Department of Social Work
2307-010
Introduction to Social Work
Spring 2020

Instructor: Thomas W. Starkey, Ph.D., LCSW
Email: tstarkey@angelo.edu
Phone: 325-486-6130
Office: 224J
Student Hours: MWF 10:00 -11:00 and TR 9:30 – 11:00

Course Information

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 Credits
3

Prerequisite and Co-requisite Courses
Admission to ASU as an undergraduate.

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word
and/or PowerPoint are expectations of the class and the social work department.

Program Outcomes
Upon completion of the program of study for the social work program, the graduate will be
prepared to: 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; and 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 goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected; and Competency 5: Engage in Policy Practice. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.
## Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior</td>
<td>Personal Narrative and Group Presentation</td>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
</tr>
<tr>
<td>apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td>Group Presentation</td>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
</tr>
<tr>
<td>apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.</td>
<td>Group Presentation</td>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.</td>
</tr>
<tr>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td>Group Presentation</td>
<td>Competency 5: Engage in Policy Practice</td>
</tr>
</tbody>
</table>
Course Delivery

This is a classroom course offering. The course will be delivered face to face in the HHS building on ASU campus.

Required Texts and Materials


Required Readings:

- NASW Code of Ethics
- Texas Board of Social Work Examiners webpage (Code of Conduct & Scope of Practice)

Recommended Texts and Materials


Technology Requirements

To successfully complete this course, students need to have access to the following:

- 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).

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.
To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

**Topic Outline**

Learning Module 1: Chapters 1-4  
Learning Module 2: Chapters 5-8  
Learning Module 3: Chapters 9-12  
Learning Module 4: Chapters 13-16

**Communication**

Include your course policy regarding communication timeframes and preferred method. Here are some examples:

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

**Grading**

**Evaluation and Grades**

Course grades will be determined as indicated in the table below.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Performance</td>
<td>10%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Personal Narrative/Resume</td>
<td>15%</td>
</tr>
<tr>
<td>Volunteer Experience</td>
<td>20%</td>
</tr>
<tr>
<td>Exams (4 total-10% each)</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading System**
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

**Teaching Strategies**
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

**Assignment and Activity Descriptions**

**Professional Performance:** 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. Students will be requested their full presence in class, physical and intellectual presence.

**Volunteer Experience:** 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:** 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
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:** 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:** 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**
Access to examinations 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.

**Assignment Submission**
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at chelsea.kading@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**Late Work or Missed Assignments Policy**
Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in ZERO. No papers or postings will be accepted without instructor pre-approval.

**General Policies Related to This Course**
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

**Student Responsibility and Attendance**

**Online:** This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.
Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.
**Plagiarism**

Plagiarism is a serious topic covered in ASU’s [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

**Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information.

**Copyright Policy**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Syllabus Changes**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The
term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

**Course Schedule**

**Course Schedule Spring 2020**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
</table>
| Week 1: Jan 13-10 | Course Introduction  
Reading: Chapter 1 (Kirst-Ashman)  
Lecture Topic: Introduction to Social Work and Social Welfare |
| Week 2: Jan 21-24 | Reading: Chapters 2 (Kirst-Ashman)  
Lecture Topic: Social Work Values and Ethics  
Assignment: Sign-up for Group Power Point Presentations |
<p>| Week 3: Jan 27-31 | Reading: Chapter 3 (Kirst-Ashman) and Chapters 2 and 3 (Ritter, Vakalahi, &amp; Kiernan-Stern)     |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4: Feb 3-7</td>
<td>Lecture Topic: Empowerment and Human Diversity</td>
</tr>
<tr>
<td></td>
<td>Reading: Chapters 4 (Kirst-Ashman)</td>
</tr>
<tr>
<td></td>
<td>Lecture Topic: The Process of Generalist Practice</td>
</tr>
<tr>
<td></td>
<td>Exam 1: Chapters 1-4 (Kirst-Ashman)</td>
</tr>
<tr>
<td>Week 5: Feb 10-14</td>
<td>Reading: Chapters 5 (Kirst-Ashman)</td>
</tr>
<tr>
<td></td>
<td>Lecture Topic: Practice Setting</td>
</tr>
<tr>
<td>Week 6: Feb 17-21</td>
<td>Reading: Chapter 6 (Kirst-Ashman)</td>
</tr>
<tr>
<td>Week 7: Feb 24-28</td>
<td>Reading: Chapter 7 (Kirst-Ashman)</td>
</tr>
<tr>
<td>Week 8: Mar 2-6</td>
<td>Reading: Chapter 8 (Kirst-Ashman)</td>
</tr>
<tr>
<td></td>
<td>Lecture Topic: Policies and Programs to Combat Poverty</td>
</tr>
<tr>
<td>Week 9: Mar 16-20</td>
<td>Reading: Chapter 9 (Kirst-Ashman)</td>
</tr>
<tr>
<td></td>
<td>Lecture Topic: Social Work and Services for Children and Families</td>
</tr>
<tr>
<td></td>
<td>Exam 2: Chapters 5-8 (Kirst-Ashman)</td>
</tr>
<tr>
<td>Week 10: Mar 23-27</td>
<td>Reading: Chapter 10 (Kirst-Ashman)</td>
</tr>
<tr>
<td></td>
<td>Lecture Topic: Social Work and Services for Older Adults</td>
</tr>
<tr>
<td>Week 11: Mar 30-Apr 3</td>
<td>Reading: Chapter 11 (Kirst-Ashman)</td>
</tr>
<tr>
<td></td>
<td>Lecture Topic: Social Work and Services for People with Disabilities</td>
</tr>
<tr>
<td>Week 12: Apr 6-10</td>
<td>Reading: Chapter 12 (Kirst-Ashman)</td>
</tr>
<tr>
<td></td>
<td>Lecture Topic: Social Work and Health Care</td>
</tr>
<tr>
<td></td>
<td>Exam 3: Chapters 9-12 (Kirst-Ashman)</td>
</tr>
<tr>
<td>Week 13: Apr 13-17</td>
<td>Reading: Chapter 13 (Kirst-Ashman)</td>
</tr>
<tr>
<td></td>
<td>Lecture Topic: Social Work and Mental Health</td>
</tr>
<tr>
<td></td>
<td>Assignment: Resume and Personal Narrative Due</td>
</tr>
<tr>
<td>Week 14: Apr 20-24</td>
<td>Reading: Chapter 14 (Kirst-Ashman)</td>
</tr>
<tr>
<td></td>
<td>Lecture Topic: Social Work and Substance Use, Abuse, and Dependence</td>
</tr>
<tr>
<td></td>
<td>Assignment: 20 Hours of Nonpaid Social/Human Service Experience Due</td>
</tr>
<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------</td>
</tr>
</tbody>
</table>
| Week 15: Apr 27-May 1 | Reading: Chapter 15 and 16 (Kirst-Ashman)  
Lecture Topic: Social Work and Services for Youths and in the Schools and Social Work and Services in the Criminal Justice System |
| Week 16: May 4-8    | Exam 4: Chapters 13-16 (Kirst-Ashman) |

* all due times are 11:59 pm CST, unless otherwise specified

**Grading Rubrics**

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

**End of Syllabus**

1. [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)
2. [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/)
4. [https://www.angelo.edu/services/disability-services/](https://www.angelo.edu/services/disability-services/)
5. [https://www.angelo.edu/content/files/14197-op-1011-grading-procedures](https://www.angelo.edu/content/files/14197-op-1011-grading-procedures)
7. [https://www.angelo.edu/dept/writing_center/academic_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)
8. [https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of](https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of)