Department of Social Work
SWK 2307 D10
Introduction to Social Work
Spring Semester 2022

Archer College of Health and Human Services

Instructor: Tom Starkey, Ph.D., LCSW
Email: tstarkey@angelo.edu
Phone: 325.486.6130
Office: HHS 224J
Student Hours: T/TR: 0900-1100 and Monday: 1100-1400

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 credit hours

Prerequisite and Co-requisite Courses
SWK 2307

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work

Program Outcomes
Upon completion of the program of study for the MSW program, the graduate will be prepared to:
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 7: Assess Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and

critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	**Assignment(s) or activity(ies) validating outcome achievement:**	**Mapping to Program Outcomes**
use reflection and self- regulation to manage personal values and maintain professionalism in practice situations	Group Power Point Presentation & Examinations	**Competency 1: Demonstrate Ethical and Professional Behavior**
apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Group Power Point Presentation & Examinations	**Competency 2: Engage Diversity and Difference in Practice**
apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Group Power Point Presentation & Examinations	**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
use and translate research evidence to inform and improve practice, policy, and service delivery	Group Power Point Presentation & Examinations	**Competency 4: Engage in Practice- informed Research and Research- informed Practice**

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at <u>ASU's Blackboard Learning</u> <u>Management System</u>

Required Texts and Materials

Kirst-Ashman, K. K. (2017). *Introduction to social work and social welfare: Critical thinking perspectives.* (5th ed.). Belmont, CA: Brooks/Cole.   ISBN: 978-1-3053-8839-0

Recommended Texts and Materials

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA. **ISBN: 978-1-433-83216-1**

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.).

Technology Requirements

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

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*:* <u>Angelo State University's Distance Education Website</u>

Topic Outline
Module 1: Includes chapters 1-4 and discusses an introduction to social work, social work values and

ethics, empowerment and human diversity, and the process of generalist practice.

Module 2: Includes chapters 5-8 and this module looks at practice settings; overview of social welfare and social work history; policy analysis, practice, and advocacy; and policies and programs to combat poverty.

Module 3: Includes chapters 9-12 and looks at social work services for children and families, social work services for older adults, social work services for people with disabilities, and social work and health care.

Module 4: Includes chapters 13-16 and discusses social work and mental health, social work and substance abuse, social work for youths and school, and social work in the criminal justice system.

Communication

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.
- *Please note that emails received after 6 p.m. will be answered the following morning.*

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.

Assessment	Percent/Points of Total Grade
Professional Performance	10%
Resume and Personal Narrative	25%
Group Power Point Presentation	25%
Examinations	40%
Total	100%

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
***Please note: Rubrics for all assignments and activities are located at the end of this syllabus.**

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, myexpectation 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.

Examinations   40%

There will be four (4) online, multiple attempt (two), timed (75 mins), examinations in this course. ***You will not be allowed to use books, notes, ppts, or any other type of assistive materials***.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.

Resume and Personal Narrative   25%

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, <u>at least</u> 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   **25%**

Each student will be assigned to a group and the group will select a chapter from the textbook to present a power point presentation.

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.

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 **tstarkey@angelo.edu** and attach a copy of what you are trying to submit. <mark>Please contact the IT Service Center at (325) 942-</mark>

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

POLICY ON LATE OR MISSED ASSIGNMENTS
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. **Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than 5 days past the assigned due date.**

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[1]
- Angelo State University Catalog[2]

Student Responsibility and Attendance
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.

==Note==: This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and 2 session times will be offered for students to have some flexibility. **Attendance is mandatory.** Collaborate times will be posted in Banner and a reminder email will be sent the day of the sessions.

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.[3]

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.[4] 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[5] for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU's Academic Integrity policy[6] 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.[7]

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[8] 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 Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory *Facial Covering Policy* to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
Week 1 **Jan. 18-21**	**Course Introduction** **Reading: Chapter 1 (Kirst-Ashman)** **Lecture Topic: Introduction to Social Work and Social Welfare**
Week 2 **Jan. 24-28**	**Reading: Chapters 2 (Kirst-Ashman)** **Lecture Topic: Social Work Values and Ethics** **Assignment: Sign-up for Group Power Point Presentations**
Week 3 **Jan. 31-Feb. 4**	**Reading: Chapter 3 (Kirst-Ashman) 4** **Lecture Topic: Empowerment and Human Diversity and theProcess of Generalist Practice** **Exam 1: Chapters 1-4**
Week 4 **Feb. 7-11**	**Reading: Chapters 5 (Kirst-Ashman)** **Lecture Topic: Practice Setting**
Week 5 **Feb. 14-18**	**Reading: Chapter 6 (Kirst-Ashman)** **Lecture Topic: An Overview of Social Welfare and Social WorkHistory**
Week 6 **Feb. 21-25**	**Reading: Chapter 7 (Kirst-Ashman)** **Lecture Topic: Policy, Policy Analysis, Policy Practice, and PolicyAdvocacy: Foundations for Service Provision**

Week/Date	Topic/Assignments/Assessments DUE
Week 7 Feb. 28-March 4	Reading: Chapter 8 (Kirst-Ashman) Lecture Topic: Policies and Programs to Combat Poverty
Week 8 March 7-11 Spring Break March 14-18	Reading: Chapter 9 (Kirst-Ashman) Lecture Topic: Social Work and Services for Children andFamilies Exam 2: Chapters 5-8 (Kirst-Ashman)
Week 9 March 21-25	Reading: Chapter 10 (Kirst-Ashman) Lecture Topic: Social Work and Services for Older Adults
Week 10 March 28-April 1	Reading: Chapter 11 (Kirst-Ashman) Lecture Topic: Social Work and Services for People withDisabilities
Week 11 April 4-8	Reading: Chapter 12 (Kirst-Ashman) Lecture Topic: Social Work and Health Care Exam 3: Chapters 9-12 (Kirst-Ashman)
Week 12 April 11-15	Reading: Chapter 13 (Kirst-Ashman) Lecture Topic: Social Work and Mental Health Assignment: Resume and Personal Narrative Due
Week 13 April 18-22	Reading: Chapter 14 (Kirst-Ashman) Lecture Topic: Social Work and Substance Use, Abuse, andDependence
Week 14 April 25-29	Reading: Chapter 15 (Kirst-Ashman) Lecture Topic: Social Work and Services for Youths and in Schools and
Week 15 May 2-6	Reading: Chapter 16 (Kirst-Ashman)

Week/Date	Topic/Assignments/Assessments DUE
	Lecture Topic: Social Work and Services in the Criminal Justice System
Week 16: **May 9-13**	**Exam 4: Chapters 13-16 (Kirst-Ashman)**

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.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

---

[1] https://www.angelo.edu/student-handbook/

[2] https://www.angelo.edu/catalogs/

[3] https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php

[4] https://www.angelo.edu/services/disability-services/

[5] https://www.angelo.edu/content/files/14197-op-1011-grading-procedures

[6] https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php

[7] 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