COMPUTERS IN SOCIAL WORK: Applications & Issues

Syllabus

Course Description
The first objective of SW 411, Computers in Social Work, is to give students an introduction to the most common hardware and software likely to be encountered in social work practice. Second, the course is designed to review the current uses of information technology in social work and to examine some of the related issues of privacy, confidentiality, and security. Whenever possible, the class will also attempt to give the more advanced student opportunities to broaden and deepen knowledge and skills.

Grading will not be based on memorization and testing for comprehension. Instead, grades will be given primarily on your ability to use hardware and software documentation, and to integrate information and knowledge in practice situations.

It is assumed that social workers will rely increasingly on information technology—specifically: computers, networks, and telecommunications. It is assumed also that regardless of what area of social work or related fields (e.g., criminology, gerontology, etc.) within which you come to practice, in the course of your life’s work you will serve “on the line,” as a supervisor, and probably in management too. Thus it’s likely that you will need not only to use computer hardware and software, you may also come to design and install simple networked systems, and even solicit and manage much more elaborate contracted hardware and software systems and their maintenance. You may also be called upon to lend vision and practice to help people deal with the problems they experience because of the new social and cultural patterns generated by the widespread use of information technology.

A portion of each class meeting—the exact amount of time will vary according to the subject matter—will be devoted to lecture/discussion, with the remainder of the class time spent in use of personal computers in a school lab.

Recommended & Required Texts
The texts listed below, from the “Dummy” series, are only recommended—not required. You may choose instead to use any comparable or superior documentation for the hardware and software to be covered in the course.

The general text by David A. Patterson is required.
General Text (required)

David A. Patterson, *Personal Computer Applications in the Social Services* (Boston: Allyn and Bacon, 2000).

Windows 98


Microsoft Office Applications


Bibliography

REQUIRED READINGS ARE INDICATED BY “>>”. Readings marked “[ONLINE]” at the end of their entry are available online as Adobe Acrobat (pdf) files at http://www.gatherthepeople.org/Pages/CSULA-Comp.htm. Others marked “[RES]” at the end of their entry are available on a reserve basis at the Kennedy Library.

Course Outline

Class One

Lecture/Discussion

Topic: Getting acquainted—backgrounds, interests, and future practice plans.

Reading: None

Questions:

See “Assessment of Computer Experience” questionnaire.

Lab

Become familiar with the lab computers and inventory their software.

Class Two

Lecture/Discussion

Topic: Computer hardware and peripherals

Reading:

Questions:

What are the major components of a personal computer? What are the most common peripheral devices used with personal computers? What is RAM? How does RAM differ from hard drive memory? What are some of the hardware options for backing up files?

Class Three

Lecture/Discussion

Topic(s): Anecdotal perspectives on the use of computers in social services and the basic software

Reading:


Questions:

What are the most common basic software applications for personal computers and what are their functions? How do the different perspectives of IT correspond and how do they differ? What’s been your personal experience of using computers in the workplace?

Lab

Getting acquainted (or better acquainted) with Windows and getting an overview of the Microsoft Office applications.

Class Four

Lecture/Discussion

Topic: Web browsers, Internet search engines, and downloading

Reading:


Questions:
What is an ISP? How do the services of a basic ISP differ from those of more elaborate providers such as American Online, CompuServe, and Microsoft Network?

In class, do the second part (“ethical considerations” and “impediments to getting and using e-mail”) of exercise 1 on p. 297 in Personal Computer Applications in the Social Services.

**Lab**


**Class Five & Class Six**

**Lecture/Discussion**

Topic: Impact of computers in the work world.

Reading:


Questions:

Has there been a computer-driven revolution in the American workplace? In what respects? With what effect on the power of management? And what effect on workers? To what extent does computerizing necessarily “clericalize” social work? How has the office been “reengineered” in the 1990s according to Greenbaum? What does “broad banding” mean and how does it work? What are the pros and cons of this reengineering? What has been the impact of ICT on women in office occupations? To what extent, according to Webster, does ICT lead to new patterns of “de-skilling” and “work intensification”? What has been the effect of ICT on women’s work? What has been the effect of ICT on the location of women’s work?
Lab

Examine Windows 98 operations and features.

Class Seven & Class Eight

Lecture/Discussion

Topic(s): Computer-based social work methodologies.

Reading:


Questions:

What do you see as the main agency functions that can and should be computerized? Where do you think that computerizing would do the most and
least good? What do you think of the idea of a “web caucus”—as a supplement to regular class discussions or as a replacement for regular class discussions? What do you see as the assets and liabilities? What do you see as the potential uses for yourself as a social worker? If you were hired as a clinical social worker in a family service agency that did not use a computerized “expert system” to aid clinical practice, would you support the introduction of such a system? If yes, why? If no, why not? What do you see as the advantages and disadvantages? If you would support its introduction, what operational policies and procedures would you apply to its use?

Lab

Become more familiar with Microsoft Word through the program’s demonstrations and tutorials.

Using Word, prepare an annotated bibliography of at least five articles from social and human services journals pertaining to computers and a social problem area of your choice (e.g., concerning mental health, racism, sexism, minority powerlessness, community breakdown, etc.). For each article, include the full reference, a one-paragraph summary (in your own words), and implications for social work practice. Due at the end of Class Nine on disk.

Class Nine & Class Ten

Lecture/Discussion

Topic: Issues of ethics, confidentiality, and privacy in the use of computers in social work.

Reading


Questions:

What are the differences between privacy, confidentiality, and security? How do you assess the state of privacy in the United States today? What are some of the potential ethical issues when social workers use the Internet as part of a treatment plan for clients? How might a client’s privacy be compromised by a social worker’s use of a computer? How can confidentiality and privacy be protected? What does it mean to be “responsible” when it comes to the ethical liabilities associated with the professional use of computers? What does liability refer to? What are the legal elements of “liability”? Should you be liable if you advise a client to use a database that results in his or her being subjected to malpractice? To what extent are you bound by the NASW ethics, even if you’re not a member, when you hold yourself out to the public as a “social worker”? If you create a database for your agency, are you bound by the computer professionals’ code of ethics? What would you do if you saw that your immediate supervisor in your workplace was using pirated software? What would you do if you learned that your agency’s unwritten policy was to buy only one copy of a program and then make illicit copies for its staff? What if the agency was operating on a shoestring and needed multiple copies but didn’t have funds budgeted to cover the costs?

Lab

Continue working with Word and complete annotated bibliography assignment and turn it in on disk at the end of the Class Nine lab.

Class Eleven

Lecture/Discussion

Topic: Developing and implementing computer systems.

Reading:


Dick Schoech, “Management Applications” and “Human Services IT Applications,” in Human Services Technology: Understanding, Designing, and Implement-
Questions:

How would you explain the potential benefits and burdens of computerizing a social service agency’s administrative and casework functions to the staff of the agency?

Lab

Become familiar with Microsoft Publisher through the program’s demonstrations and tutorials.

Class Twelve

Lecture/Discussion

Topic: Using Publisher to publicize social service programs

Reading: None

Questions: What kind of printed documents could be used to publicize a social service agency’s programs? What kinds of information would be included in such documents? What information would you emphasize the most?

Lab

Using Publisher, design a flyer that would be circulated and posted throughout a large agency to publicize an orientation meeting in which staff would learn about a planned computerization of the agency’s operations. Due at the beginning of Class Thirteen on disk.

Class Thirteen

Lecture/Discussion

Topic: Spreadsheets

Reading:


Questions:

What’s the difference between random and systematic sampling? What are the advantages of using a spreadsheet rather than a database application to record survey data? What is “data cleaning”?
Lab

Become familiar with Microsoft Excel through the program’s demonstrations and tutorials. Do Exercise 1 on p. 120 in Personal Computer Applications in the Social Services.

Class Fourteen

Lecture/Discussion

Topic: Introduction to databases and their development in agencies

Reading:

Moshe ben Asher, “From Paper-Driven to Paperless: A Simple Outline to Computerize a Criminal Justice Diversion Project” (Gather the People, 2000). [ONLINE]


Questions:

What’s a field? What’s a record? What’s a file? What’s a database? What’s the difference between a “flat file” and a “relational” database? What might databases be used for in social service agencies?

Lab

Become familiar with Microsoft Access through the program’s demonstrations and tutorials.

Class Fifteen

Lecture/Discussion

Topic: Introduction to flat-file databases

Reading:


Questions:
What are some examples of flat-file databases? If you were creating a form for a flat-file of referral agencies, what fields would you include in the form?

**Lab**

Continue becoming familiar with Microsoft Access through the program’s demonstrations and tutorials. Do Exercise 3 on p. 159 in *Personal Computer Applications in the Social Service*.

**Class Sixteen**

**Lecture/Discussion**

Topic: Introduction to relational databases

Reading: None

Questions:

What are the different kinds of fields that can be created in a database?

**Lab**

Begin first on paper, then using Access, design a flat-file database for maintaining a list of referral agencies or that solves another agency administrative information problem—such as equipment inventory record-keeping, volunteer management, etc. When the database has been created, enter a dozen “dummy” records that will allow its operations to be demonstrated. *This assignment is due on diskette at the end of Class Seventeen.*

**Class Seventeen**

**Lecture/Discussion**

Topic: Types of relational databases

Reading: None

Questions:

What fields of your database require entering data that are unique to each individual record (e.g., Social Security number) and what fields require entering data that to a greater or lesser degree are not unique?

**Lab**

Begin first on paper, then using Access, to add a second “table” to the database you have already created.

**Class Eighteen**
Lecture/Discussion

Topic: Presentation software

Reading:


Questions:

What are the basic, common capabilities of presentation software?

Lab

Become familiar with Microsoft PowerPoint through the program’s demonstrations and tutorials.

Class Nineteen

Lecture/Discussion

Topic: Converting presentations to web pages

Reading:


Questions: TBA

Lab

Beginning first on paper, then using PowerPoint, develop the content for a presentation of at least ten slides on a topic or service related to your interests in social work. Convert your presentation to web pages. This assignment is due on diskette at the beginning of Class Twenty.

Class Twenty

Lecture/Discussion

Topic: HTML and web page design

Reading: TBA

Questions: TBA

Lab
Become familiar with Microsoft Front Page through the program’s demonstrations and tutorials. Create a two-page web site with at least two hypertext links. *This assignment is due on diskette at the end of Class Twenty.*
Social work is considered one of the most reputed profiles as it works towards the enhancement of our society and living. With the rising interest in this field, the number of candidates pursuing their careers in social work is also increasing. There are many career opportunities provided to the aspirants by the NTA through the UGC NET Social Work exam. Through this, you will be eligible to become a professor or a researcher in the field of social work. UGC NET Social Work Syllabus gives you an idea of all the topics that are required to start your preparation. Here to help you, we have provided unit wise syllabus for social work. You can check them below:

- Unit Name. This syllabus is designed to cover the first four years of Secondary Education in Computer Science, which provides essential skills in problem solving. It prepares learners for further education or branching to more specific and specialised fields of computing. Learners will be able to use the acquired skills to solve day to day life and work-related problems in the globally competitive information age.

1.2 Rationale. The learning area provides a foundation for further studies in specialized areas of computing and equips learners with computer related skills for self-sustenance.

SOCIAL WORK (Syllabus under Credit Based Choice System). (With effect from 2015-2016).

REGULATIONS:

- Understanding case work as a method of social work and its role in social work practice
- To have knowledge of values and principles of working with individuals.
- To develop knowledge of components of social casework.
- To develop knowledge of social resources and how they contribute to the uniqueness of social case work.
- To know the various aspects of interview and its effective use in case work practice.
- To understand the role of worker client relationship and develop appropriate skills and attitudes to work, with individuals.