Course Dates, Time, and Location

Summer Session I, 2018: June 4, 2018 to July 3, 2018
Online Course Format

Instructor Contact Information

Anne M. Scaggs, EdD (ABD), M.S.W., LCSW
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Office Hours: MTW 9:00 am - to 10:00 am and by appointment or through Blackboard.

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

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generalist social work practice are covered such as children and families, the elderly, people with 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 social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

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 and Description for Assignments and Examinations:*

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Professional Performance</td>
<td>10%</td>
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<tr>
<td>Discussion Threads</td>
<td>15%</td>
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<tr>
<td>Human Services Experience</td>
<td>20%</td>
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<tr>
<td>Examinations</td>
<td>40%</td>
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<tr>
<td>Resume &amp; Personal Narrative</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Professional Performance  

This is relevant to participation (all students are required to engage in discussion boards by answering the discussion questions that will be posted by instructor and commenting on the posts of fellow students); including frequency and quality; professional

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presentation; and so forth. 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.

B1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

B2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

B3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

B4. Use technology ethically and appropriately to facilitate practice outcomes; and

B5. Use supervision and consultation to guide professional judgment and behavior.

Chapter Discussion Board Questions  15%

Each student will be required to respond to one of the two discussion questions posted on blackboard for each week (Total: 16 questions will be required per student to answer). Students will be required to provide feedback (more than just writing good job) to at least two classmate’s responses each week (Total: 32 in depth responses supported with at least 1 peer reviewed journal article or book to fellow students posts).

B2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

B3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

B4. Use technology ethically and appropriately to facilitate practice outcomes;

B6. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Social/Human Service Experience  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 (this will also be provided to you by the course instructor).

B1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

B2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

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B3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

B5. Use supervision and consultation to guide professional judgment and behavior

B6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

B7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and

B8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

B9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

B10. Engage in practices that advance social, economic, and environmental justice.

B11. Use practice experience and theory to inform scientific inquiry and research;

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 (the use of at least 5 peer reviewed articles and/or books as 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;

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a. How your personal strengths will help you become a professional social worker; and

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).

B2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
B3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
B5. Use supervision and consultation to guide professional judgment and behavior
B6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
B7. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
B8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
B9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
B10. Engage in practices that advance social, economic, and environmental justice.
B11. Use practice experience and theory to inform scientific inquiry and research; provide relevant services.

Examinations 40%

There will be four (4) online, open book (Kirst-Ashman, 2017), one attempt, timed, 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 Monitor LockDown browser.

Testing via Respondus™ Monitor

Access to 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 is one practice quizzes: a short 10 question practice quiz over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz 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

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Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

- 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/online-education/index.php](http://www.angelo.edu/online-education/index.php)

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](http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf).

- 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

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appropriate arrangements can be made. Additional information can be found at: http://www.angelo.edu/services/student_life/disability.html

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Course Schedule

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<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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| Week 1 June 4-June 9 | Course Introduction  
Reading: Chapter 1-4 (Kirst-Ashman)  
Lecture Topic: Introduction to Social Work and Social Welfare; Social Work Values and Ethics; Empowerment and Human Diversity; The Process of Generalist Practice  
Look for Volunteer Placement and have approved by Instructor upload information about your placement for approval by 6/8/18 or ASAP Discussion Board  
Discussion 1—Due by 6/6 before 8pm, Peer feedback due by 6/7 before 8pm; Discussion 2—Due by 6/8 before 8pm, peer feedback due by 6/9 before 8pm. |
| Week 2 Jun 10-16 | Reading: Chapters 5-8 (Kirst-Ashman)  
Lecture Topic: Practice Settings; An Overview of Social Work History; Policy; Policies and Programs to Combat Poverty; Questions about personal Narrative (please email Instructor)  
Exam 1: Chapters 1-4 (Kirst-Ashman) 6/10 to 6/13 Discussion Board discussion 1 due on 13 before 8pm, peer feedback due on the 14 before 8pm; Discussion 2—Due by 6/15 before 8pm, peer feedback due by 6-16 before 8pm. |
| Week 3 June 17-23 | Reading: Chapters 9-12 (Kirst-Ashman)  
Lecture Topic: Social Work and services for Children and Families; SW and services for older adults; SW and services for People with Disabilities; SW and services for people in Health Care  
Exam 2: Chapters 5-8 (Kirst-Ashman) 6/17 to 6/20 Discussion Board—Discussion 1 Due by 6/20th before 8pm, peer feedback due on 6-21 before 8pm; Discussion 2 due by 6/22 before 8pm, peer feedback due on 6/23 before 8 pm. |
| Week 4 June 24-June 30 | Reading: Chapters 13-16 (Kirst-Ashman)  
Lecture Topic: Social Work and services in mental health; Social Work and Substance use, Abuse and Dependence; SW and services for Youths and in the schools; SW and services in the criminal justice system  
Assignment: Resume and Personal Narrative Due by 6/25/18, by 12pm  
Exam 3: Chapters 9-12 (Kirst-Ashman) 6/24 to 6/26 |

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| **Week 5**  
| **July 1 - July 3** | **Discussion Board—Discussion 1 Due by 6/27th before 8pm, peer feedback due by 6/29th before 8pm; Discussion 2 due by 6/29th before 8pm, peer feedback due on 6/30th before 8pm.** |
| | **Assignment: Volunteer hours sheet due 6/29/18 and Agency evaluation due 7/2/18 by 12pm.** |
| | **Final: Chapters 13-16 (Exam will be posted on 6/30 to 7/3)** |
| | **Discussion Board—Discussion 1 due by 7/2 before 8pm, peer feedback due on 7/3 before 3pm.** |

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