduce students to social policies that influence service delivery in the many fields in which social workers practice.

II. Course Objectives

Upon completion of this course students will:

Knowledge
1. Be familiar with the history of social work in the United States [2.1.1(1), 2.1.3(6), 2.1.4(8), 2.1.5(11), 2.1.6(12), 2.1.8(14), 2.1.8(15), 2.1.10(c)(22)]
2. Understand many of the various roles of social workers and the settings in which they practice [2.1.1(2), 2.1.1(3), 2.1.3(7), 2.1.5(11), 2.1.6(12)]
3. Understand the person-in-environment or contextual nature of the social work approach [2.1.1(1), 2.1.3(6), 2.1.4(8), 2.1.4(10), 2.1.5(11), 2.1.6(12), 2.1.7(13), 2.1.8(14), 2.1.8(15), 2.1.9(16), 2.1.9(17), 2.1.10(a)(18), 2.1.10(a)(19), 2.1.10(b)(20)]
4. Identify how ethics and values guide social work practice [2.1.2(4), 2.1.3(7), 2.1.4(9), 2.1.5(11), 2.1.6(12), 2.1.8(14), 2.1.8(15), 2.1.9(17), 2.1.10(a)(19), 2.1.10(b)(21), 2.1.10(c)(22), 2.1.10(c)(23)]

Skills
1. Be able to identify the influence of values in assessing etiology of social problems [2.1.2(4), 2.1.3(6), 2.1.4(8), 2.1.4(9), 2.1.5(11), 2.1.6(12), 2.1.8(14), 2.1.8(15), 2.1.9(17)]
2. Develop capabilities in observation and analysis of social phenomena [2.1.1(1), 2.1.3(6), 2.1.3(7), 2.1.4(8), 2.1.4(9), 2.1.4(10), 2.1.5(11), 2.1.6(12), 2.1.8(14), 2.1.8(15), 2.1.9(16), 2.1.9(17), 2.1.10(b)(20), 2.1.10(c)(22)]
3. Be familiar with empowerment/collaborative practice approaches [2.1.3(6), 2.1.4(10), 2.1.6(12), 2.1.7(13), 2.1.8(14), 2.1.8(15), 2.1.9(17), 2.1.10(b)(20), 2.1.10(b)(21), 2.1.10(c)(22)]
4. Identify social policies as they influence social problems and service delivery [2.1.3(6), 2.1.3(7), 2.1.4(8), 2.1.4(10), 2.1.5(11), 2.1.6(12), 2.1.8(14), 2.1.8(15), 2.1.9(16), 2.1.9(17), 2.1.10(b)(21), 2.1.10(c)(22)]
Values

1. Gain an appreciation for the humanistic values inherent to the profession [2.1.1(1), 2.1.1(1), 2.1.1(3), 2.1.2(4), 2.1.3(7), 2.1.4(8), 2.1.4(9), 2.1.4(10), 2.1.6(12), 2.1.7(13), 2.1.8(14), 2.1.8(15), 2.1.9(17), 2.1.10(a)(18), 2.1.10(a)(19), 2.1.10(b)(20), 2.1.10(b)(21), 2.1.10(c)(22), 2.1.10(c)(23)]

2. Understand and recognize the integration of social work values and ethics in practice [2.1.1(3), 2.1.2(4), 2.1.3(6), 2.1.4(8), 2.1.4(9), 2.1.5(11), 2.1.9(16), 2.1.10(a)(18), 2.1.10(a)(19), 2.1.10(c)(22), 2.1.10(c)(23)]

3. Related to the above, become familiar with the NASW Code of Ethics and its’ influence on practice and policy [2.1.1(3), 2.1.2(4), 2.1.3(6), 2.1.4(9), 2.1.5(11), 2.1.10(a)(19)]

4. Recognize the implications of social injustice [2.1.3(6), 2.1.4(8), 2.1.4(9), 2.1.4(10), 2.1.5(11), 2.1.6(12), 2.1.7(13), 2.1.8(14), 2.1.8(15), 2.1.9(16), 2.1.9(17), 2.1.10(a)(19), 2.1.10(b)(20), 2.1.10(b)(21), 2.1.10(c)(22)]

III. Textbooks

Required:


Additional required readings available through the course Blackboard Vista site.

Supplemental:


This supplementary text is a compendium of interviews with social workers in a range of practice settings. Students are encouraged to access this supplemental text to gain a richer understanding of what professional social workers do. Chapters in this text correspond with required readings in the Kirst-Ashman text listed above. Although it is not required, this book provides real-life social work examples.

Locating Course Readings

Books, journal articles and other readings are placed on reserve by the Social Work Library staff. To locate the readings, use the Course/Online Reserves catalog, which can be viewed from the link in your course Blackboard Vista site or from the BC Libraries Holmes catalog. The Social Work Library homepage at [http://www.bc.edu/swlib](http://www.bc.edu/swlib) has links to Blackboard Vista and Holmes.

Books

Whenever possible, all books mentioned in GSSW course syllabi are placed on reserve for 2-hour use in the Social Work Library. Most required books are also on reserve at the off-site campus libraries. If no more than two chapters of a particular book are assigned as required reading for the course, those chapters may also be available as PDF files in the Course/Online Reserves catalog.
Journal Articles
All journal articles listed as required readings in GSSW course syllabi can be accessed online in full text in the Course/Online Reserves catalog. Articles which are designated as supplemental or recommended readings are usually not available in the Course/Online Reserves catalog. Contact the library staff at swlib@bc.edu for assistance in locating those articles.

IV. Assignments

Quizzes
Three quizzes will be given during the course of each semester on various readings, class discussion and presentations. Quizzes will always be announced the week prior. The content of all quizzes is derived from required readings and/or class discussion. For this reason, among others, attendance in all class sessions is required.

Written Assignments
Assignment 1 will include the experiential examination of life circumstances and challenges related to the population of “working poor” in our country. [2.1.2(5), 2.1.4(8), 2.1.4(9), 2.1.4(10), 2.1.5(11), 2.1.9(16), 2.1.10(b)(20)]

Assignment 2 will include a brief research paper which explores a particular social policy, relevant stakeholders and impact on both individual and community levels. [2.1.3(6), 2.1.3(7), 2.1.4(8), 2.1.5(11), 2.1.6(12), 2.1.8(14), 2.1.8(15), 2.1.9(16), 2.1.9(17), 2.1.10(b)(20), 2.1.10(b)(21), 2.1.10(c)(22), 2.1.10(d)(24)]

Details of written assignments will be presented in class. Written work is to be type-written and follow the APA format in regards to spacing, font, cover page and references. For additional information regarding APA formatting students may reference the website http://www.apastyle.org/elecref.html. Papers not in compliance with APA will be returned, unread, for revision. Late papers will not be accepted. See Appendix A and B for detailed descriptions of each assignment.

Mid-Term Examination [2.1.1(1), 2.1.2(4), 2.1.2(5), 2.1.3(6), 2.1.3(7), 2.1.4(8), 2.1.4(10), 2.1.5(11), 2.1.7(13), 2.1.8(14), 2.1.8(15), 2.1.9(16), 2.1.10(a)(19), 2.1.10(b)(20), 2.1.10(b)(21), 2.1.10(c)(22), 2.1.10(c)(23), 2.1.10(d)(24)]

The mid-term exam is scheduled for Session 7. This is an in-class test with a multiple-choice and short-answer format. No make-up exams can be given.

Final Paper [2.1.1(1), 2.1.1(2), 2.1.1(3), 2.1.3(6), 2.1.4(9), 2.1.4(10), 2.1.5(11), 2.1.9(16), 2.1.10(a)(18), 2.1.10(a)(19), 2.1.10(c)(22), 2.1.10(c)(23)]

The final paper will be due at the beginning of the final class, Session 13. Late papers will not be accepted. This assignment is presented in detail in Appendix C. Written work is to be type-written and to follow the APA format in regards to spacing, font, cover page and references. Papers not in compliance with APA will be returned unread, for revision.

HIPPA Guidelines
All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Unless you have the client’s written permission, confidentiality must be strictly maintained when discussing or writing about clients in the classroom and in assignments.
Video Assignments
For courses with assignments that include a video recording, please refer to the “Guide to Technology in the Social Work Library” on the Social Work Central page of Blackboard Vista [http://cms.bc.edu]. The LibGuide includes information about reserving cameras and space as well as burning the recording to a DVD.

Academic Writing
Students are expected to use the American Psychological Association (APA) format when writing papers.

Request for Disability Accommodations
If you have a disability (learning disabilities or ADHD) and will be requesting accommodations for this course, please register with Kathy Duggan, (617) 552-8093 or [kathleen.duggan@bc.edu] Associate Director, Academic Support Services, The Connors Family Learning Center. For all other disabilities, register with Paulette Durrett, (617) 552-3470 or [paulette.durrett@bc.edu] Assistant Dean for Students with Disabilities in the Office of the Dean for Student Development. Advance notice and appropriate documentation are required for accommodations.

You may contact Teresa Schirmer, GSSW Associate Dean, Academic and Student Services, (617) 552-4762 or [ttouheys3@bc.edu], if you would like clarification on specific procedures related to such requests.

V. Grading

Performance Criteria
Students will be evaluated on the following bases:

<table>
<thead>
<tr>
<th>Quizzes:</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments:</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-Term Examination:</td>
<td>25%</td>
</tr>
<tr>
<td>Final Paper:</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance and Participation:</td>
<td>10%</td>
</tr>
</tbody>
</table>

The grading system for courses in the Graduate School of Social Work is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
<th>Qualitative Description of Grades:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>4.00</td>
<td>The high passing grade of A is awarded for superior work.</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>3.00</td>
<td>The passing grade of B is awarded for work that clearly is satisfactory at the graduate level.</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2.00</td>
<td>The low passing grade of C is awarded for work that is minimally acceptable at the graduate level.</td>
</tr>
<tr>
<td>P</td>
<td>70 or above</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
<td>0.00</td>
<td>The failing grade of F is awarded for work that is unsatisfactory.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.00</td>
<td>I (Incomplete) - Given at discretion of instructor (See Student Guide)</td>
</tr>
</tbody>
</table>

VI. Teaching Methodologies

This course uses a highly interactive format to discuss complex social issues and the social work response to them. Didactic lecture, class discussion, Blackboard Vista
readings, assignments, group work, as well as video presentations will be used to facilitate learning.

Course Policies

Attendance. Students are encouraged to attend every class session. If you expect to miss a class, please advise the instructor in advance and make arrangements with another student to get notes. Because this course meets only once weekly, each absence is the equivalent to three class sessions. Each absence will result in a five point reduction in the final grade.

Civility. A course that addresses complex social issues can challenge many of our strongly held beliefs. The free expression of ideas is crucial to learning, yet can be difficult for many to hear. It is expected that students who may disagree with ideas refrain from creating a hostile classroom environment. Ideas and opinions can and shall be expressed and received with respect.

Make-up Exams. There will be no make-up for the mid-term examination. A quiz missed prior to the mid-term can be made up during the mid-term exam class session if absence was due to illness. Similarly, one quiz missed between the mid-term and final examination can be made up at the final class period if absence was due to illness. Please advise the instructor via email two days prior to the exam period if you need to make up a quiz. A note from BC Health Services or any physician will be necessary to obtain a make-up quiz. Failure to alert the instructor 48 hours in advance of a make-up quiz will result in a grade of zero for the missed quiz. There are NO exceptions to this policy.

Make-up Work/Late Papers. Late work will not be accepted without permission from instructor.

VII. Competencies and Practice Behaviors

SW600, SC378, PS600 Introduction to Social Work addresses the following competencies and contributes to the development of the following practice behaviors:

EP Competency 2.1.1
Identify as a professional social worker and conduct oneself accordingly.
Practice Behaviors:
1. The student practices personal reflection and self-correction through appropriate use of supervision and consultation to assure continued professional development.
2. The student demonstrates professional demeanor in behavior, appearance, and communication.
3. The student demonstrates the ability to identify professional roles and maintain appropriate boundaries with client systems.

EP Competency 2.1.2
Apply social work ethical principles to guide professional practice.
Practice Behaviors:
4. The student makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics, and as applicable, of the International Federation of Social
Practice Behaviors:

5. The student recognizes and manages personal values in a way that allows professional values to
guide practice yet tolerate ambiguity in resolving ethical conflicts.

EP Competency 2.1.3
Apply critical thinking to inform and communicate professional judgments.
Practice Behaviors:

6. The student distinguishes, evaluates, and integrates multiple sources of knowledge, including
evidenced-based practice and practice wisdom to the helping process (i.e. assessment,
intervention, and evaluation).

7. The student demonstrates effective oral and written communication in working
with individuals, families, groups, organizations, communities and colleagues.

EP Competency 2.1.4
Engage diversity & difference in practice.
Practice Behaviors:

8. The student is able to identify the extent to which culture’s structure and
values contribute to the formation and mechanism of oppression, discrimination, and privilege.

9. The student demonstrates sufficient self-awareness to mitigate the influence of
personal biases and values in working with diverse groups.

10. The student recognizes and communicates their understanding of the importance
of difference in shaping life experiences and uses client systems as informants to expand that
knowledge.

EP Competency 2.1.5
Advance human rights & social and economic justice.
Practice Behavior:

11. The student demonstrates practices that show a commitment to the profession’s
imperative to work toward social and economic justice.

EP Competency 2.1.6
Engage in research-informed practice and practice-informed research.
Practice Behavior:

12. The student uses evidenced-based practice and practice wisdom, differentially
and appropriately to inform practice.

EP Competency 2.1.7
Apply knowledge of human behavior & the social environment.
Practice Behavior:

13. The student critically applies appropriate theories of biopsychosocial development to guide the
process of assessment, intervention, and evaluation.

EP Competency 2.1.8
Engage in policy practice to advance social & economic well-being and to deliver effective social
work services.
Practice Behaviors:

14. The student demonstrates the ability to analyze, formulate, and advocate for
community and organizational level policies that advance the well-being of client systems.

15. The student is able to engage in collaborative efforts with colleagues, clients, and
organizational systems to develop effective policy action.

EP Competency 2.1.9
Respond to contexts that shape practice.
Practice Behaviors:

16. The student engages in on-going analysis of socioeconomic, environmental,
technological and social trends to adjust and revise intervention approaches as necessary.

17. The student incorporates mechanisms for promoting sustainable change in service
delivery as part of the change process for client systems.

EP Competency 2.1.10
Engage, assess, intervene & evaluate w/ individuals, families, groups, organizations and communities.
2.1.10(a) – Engagement
Practice Behaviors:
18. The student demonstrates effective listening, clarification, and interpersonal skills to promote engagement of the client system.
19. The student promotes self-determination in the client systems while identifying a mutually agreed-on focus of work and desired outcomes.

2.1.10(b) – Assessment
Practice Behaviors:
20. The student collects, organizes, and interprets client system data including identification of strengths and weaknesses.
21. The student selects appropriate intervention strategies to meet mutually agreed-on goals and objectives.

2.1.10(c) – Intervention
Practice Behaviors:
22. The student negotiates, mediates and advocates for clients when appropriate.
23. The student appropriately facilitates transitions and ending.

2.1.10(d) – Evaluation
Practice Behavior:
24. The student critically analyzes, monitors, and evaluates interventions.

VIII. Course Outline

SESSION 1: Overview of the Profession [2.1.1(3), 2.1.2(4), 2.1.2(5), 2.1.3(6), 2.1.3(7), 2.1.4(8), 2.1.4(9), 2.1.4(10), 2.1.5(11), 2.1.7(13), 2.1.8(15), 2.1.9(16), 2.1.9(17)]

- Social work and social welfare
- Knowledge, skills, values, and ethics
- Distinguishing characteristics and intersection of helping professions
- A Values-Based Profession
- Education; integration of field and academic work
- Generalist Practice

SESSION 2: Foundations of Social Work Practice [2.1.1(1), 2.1.1(3), 2.1.2(4), 2.1.2(5), 2.1.3(6), 2.1.3(7), 2.1.4(8), 2.1.4(9), 2.1.4(10), 2.1.5(11), 2.1.7(13), 2.1.8(15), 2.1.9(16), 2.1.9(17)]

- History of the profession
- Settlement House Movement, expansion of practice into clinical and macro focus
- Person-in-environment approach to practice
- The strengths perspective

Required Readings:

Chapter 1: What is social work? (pp. 1-17)
Chapter 2: The evolution of social welfare and social work in the United States (pp. 18-33)


Chapter 2: Theoretical and conceptual models of social work (pp. 28-48)

**SESSION 3: Practice Within the American Social Welfare System** [2.1.5(11), 2.1.6(12), 2.1.8(14), 2.1.8(15), 2.1.9(16), 2.1.9(17), 2.1.10(a)(18), 2.1.10(a)(19), 2.1.10(b)(20), 2.1.10(b)(21), 2.1.10(c)(22), 2.1.10(c)(23), 2.1.10(d)(24)]

**Assignment 1 Due**

- Social welfare system and programs: “the safety net”
- The “working poor,” rural and urban poverty
- Assignment: A social experiment at the local level
- Social work response on clinical and macro levels to market instability/failure

**Required Readings:**


Chapter 12: Social Security and public welfare (pp. 207-230)


**Supplemental Reading:**


**SESSION 4: Emerging Fields in Social Work Practice** [2.1.5(11), 2.1.6(12), 2.1.8(14), 2.1.8(15), 2.1.9(16), 2.1.9(17)]

- Social innovation and leadership: New macro approaches to agency service provision and sustainability of non-profit work
- Creativity and innovation in service provision, entrepreneurship that meets social needs
- Global social work practice on clinical and macro levels
- Supporting social justice initiatives around the world

**Required Readings:**


SESSION 5: Social Work with Children, Youth and Families [2.1.2(4), 2.1.2(5), 2.1.4(8), 2.1.4(9), 2.1.4(10), 2.1.5(11), 2.1.7(13), 2.1.8(14), 2.1.9(16), 2.1.9(17), 2.1.10(b)(20), 2.1.10(b)(21), 2.1.10(c)(22)]

- Child welfare and protective services
- Roles in intervention, family preservation, foster care and adoption
- Policy and service provision
- Innovative social work response: The Nurturing Movement
- Evidence-based practice

Required Readings:


Supplemental Reading:


SESSION 6: Social Work with Older Adults and Their Families [2.1.8(14), 2.1.8(15), 2.1.9(16)]

- Demographic changes in older adult population
- Housing, health care, income and employment issues
- Social work roles that support “aging in place,” roles in long-term care facilities
- Social Security
- Dementia and the social work response, clinical and macro
- Spirituality in work with older adults

Required Readings:

Chapter 15: Services to older Americans (pp. 278-295)


SESSION 7: Mid-Term Examination

SESSION 8: Social Work in Healthcare [2.1.1(1), 2.1.2(4), 2.1.2(5), 2.1.4(8), 2.1.4(9), 2.1.4(10), 2.1.7(13), 2.1.8(14), 2.1.8(15), 2.1.9(16), 2.1.9(17)]

- Social work roles in medical settings
- Health promotion and prevention
- Macro practice in addressing social justice, managed care and health care disparities
- Health care reform: outcome of policy changes in USA
- Medicaid and Medicare
- Domestic and global practice to address DV/IPV

Required Readings:


Chapter 10: Social work in health care (pp. 175-192)


SESSION 9: Social Work and Mental Health Services [2.1.1(3), 2.1.2(4), 2.1.2(5), 2.1.10(a)(18), 2.1.10(a)(19), 2.1.10(b)(20), 2.1.10(b)(21), 2.1.10(c)(22), 2.1.10(c)(23), 2.1.10(d)(24)]
• Practice in mental health settings
• Clinical social work: the therapeutic relationship, assessment, intervention, evaluation
• Social work interventions with trauma, depression, suicide
• Mindfulness-based cognitive therapy
• Policy: Involuntary commitment

Required Readings:


Chapter 9: Mental health services (pp. 153-174)


SESSION 10: Substance Abuse, Addiction and Recovery Services in Social Work [2.1.6(12), 2.1.7(13), 2.1.8(15), 2.1.9(16), 2.1.9(17)]

Assignment 2 Due

• Social impact of addiction
• Social work approaches to treatment and recovery: settings and interventions
• Policy and prevention, macro practice
• Drug courts

Required Readings:

Chapter 16: Drug abuse and social work (pp. 297-323)


Chapter 16: Social work, policy and advocacy (pp. 355-372)
(Required reading to complete Assignment 2)


**SESSION 11: Social Work in Schools** [2.1.4(8), 2.1.4(9), 2.1.4(10), 2.1.5(11), 2.1.7(13), 2.1.8(14), 2.1.9(16), 2.1.10(a)(18), 2.1.10(a)(19), 2.1.10(b)(20), 2.1.10(b)(21), 2.1.10(c)(22), 2.1.10(c)(23), 2.1.10(d)(24)]

- Traditional and innovative social work in school settings
- Work with populations at risk and prevention of violence
- Policy: No Child Left Behind
- Group exercise: “Young, Gay and Murdered”

**Required Readings:**


Chapter 11: Social work in the schools (pp. 193-206)


**SESSION 12: Social Work in Correctional Services** [2.1.3(6), 2.1.4(8), 2.1.5(11), 2.1.6(12), 2.1.7(13), 2.1.8(14), 2.1.8(15), 2.1.10(a)(18), 2.1.10(a)(19), 2.1.10(b)(20), 2.1.10(b)(21), 2.1.10(c)(22), 2.1.10(c)(23), 2.1.10(d)(24)]

- Practice settings in forensic social work
- Role of social workers in prevention, treatment, re-entry
- Policy: Boston Reentry Initiative

**Required Readings:**

Research in Crime and Delinquency, 46(4), 411-436.

Chapter 14: Correctional services (pp. 258-277)

SESSION 13: Review and Wrap up
Final Paper: Interview with a Social Worker Paper Due

No additional reading
Appendix A

Assignment 1
The Working Poor
Due Session 3
Social Experiment on the Local Level

Length: 1-2 pages

In order to examine circumstances and challenges related to the population of “working poor” in our country, students will explore one aspect of daily life through the lens of an unskilled or semi-skilled worker. Additionally, for the purpose of this assignment, you have a high school diploma and two young children, ages 2.9 and 4.0 years. All students are expected to complete this assignment without collaborating with other group members.

Group One:
Using Bostonworks.com, find a list of jobs for which you would be eligible to work without your college experience. Contact at least one potential employer and construct a report to be submitted to the instructor and presented in class which includes the following information about the job application process:

1. What is the overall time commitment to apply for these positions, including filling out applications, contacting references, making and waiting for return phone calls, etc.?
2. Do you need to apply in person?
3. Do you need references?
4. How much will the position pay?
5. Does it require mastery of the English language?
6. Where is this job?
7. Is there an orientation involved? Drug testing?
8. What skills will you need?
9. Will you have health insurance? If so, how much will you need to contribute?

Group Two:
Using any website, find an available apartment in Brookline, Allston or Brighton. Prepare a report to be submitted to the instructor and presented in class which includes the following information about the process of obtaining affordable/appropriate housing:

1. Locate at least three two or three bedroom apartments and call the advertiser.
2. How much do these two bedroom units cost?
3. Are utilities included?
4. Are the units de-leded?
5. Are the units child-proof?
6. Are children allowed?
7. What floor are they on and is there elevator access?
8. How much will utilities cost if they are not included?
9. Is there parking space for your car included?
10. If not, is there and option to rent a space? What is the monthly cost?
11. What types of deposits will be needed?
12. Will the landlord or real estate agent run a credit check before renting to you?
13. Do you need a co-signer?
14. What resources (telephone, car, computer, printer, internet access, etc.) were needed to find these apartments? How much time was involved?

Bonus:
Can you find housing that is subsidized or otherwise less expensive in the communities listed? What did you find?

Group Three:
Find child care for your two children in the communities of Alston, Brighton or Brookline. Prepare a report to be submitted to the instructor and presented in class which includes the following information about the process of obtaining child care.

1. Call at least three childcare centers. How many spaces for your children, starting October 1st?
2. What is the application fee?
3. How much will the childcare cost?
4. What is the total initial payment needed to enroll your children? Is there a sibling discount?
5. What paperwork is necessary for enrollment?
6. What are the procedures you will need to follow in order to ensure your children are placed in quality childcare? What tips for selecting childcare did you find and what do you need to do in order to follow up on the tips (i.e. visit the center, interview staff, etc.)?
7. What is the overall time commitment that was involved in this childcare search?
8. What resources such as car, phone, computer, internet access, etc., were involved in finding a childcare center?
9. If you live at 1172 Commonwealth Avenue in Brighton, will these childcare centers be accessible by public transportation? How long will it take to travel between your apartment and the centers?

Bonus:
Can you find childcare options at a reduced fee? What are these options and what is the monthly cost for your children?

Group Four:
In order to keep your job, you need to either take public transportation or drive a car to work. Your address is 1172 Commonwealth Avenue in Brighton, MA. Your work address is 24 Farnsworth Street in Boston, MA. Prepare a report to be submitted to the
instructor and presented in class which includes the following information about the process of transportation.

1. If you have a car, what type of car do you have? Using [www.kbb.com](http://www.kbb.com), find the used car value. How much does your chosen car cost?
2. Using the monthly payment calculator provided by this site, what is your monthly car payment?
3. What will your auto insurance cost each month? Please use a quote provided by an online estimate.
4. How much will it cost you to park your car monthly at or near the office building at 24 Farnsworth Street?
5. Using the MBTA web site, please map out your route to work. How much will it cost you to take public transportation daily, weekly and monthly? How much time will it take each day to commute to work?
6. Which method of transportation would you ultimately choose? Why? Please discuss advantages and disadvantages to each option.

**Bonus:**
Can you find transportation, either public or private, at a lower cost?
Appendix B

Assignment 2
Due Session 10
Assessment of a Social Policy

Length: 2-3 pages

Please Read:
Chapter 16: Social work, policy and advocacy (pp. 355-372)

The purpose of this assignment is to critically examine a current social policy in the United States of America through a social work lens. This policy may be on the local, state or federal level. Specific policies will be assigned in class. You must create a “Position Paper” utilizing research, personal and social work values as you address the following points.

1. What is the current policy? When was it created?

2. Which approach or approaches would you use to define the problem this policy addresses? Explain why you chose this approach.

3. Who are the stakeholders or stakeholder groups? Identify the most key stakeholders, then identify stakeholders with the most power* and stakeholders with the least power*. What are the positions of the different stakeholders? What are their concerns?

4. Discuss your decision to support, amend or oppose the current policy in order to make the policy more socially and economically “just.”

*Power = access to resources, access to groups of people/voters/activists, access to key political leaders, etc.
Appendix C

Final Paper
Due Session 13
Interview with a Social Worker

Length: 6-10 pages

The purpose of this assignment is to familiarize you with a particular area of social work and the tasks, feelings, values, and responsibilities of a social worker. You must interview a social worker at an agency or institution. Do not complete this interview over the phone. The person you interview must have either an undergraduate (BSW) degree or a graduate (MSW) degree in social work. This paper should be written in narrative form. No outside readings or research will be required for incorporation in the assignment.

Please begin to look for a social worker to interview ASAP. Based on previous students’ experience, it is possible to find social workers to interview, but finding the agency, scheduling last-minute interviews, etc., can be time consuming. This assignment will not be accepted late. It is best to find a social worker and interview this person during October in order to work around last-minute cancellations.

Please respond to each of the following questions in your paper.

Regarding the social worker:
1. Education (undergraduate or graduate degree?) *
2. Current position in social work?
3. Past social work position(s)?
4. Why did your interviewee choose social work as a profession?
5. What advice would s/he give to others considering a career in the profession of social work?
6. Describe the function/purpose of the agency where s/he works.
7. Describe the social workers’ role(s) in the agency and how referrals for service come to them.
8. Describe a typical work day for your interviewee.
9. Describe what your interviewee finds the most rewarding and frustrating part(s) of the job.
10. How long has this social worker been practicing?
11. How many years do they hope to practice?

Regarding areas of practice:
1. What is the brief history of this agency?
2. What populations(s) does the agency and social worker serve?
3. What is/are the social problem(s) in this area of practice (fully explain i.e. child welfare, financial assistance, domestic violence, etc.)?
4. How do the interventions offered by the social worker and agency address the social problems at the individual, family, community, and/or social policy level?
5. What are the gaps in services?
6. How has the current economic situation changed the agency’s delivery of service?

Regarding the process:
1. What was your experience in making contact with the social worker?
2. Were there any challenges in finding the agency? If so, describe them.
3. What were your impressions of the waiting area, reception, etc.
4. Consider what it would be like to be a client in this agency and describe your reaction.
5. If you were able to observe a client for any amount of time, please discuss their experience from your point of view.

Regarding yourself:
1. What aspects of this work are of interest to you?
2. What aspects of this work do you find incompatible?
3. What have you learned about yourself from the experience? (Describe)

Practical application:
Please consider a character from the book, Random Family, who could benefit from the service of this social worker. Describe the presenting need of the character, how the character would access this agency/social worker and how the character would benefit from this worker’s services.

If you have difficulty finding a social worker, consider using the list of Field Instructors and Field Placements for the Boston College, GSSW, which can be located through the GSSW website by clicking on “Academics” then “Field Education” then “Placement Application and Agencies”. Finally, click the link “Search Current Field Placement Agencies”. This feature enables you to search for an agency by population served, geographic area, and type of agency. Do not use a faculty or staff member at the GSSW or Boston College. This assignment is a unique opportunity for students to go through the process of making an appointment with a social worker, finding the agency, and seeing the agency setting.

Please attach the social worker’s business card and/or agency brochure to the paper as an Appendix.

All papers should follow APA format. This entails double spacing, a cover page and appropriately cited references if used. Please note that papers longer or shorter than the paper length identified will be returned unread, for revision.