Course Dates, Time, and Location

Spring Semester: January 16, 2018 to May 11, 2018

Instructor Contact Information

Thomas W. Starkey, Ph.D., LCSW
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Office Hours: MWF 9:00 am – 10:00 am and TR 9:30:00 am – 12:00 am

Course Description

An overview of the history and development of social work as a profession. The course is designed to foster a philosophical, historical, and critical understanding of the social work profession, social work values and ethics, and fields of practice.

Course Introduction

This course provides students with an introduction to the profession of social work. Social work is a broad and dynamic profession that draws from many scientific disciplines including, but not limited to biology, psychology, and sociology. However, social work is a distinct profession from psychiatry; clinical, counseling, or school psychology; counseling; and is distinct from other academic disciplines such as psychology, sociology, economics, political science, and so forth. Social work has its own ethics, values, mission, practice skills, and body of knowledge, all of which are introduced in this course. Additionally, students are introduced to professional writing in the social work profession.

Additionally, this course is designed to expose students to various career paths and practice venues that the profession of social work offers. Specific client populations and contexts of generalist social work practice are covered such as children and families, the elderly, people with

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disabilities, social work practice in health care settings, social work practice in mental health settings, social work practice in criminal/juvenile justice settings, and so forth. Regardless of the topic being discussed in this course, there is a heavy focus of critical thinking skills, the evaluation of one’s own values in light of the social work profession’s values, and the expression of one’s own ideas and thoughts in a non-prejudicial manner.

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, & Skills

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social

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goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Course Materials**

*Required Texts:*


*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).*

**Grading Information**

*Grading Scale:*

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 or Below = F

*Point Values, Description of Assignments and Examinations, and Associated Practice Behaviors:*

Professional Performance 10%

This is relevant to attendance; engaging in class activities, including frequency and quality; professional presentation; and so forth. An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time. Students are to be present for the duration of class. It is expected that all other demands of your time—work, family, appointments, other courses, etc.—will be negotiated with this in mind. Students will be requested their full presence in class, physical and intellectual presence.

For this class:

There is no grade penalty for the first 3 absences (this is not an invite to miss class).

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• Any additional absence will result in a loss of 10 points off of your total grade.
• The 7th absence results in a failing grade for the course. Please refer to ASU policy regarding class attendance.
• Being more than 5 minutes late for class will count as an absence.

Social/Human Service Experience (Signature Assessment) 20%

Students will engage in at least 20 hours (more is encouraged) of service in a local social/human service agency of their choice. Approval of the agency selection must be granted by the instructor and an approved list is located in the social work office (Academic 104H). Documentation of successful completion for this experience is required; this is done by your supervisor completing a timesheet (which will be provided to you by the course instructor) documenting your service; additionally, the student will be formally rated on a rating scale as to the quality of their service by their supervisor.

Resume and Personal Narrative 15%

Each student will write a resume in this course; students are encouraged to seek assistance from the career development center (UC 114) on campus in completing this assignment. Additionally, each student will complete a personal narrative, at least five pages in length (the paper can be longer if necessary) including cover sheet and references (references are expected) covering the following sections conforming to the standards of the Publication Manual of the American Psychological Association, 6th Edition (2010):

1. your understanding of the social work profession (including its historical development, mission, and values) and how the social work profession is similar to and differentiated from sociology, psychology, psychiatry, and counseling;

2. list and define all six core values of the social work profession; discuss the relationship of these core values to the NASW Code of Ethics; choose at least two of the core values of the social work profession and discuss their importance to you and the social work profession;

3. discuss why you desire to enter the social work profession; include a discussion of the following: your personal identification with the social work profession; the ecological paradigm (person-in environment perspective, biopsychosocial approach to clients), advocacy for client access to social work services, your conceptualization and appreciation of human diversity, and generalist social work practice;

4. discuss three of your personal strengths and three of your personal weaknesses or challenges covering the following points;
   a. how your personal strengths will help you become a professional social worker; and

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b. how you plan to overcome any personal weaknesses or challenges to become a professional social worker; and

5. discuss your future goals as a professional (e.g., graduate work in social work, social work employment, social work career path, career-long learning plan, and so forth).

Group Power Point Presentations 15%

Each student will read the Ritter, Vakalahi, and Kiernan-Stern (2009) text, in conjunction with the main social work text for the course, as assigned. Students will sign-up in groups to present on a particular practice setting in social work during the semester. The topics include Social Work and Children/Families; Social Work and Health Care; Social Work and Mental Health/Substance Abuse; Social Work and Aging; Social Work and Criminal Justice; and Social Work and Administration/Policy/Community Practice.

The power point presentation should cover the following:

1. The nature of the particular area of social work practice.

2. The role and function of social workers in that particular area of social work practice on the micro and macro levels of practice.

3. Related professional organizations; degree level, licensure, and/or certification required for practice in the particular area; and salary.

Students will be awarded a grade based on the quality of presentation, information provided, use of APA, and relevance of PowerPoint Slides.

Students are required to notify the instructor of the topic each intends to discuss by the date identified in the Syllabus.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source—you must acknowledge that source. Plagiarism on the presentation will result in the student group not receiving credit for the presentation.

Examinations 40%

There will be four (4) online, multiple attempt (two), timed (75 mins), examinations in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus LockDown browser.

Testing via Respondus™ Monitor

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Access to quizzes and exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

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OTHER REQUIRED MATERIALS
· Computer with MAC or Windows Operating System
· High Speed Internet Access
· Ethernet Cable
· Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements:
http://www.angelo.edu/distance_education

Technical Assistance: If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

Other Notes:
- Be sure not to mute your microphone. It is important that the audio be on.
- Be sure to have a light source in front of or next to your computer monitor. If your image is dark and difficult to see on the “Student Photo” step, please add lighting to the front of your computer and retry.
- Make sure that on the “Student Photo” step, you are nicely framed so your face and shoulders can be seen as well as some of the background.
- ****Use an Ethernet cord to “hard wire” your computer to the router helping to ensure you will not lose connection with Blackboard.

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Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations, which is available on the web at: [http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf](http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf)

- All students are expected to follow the National Association of Social Workers *Code of Ethics*.

- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/Honor_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)

- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.

- Late assignments are not accepted for any reason unless the reason is approved by the course instructor.

- Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: [http://www.angelo.edu/services/student_life/disability.html](http://www.angelo.edu/services/student_life/disability.html)

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### Course Schedule

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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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| Week 1 1/16-1/19 | **Course Introduction**  
Reading: Chapter 1 (Kirst-Ashman)  
Lecture Topic: Introduction to Social Work and Social Welfare |
| Week 2 1/22-1/26 | Reading: Chapters 2 (Kirst-Ashman)  
Lecture Topic: Social Work Values and Ethics  
**Assignment: Sign-up for Group Power Point Presentations** |
| Week 3 1/29-2/2  | Reading: Chapter 3 (Kirst-Ashman) and Chapters 2 and 3 (Ritter, Vakalahi, & Kiernan-Stern)  
Lecture Topic: Empowerment and Human Diversity |
| Week 4 2/5-2/9   | Reading: Chapters 4 (Kirst-Ashman)  
Lecture Topic: The Process of Generalist Practice  
**Exam 1: Chapters 1-4 (Kirst-Ashman)** |
| Week 5 2/12-2/16 | Reading: Chapters 5 (Kirst-Ashman)  
Lecture Topic: Practice Setting |
| Week 6 2/19-2/23 | Reading: Chapter 6 (Kirst-Ashman) and Chapter 13 (Ritter, Vakalahi, & Kiernan-Stern)  
| Week 7 2/26-3/2  | Reading: Chapter 7 (Kirst-Ashman) and Chapters 4 and 6 (Ritter, Vakalahi, & Kiernan-Stern)  
| Week 8 3/5-3/9   | Reading: Chapter 8 (Kirst-Ashman) and Chapter 7 (Ritter, Vakalahi, & Kiernan-Stern)  
Lecture Topic: Policies and Programs to Combat Poverty |
| **Spring Break** | 3/12-3/16  
**Course Schedule Continued on the Next Page** |
| Week 9 3/19-3/23 | Reading: Chapter 9 (Kirst-Ashman) and Chapter 8 (Ritter, Vakalahi, & Kiernan-Stern) |

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<tbody>
<tr>
<td>10</td>
<td>Social Work and Services for Children and Families</td>
<td>Chapter 10 (Kirst-Ashman) and Chapter 6 (Ritter, Vakalahi, &amp; Kiernan-Stern)</td>
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<tr>
<td>11</td>
<td>Social Work and Services for Older Adults</td>
<td>Chapter 11 (Kirst-Ashman) and Chapters 10 and 11 (Ritter, Vakalahi, &amp; Kiernan-Stern)</td>
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<tr>
<td>12</td>
<td>Social Work and Services for People with Disabilities</td>
<td>Chapter 12 (Kirst-Ashman) and Chapters 14, 15, and 16 (Ritter, Vakalahi, &amp; Kiernan-Stern)</td>
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<tr>
<td>13</td>
<td>Social Work and Health Care</td>
<td>Chapter 13 (Kirst-Ashman) and Chapter 12 (Ritter, Vakalahi, &amp; Kiernan-Stern)</td>
<td>Resume and Personal Narrative Due</td>
</tr>
<tr>
<td>14</td>
<td>Social Work and Mental Health</td>
<td>Chapter 14 (Kirst-Ashman)</td>
<td>20 Hours of Nonpaid Social/Human Service Experience Due</td>
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<tr>
<td>15</td>
<td>Social Work and Services for Youths and in the Schools and Social Work and Services in the Criminal Justice System</td>
<td>Chapter 15 and 16 (Kirst-Ashman)</td>
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