

ILLINOIS STATE UNIVERSITY		INSTRUCTOR:	Lisa Flanagan
SCHOOL OF SOCIAL WORK		OFFICE:	RC 309
Semester:	Fall 2011	OFFICE HOURS:	11:00 T/Th or TBA
Course:	SWK 170	OFFICE PHONE:	309-287-8650 (personal cell - text or call)
Section:	All	EMAIL:	Inflana@ilstu.edu
Graduate Assistant: Kait Kuhn		OTHER:	<b>Do Not Use BB E-Mail</b>

## **INTRODUCTION TO SOCIAL WORK**

### **CATALOG DESCRIPTION**

Survey of the profession of social work and the institution of social welfare in the contemporary United States. 3 semester hours.

Prerequisites: None.

### **COURSE DESCRIPTION**

This classroom/online (WebCT) blended course examines the profession of social work, its value base, fields of practice, and societal role. Major social problems, philosophies of social welfare provision, program and policy initiatives, and the response of social work as a profession are addressed. The obligation of professional social workers to promote social and economic justice on behalf of marginalized and disenfranchised populations is emphasized. The course is designed to help students determine their suitability for the profession.

The course includes readings, lecture material and online interactive learning activities, class discussion, small group activities, monitoring contemporary social welfare and social work issues in the media, quizzes, and the exploration of a social problem-

### **RELATIONSHIP TO OTHER COURSES**

SWK 170 is the first course in the major in social work and introduces students to the conceptualization of social problems, populations-at-risk, and social and economic justice as central concerns of the social work profession. This course prepares students for the study of the historical development of social welfare and the introduction to social policy analysis presented in SWK 222.

**COURSE GOALS**

The goals for the course are to:

1. Introduce the social work profession, its values, fields of practice and societal role.
2. Acquaint students with the causes of social problems and societal responses to those issues.
3. Examine philosophies of social welfare provision and the resulting practices.
4. Survey the range of social welfare policies and programs and their impact on populations at risk for oppression and marginalization.
5. Study of the role of social work in promoting social and economic justice.
6. Introduce the use of professional resources in research and writing.

**STUDENT LEARNING OBJECTIVES**

Upon completion of this course, students will have achieved the following learning objectives. Students will be able to:

1. Describe the profession of social work and its fields of practice.
2. Define the values of social work specified in the National Association of Social Workers (NASW) *Code of Ethics*.
3. Apply the values of social work to societal problems.
4. Explain the history of the social work profession.
5. Identify the causes of social problems.
6. Identify major social welfare responses to social problems.
7. Differentiate between traditional, conservative and liberal approaches to social problems.
8. Describe the impact of major social welfare policies and programs on disadvantaged populations.
9. Define the role of social work in striving to establish and maintain social and economic justice.
10. Identify one's "*goodness of fit*" with the social work profession.

**REQUIRED READING(S) AND TEXTBOOK(S)**

Suppes, M.A., & Wells, C. (2009). *The Social Work Experience: An Introduction to Social Work and Social Welfare* (5th ed.). Boston: Pearson Education.

ISBN-10: 0205569390

ISBN-13: 9780205569397

(Available for purchase at the University Bookstore and Alamo II, and other):

Also available as e-text at <http://www.coursesmart.com>

**Reserve Reading(s)** (*Available at the Reserve Desk at Milner Library – locate by title*):

Available on e-reserve: Zastrow, C. (2008).

Chapter 4. *Introduction to Social Work and Social Welfare* (9th ed.). Belmont, CA: Thomson/Brooks/Cole.

Chapter 4, *Introduction to Social Work, the People's Profession* (3<sup>rd</sup> ed.) Chicago, IL: Lyceum Books, Inc. (may also be scanned and put into BB)

**EXPECTATIONS OF STUDENTS**

**Attendance and Participation:** Students are expected to attend and participate in all class sessions whether face-to-face or online. A student should not be enrolled in a course if other obligations will interfere with getting to class sessions regularly and punctually.

***More than two absences in a sixteen- week course or one in an eight- week course will result in a lowered grade for the course. Repeated tardiness or leaving class early also will result in a lowered grade.***

**Class Preparation:** You are expected to have prepared thoroughly for each session. Preparation may include reading and/or watching the assigned materials prior to class (see "COURSE SCHEDULE"), summarizing the content and being prepared to discuss it; writing questions or reactions to the material; and making connections between concepts in current readings and earlier readings.

Students are strongly encouraged to read other related materials, make notes on readings and visual material, prepare study questions based on readings, case material, and instructor presentation/lecture materials; discuss readings and class lecture material with other students, form study groups, explain concepts to others, and schedule consultation time with the instructor as needed.

Students are strongly encouraged to read other related materials, make notes on readings and visual material, prepare study questions based on readings, case material, and instructor presentation/lecture materials, discuss readings and class material with other students, form study groups, explain concepts to others, and schedule consultations with the instructor as needed.

**Assignments:** Promptness in completing class assignments and required readings is a requirement. When an extenuating circumstance occurs, appropriate arrangements must be made in advance.

All assignments are due on the date assigned (See "ASSIGNMENTS" and "COURSE SCHEDULE"). *Late assignments may be accepted at the discretion of the instructor, but will be given a reduced grade.* One letter grade (10% of the earned grade) may be deducted for each week the assignment is late unless prior arrangements have been made with the instructor. *No assignments will be accepted after the last day of class.*

**Missed or Late Work:** If a student misses a class, he or she will be responsible for any missed class content. Missed in-class work generally *cannot* be made up. Make-up tests, quizzes, and examinations, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

A grade of incomplete (I) will be given only in rare circumstances. A student who has received a

grade of incomplete is not in academic good standing and cannot enter practicum until the incomplete has been successfully cleared.

**Written Work:** Written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

1. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.
2. All papers written from sources must include citations following the style requirements of the *Publication Manual of the American Psychological Association* (2001). This reference text also provides excellent information on the organization and writing of papers. An excellent resource for questions about APA format and other paper writing skills is the American Psychological Association (APA) web site [www.apastyle.org](http://www.apastyle.org) (Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition)
3. All work must be typed, double-spaced, with numbered pages unless the professor instructs otherwise. Each assignment should be titled, dated, annotated with your name, and stapled or placed in a binder.
4. Papers should use standard margins unless the professor instructs otherwise. The Microsoft Word default setting for margins is 1" top, 1" bottom, and 1.25" each left and right. The header and footer default setting is 0.5" from the edge.
5. Papers should use standard fonts. The department standard is Times New Roman 12 point.
6. Students should retain copies of all work turned in to the instructor.

**Nondiscriminatory Language:** Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language. Faculty may return papers for revisions in language prior to grading. Be sensitive to your use of language

**Academic Misconduct:** Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of university regulations, but are also considered a serious breach of the ethical code of conduct for the social work profession. Students are expected to remember that they are in the process of becoming professional social workers. As such, they are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available to students on the Internet at [www.naswdc.org](http://www.naswdc.org).

**Special Needs:** Students with special needs should notify the instructor immediately so that available accommodations can be made. Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TTY).

**Electronics:** All cell phones, pagers, and laptops, and other electronics (unless the student has a documented need for assistive technology) should be turned off during the class.

**The following behaviors may result in reduced points if they are repeated or distract the instructor and the class:**

- Talking while others are speaking
- Sleeping
- Reading a newspaper or other materials
- Cell phone ringing
- Texting
- Listening to ipods or other devices during class
- Computer activities not related to the course
- Disruptive behavior

In the discussion of social problems all students may not agree with each other or with the instructor. All opinions are welcome and will be considered. The following discussion rules will be followed:

1. One person speaks at a time.
2. Listen to the speaker intently. If you are thinking about how/what you are going to say, you are not listening.
3. Do not interrupt the speaker. To respond, raise your hand and the discussion leader will note that you will speak next. When many hands are raised, the leader will choose those who have not yet spoken in the discussion.
4. Be respectful. When you disagree with someone, express your disagreement with the idea, not the person. Do not call the person or the idea “crazy” or “wrong.” Say you disagree, and the reasons why. To better understand the position of others ask clarifying questions.
5. After class is over, discuss opinions, not people. You might say to your friends “Here’s an idea that came up in class today” but do not say, “You wouldn’t believe what Hermione said!”
6. If you cannot abide by these rules on a topic, please leave the discussion. Try to apply the rules at the next opportunity.

### **ASSIGNMENTS**

The following assignments are designed to measure progress on the learning objectives for this course. Please see instructor’s handout for writing guidelines and grading criteria.

This course will include the following assignments. All reading and assignments are organized within the Learning Modules and may be modified, based upon current events. There is a Learning Module for every class period and one EXPERIENTIAL Assignment.

#### **WEEKLY READING QUIZZES (30% of course grade)**

##### **DUE EVERY TUESDAY BY 8:00 AM**

Reading quizzes are on-line and can be found in the Learning Modules. These quizzes are based on the assigned reading from the text or other reading materials. They are located in the

Learning Modules.

**SURVEYS (0 % of course grade)**

**Due: To be determined by instructor as part of Learning Module Assignments**

Surveys are a method for students to respond to issues candidly without being identified. The instructor can see who completed a survey but not individual responses that would identify the student. There are four surveys: Self-Evaluation of Values, Gender Values, Family Values and Midterm Course Evaluation.

**EXPERIENTIAL ASSIGNMENT: \*\* UNDERSTANDING POVERTY (35% of course grade)**

**Due: As part of 5 Learning Modules; dates to be determined.**

The purpose of this assignment is to understand the realities of poverty and how poverty impacts a family in terms of access to health care, quality education, and proper nutrition. Students can refer to class lectures, readings, and information collected from interviews conducted with social workers in various service areas such as: HEAD START, DEPARTMENT OF PUBLIC HEALTH, and the public school system.

**\*\* See Appendix I, pg. 25 for detailed instructions.**

**\*\* GOODNESS OF FIT ESSAY: (20% of course grade)**

**Due: At midterm (if submitting for SWK application) or finals week.**

The purpose of this essay is to provide students with an opportunity to engage in self-reflection about the “goodness of fit” between themselves and the social work profession.

Write a 5-7 page essay that 1) applies basic social work concepts and values to your life experiences; 2) articulates your understanding of social problems; and 3) identifies the social services available to address those social problems.

**\*\* See Appendix II, pg. 28 for detailed instructions.**

**Please note: The Goodness of Fit essay can be included with the social work application if you are applying to be formally admitted into the social work major.**

**GRADING**

Grades will be assigned in accord with the following scale. Students must achieve the full value of the lower end of each subscale to be awarded the corresponding letter grade.

<b>On-line Learning Module Assignments:</b>	<b>15%</b>
<b>Weekly Reading Quizzes:</b>	<b>30%</b>
<b>Experiential Paper:</b>	<b>35%</b>
<b>Goodness of Fit Essay:</b>	<b>20%</b>
<b>TOTAL:</b>	<b>100%</b>

**Grade Allocation**

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

\*\*Do not procrastinate on assignments. You will become frustrated and will not have enough time to properly complete the work which may result in a lowered grade.

**AGAIN - there is to be NO texting, outside reading or computer use during class. This WILL negatively impact your grade.**

**COURSE SCHEDULE**

<b>Section 1:</b>	<b>General Topic: Introductions</b>
Day and Date:	TUESDAY 8/23/11; THURSDAY 8/25/11
Required Readings:	<b>Course Text:</b> Suppes and Welles - Chapter 1, pp. 1-31
Class Assignment/ Activity	Learning Module 1 <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course overview</li> <li>• What is social work?</li> <li>• Possibly - Faces of Change Video</li> </ul>

<b>Section 2:</b>	<b>General topic: The Social Work Profession</b>
Day and Date:	TUESDAY 8/30/11; THURSDAY 9/01/11
Required Readings:	<b>Course Text:</b> Chapter 1, part 2 (bottom of pg. 31 through end of chapter)
Class Assignment/ Activity	Learning Module 2 <ul style="list-style-type: none"> <li>• Licensure in Illinois</li> <li>• Literature Research at ISU: Resource: SWK Librarian, Vanette Schwartz</li> <li>• Writing for the Social Work discipline and profession</li> </ul>

**LABOR DAY 9/5/11**

<b>Section 3:</b>	<b>General Topic: The Social Work Profession</b>
Day and Date:	TUESDAY 9/06/11; THURSDAY 9/08/11
Required Readings:	<b>Course Text:</b> Chapter 2: Theoretical Perspectives Guest: Melanie Goss, Julia N. Visor Center, In-Class Writing Tutorial
Class Assignment/Activity	Learning Module 3 Due <ul style="list-style-type: none"> <li>• Possible PATH presentation</li> <li>• Social Work Values &amp; Code of Ethics</li> <li>• History of Social Work</li> <li>• Video: Women of Hull House</li> </ul>

<b>Section 4:</b>	<b>General Topic: Social Justice and Social Welfare Policy</b>
Day and Date:	TUESDAY 9/13/11; THURSDAY 9/15/11
Required Readings:	<b>Course Text:</b> Chapter 3: Social Justice & Social Welfare Policy
Class Assignment/Activity	Learning Module 4 Due <ul style="list-style-type: none"> <li>• The Poorest Children video (possibly)</li> <li>• 911 Tribute (possibly)</li> <li>• Class Discussion</li> </ul>

<b>Section 5:</b>	<b>General Topic: Poverty in the United States</b>
Day and Date:	TUESDAY 9/20/11; THURSDAY 9/22/11
Required Readings:	<b>Reserve Readings:</b> Poverty in the USA (online reading from Zastrow, C.) Introduction to Social Welfare and Social Work, Chapter 4, pp. 117-129 (see Learning Module 5 for link)
Class Assignment/Activity	Learning Module 5 <ul style="list-style-type: none"> <li>• Health and Poverty video</li> <li>• Class Discussion</li> </ul>

<b>Session 6:</b>	<b>General Topic: Family and Children's Services</b>
Day and Date:	TUESDAY 9/27/11; THURSDAY 9/29/11
Required Readings:	<b>Course Text:</b> Chapter 4: Family & Children's Services
Class Assignment/Activity	Learning Module 6 Due <ul style="list-style-type: none"> <li>• Aging Out video</li> <li>• SWK Guest (possibly)</li> <li>• Class discussion</li> </ul>

<b>Session 7:</b>	<b>General Topic: Social Work in Mental Health</b>
Day and Date:	TUESDAY 10/04/11; THURSDAY 10/06/11
Required Readings:	<b>Course Text:</b> Chapter 5: Social Work in Mental Health
Class Assignment/Activity	Learning Module 7 <ul style="list-style-type: none"> <li>• DSM videos (possibly) – examples of disorders</li> <li>• SWK Guest (possibly)</li> <li>• Class discussion</li> </ul> <b>Part I of Understanding Poverty Due: Income/Expense Worksheets</b>

<b>Section 8:</b>	<b>General Topic: Social Work in Health Care</b>
Day and Date:	TUESDAY 10/11/11; THURSDAY 10/13/11
Required Readings:	<b>Course Text:</b> Chapter 6: Social Work in Health Care
Class Assignment/Activity	Learning Module 8 Due <ul style="list-style-type: none"> <li>• SWK Guest Or International Health Care Plans video</li> <li>• Class Discussion</li> </ul>

<b>Section 9:</b>	<b>General Topic: Social Work in Schools</b>
Day and Date:	TUESDAY 10/18/11; THURSDAY 10/20/11
Required Readings:	<b>Course Text:</b> Chapter 7: Social Work in Schools
Class Assignment/ Activity	Learning Module 9 Due <ul style="list-style-type: none"> <li>• Fear &amp; Learning video</li> <li>• Class Discussion</li> </ul> <b>Part II of Understanding Poverty Due: Nutrition</b>

<b>Section 10:</b>	<b>General topic: Substance Abuse Services</b>
Day and Date:	TUESDAY 10/25/11; THURSDAY 10/27/11
Required Readings:	<b>Course Text:</b> Chapter 8: Substance Abuse Services
Class Assignment/ Activity	Learning Module 10 Due In class: <ul style="list-style-type: none"> <li>• SWK guest or video, "30 Days"</li> <li>• Class Discussion</li> </ul>

<b>Section 11:</b>	<b>General Topic: Older Adults</b>
Day and Date:	TUESDAY 10/25/11; THURSDAY 10/27/11
Required Readings:	<b>Course Text:</b> Chapter 9: Social Work w/ Older Adults
Class Assignment/ Activity	Learning Module 11 Due <ul style="list-style-type: none"> <li>• Video: TBA</li> <li>• Discussion on Hospice and/or in-class exercise</li> </ul> <b>Part III of Understanding Poverty Due: Health Care</b>

<b>Section 12:</b>	<b>General Topic: Criminal Justice</b>
Day and Date:	TUESDAY 11/08/11; THURSDAY 11/10/11
Required Readings:	<b>Course Text:</b> Chapter 10: Criminal Justice
Class Assignment/ Activity	Learning Module 12 Due <ul style="list-style-type: none"> <li>• SWK Guest</li> <li>• Veterans' Salute</li> </ul>

<b>Section 13:</b>	<b>General Topic: Developmental Disabilities</b>
Day and Date:	TUESDAY 11/15/11; THURSDAY 11/17/11
Required Readings:	<b>Course Text:</b> Chapter 11: Developmental Disabilities & Social Work
Class Assignment/ Activity	Learning Module 13 Due <ul style="list-style-type: none"> <li>• Big Mama video (or other)</li> <li>• Class Discussion</li> <li>• Group Activity (possibly)</li> </ul> <b>Part IV of Understanding Poverty Due: Education</b>

**FALL BREAK: 11/19/11 - 11/27/11**



<b>Section 14:</b>	<b>General Topic: Future Challenges &amp; Termination</b>
Day and Date:	TUESDAY 11/29/11; THURSDAY 12/01/11
Required Readings:	<b>Course Text:</b> Chapter 12: Future Challenges

Class Assignment/Activity	Learning Module 14 <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Termination – What is it? When do you start?</li> </ul>
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<b>Section 15:</b>	<b><i>General Topic: Self-Care</i></b>
Day and Date:	TUESDAY 12/06/11; THURSDAY 12/08/11
Required Readings:	<i>To Be Announced</i> <i>Compassion Fatigue Quiz</i> <i>Class Discussion</i>
Class Assignment/Activity	Learning Module 15 <ul style="list-style-type: none"> <li>• How to stay physically, emotionally and mentally healthy as a social worker</li> <li>• Course Evaluations – your chance to grade the instructor</li> </ul> <b>Part V of Understanding Poverty Due: Conclusions</b>

**FINALS WEEK: 12/11/11 – 12/17/11**



<b>Section 16:</b>	<b><i>General Topic: Finals Week – NO FINAL FOR SWK 170</i></b>
Day and Date:	TUESDAY 12/11/11; THURSDAY 12/13/11
Required Readings:	<i>None!!</i> <i>Nada!!</i>
Class Assignment/Activity	<b><i>“Goodness of Fit” Essay Due</i></b>

**BIBLIOGRAPHY AND FURTHER READINGS**

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## **APPENDIX I: EXPERIENTIAL PAPER: UNDERSTANDING POVERTY**

### **OVERVIEW OF ASSIGNMENT**

For this assignment you will simulate and reflect on the experience of a single parent providing for three children. You are expected to determine the educational, nutritional and health care needs of the entire family. You will then determine whether current social policies are adequate or need to be changed to assist the Dell family and similar families.

This assignment is broken into five parts: Financial Expenses, Nutrition, Healthcare, Education, and Conclusion. You are to submit each part of the assignment with the corresponding Learning Module. Each submission must be typed, double-spaced and follow standard APA format. Include a reference list at the end of each part of the assignment. The page length **DOES NOT** include the references page. Specific instructions for each part of the assignment are provided below.

### **The Dell Family Case Vignette:**

Ms. Kelly Dell is a 25 year old single mother of three children, all under the age of 7. Ms. Dell was the valedictorian of her high school class and earned a full scholarship to Illinois State University. During Kelly's first semester in college, she learned that she was 8 weeks pregnant with her first child, Aidan. Against her family's wish, Kelly dropped out of school and married her then boyfriend, Jarrod, and moved to Kansas City, MO. One year after Aidan's birth, Jarrod decided to join the National Guard to provide for his family. After three and half years of marriage, they welcomed their second child, Angel. Things seemed to be going quite well for the family; however, Jarrod's long deployments began to take an emotional toll on Kelly and the children. Since Jarrod was a National Guardsman, the family had just enough money to make ends meet and they could save on childcare because Kelly chose to stay at home with the children. After five years of marriage, Kelly and Jarrod welcomed their third child, Austin. After Austin's birth, Kelly found out that Jarrod had been cheating on her and his girlfriend was expecting a child. Devastated, Kelly filed for divorce from Jarrod and moved back to Normal, IL to live with her family until she was able to find a job. Kelly was hired as a housekeeper at Normal Hotel and Conference Center. Aidan is now 6 ½ years old, Angel is 3 years old, and Austin is 15 months old. Both Austin and Angel are currently enrolled at Heartland Head Start. Aidan attends kindergarten at Morrissey Elementary School. Kelly earns \$15,840 annually from housekeeping. Since her divorce from Jarrod, she has not received child support because Jarrod is unemployed; as a result, she receives benefits from Temporary Assistance for Needy Families (TANF) and currently lives in a two bedroom Section 8 apartment, receives a Link Card and a medical card.

### **Assignment Resources**

You may obtain information from the internet for many social service agencies and programs: Temporary Assistance for Needy Families, National Head Start, Department of Education, Illinois Department of Public Health, Illinois Department of Human Services, etc. Be sure to use

relevant social science journals, literature, and policy reviews for your paper. You may also interview social workers and visit social service agencies.

### **Part I: Financial Expenses**

Kelly currently works for the Normal Hotel and Conference Center and makes \$8.25/hour (which is the minimum wage rate for the State of Illinois). Assuming she works 40hrs/week (with no time off) her gross monthly income is \$1320. After taxes, her total monthly net pay is \$1205.82.

- Complete the Expense Worksheet. Fill in values for all household expenses to support the Dell family. You can download the Expense Worksheet from Money Management International's web site to figure out all of the expenses for the Dell family: <http://www.financialliteracymonth.com/30Steps/Step21.aspx> Include the expense worksheet in your paper.
- In 2-3 pages, briefly explain the Dell family's financial situation. Given her annual salary and monthly expenses, what challenges do you anticipate Kelly will encounter as she tries to provide for her family. Is this enough money for a family of 4? According to the poverty guidelines set by United States Department of Health & Human Services 2011, where does the Dell family fit in terms of the poverty line?
- Submit the financial expenses paper through the assignment module (i.e., upload the paper).

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Understanding PovertyPart1.YOURLASTNAME\_YOURFIRSTNAME.DOC

### **Part II: Nutrition**

- Kelly receives TANF benefits; she is entitled to receive benefits from the Supplemental Nutrition Assistance Program (SNAP) to purchase food and other household supplies. According to her income level, she qualifies for \$2389 a year in SNAP benefits. You are to figure out her monthly SNAP benefit amount. Once you've determined her monthly benefit amount, make a 30 day menu of what you think the family eats in a month including amounts. Make a grocery shopping list from your menu plan. Take the shopping list to a grocery store and add the price of each item. Include the grocery list with prices in your paper.
- In 2-3 pages, discuss whether or not Kelly and her children are receiving enough to provide a balanced healthy diet. What are the advantages/disadvantages of SNAP? What adjustments would Kelly have to make in order to provide a balanced diet for her family? What money saving strategies would you use if you were Kelly?
- Submit the paper through the assignment module (i.e., upload the paper).

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### **Part III: Health Care**

- The Dell family also qualifies for Medicaid and receives a medical card through the State

of Illinois Family Care Plan. In 2-3 pages you are to determine which plan the family qualifies for, as well as what services are covered through this plan. Does this plan provide sufficient coverage for Kelly and her children? Can Kelly maintain the yearly physical exams for herself, Aidan, and Angel, as well as the Well-Baby checks for Austin on her income? What are the advantages and disadvantages of the Family Care Plan?

- Submit the paper through the assignment module (i.e., upload the paper).

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#### **Part IV: Education**

- Kelly's two youngest children are currently enrolled in a Head Start program. While her oldest, Aidan, attends kindergarten. In 2-3 pages answer the following questions: What is the cost of tuition for a family of four? Does Kelly meet the income eligibility guidelines for Head Start? What other services is Kelly eligible for under Head Start? What is the cost of books and supplies for Aidan? Determine whether or not Aidan is eligible for free and reduced lunch? What policy initiative does free and reduced lunch fall under?
- Submit the paper through the assignment module (i.e., upload the paper).

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#### **Part V: Conclusions**

- You are to summarize in 2-3 pages what it would be like to be this family? What changes in social policies (e.g., education, health care, and nutrition) need to be made to help similar families? What other resources could this family benefit from?
- Submit the paper through the assignment module (i.e., upload the paper).

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**APPENDIX II: GOODNESS OF FIT ESSAY**

Please provide thorough responses to the essay questions. You may use examples from your personal life, employment, or volunteer experience to help illustrate and support your views and statements. Please use APA format. Be sure to include a Reference List page at the end of your essay.

1. Describe how a career in social work is a “good fit” for you? What or who influenced your interest in the social work profession (i.e., family, friends, clergy, social worker, teacher, volunteer/work experiences, academic experiences, personal life experience, etc.). Explain why you are considering social work as your career choice vs. other helping professions such as: psychology, counseling, teaching or nursing.
2. Social workers have a specific set of professional values that guide them in their work, the Code of Ethics. The following are the core values of social work according to the Code of Ethics: service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence. Choose any two of the core values and explain how each of these values relates to your understanding of how to be an ethical social worker. You will need to reference the Code of Ethics, available at <http://www.socialworkers.org/pubs/code/default.asp>.
3. Explain the values, beliefs, and strengths make you compatible with the field of social work? Based on your self-assessment, identify three areas of professional strength and describe how you plan to further develop these strengths. Additionally, how will these strengths influence a social work career?
4. Discuss the values, beliefs, and limitations you anticipate needing to work through to become more compatible with a career in social work? Based upon your self-assessment, identify three areas in need of further professional development and outline a plan for improving these areas (be specific).
5. Describe what you consider to be one of the most pressing social problems in America today. How pervasive is the problem? What, in your opinion, causes this problem (document scope, causes, implications, etc., as presented in the social work literature)? What does the social work profession have to offer to solve this problem (document from social work or other social science literature)? What qualities, skills, and attributes do you have that would contribute to the solution of this problem (be specific)?

Submit the paper through the assignment module (i.e., upload the paper).

FILE FORMAT FOR SUBMISSION: WORD (.DOC)

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