COURSE SYLLABUS

I. COURSE DESCRIPTION

The purpose of this course is to introduce students to the profession of Social Work. The professional knowledge, values and ethics of Social Work will be taught to students with major emphasis being placed on the relationship between the profession of Social Work and Generalist Social Work Practice. Course content will also include information on the historical and philosophical development of the Social Work profession as well as the significance of values and ethics in the profession.

This course will address issues related to discrimination, economic deprivation, and oppression that place persons-at-risk or in need of social work services in our society. Issues of gender, race, ethnicity, culture, age and sexual preference as they relate to Generalist Social Work practice will also be explored throughout the course.

REQUIRED TEXT:


RECOMMENDED TEXT:


II. CURRICULUM DESCRIPTION

The BSW program at SFASU features generalist social work practice, defined as follows:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, generalist social work practice:
- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk

III. PROGRAM LEARNING OUTCOMES (PLO)

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess, Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education
IV. STUDENT LEARNING OUTCOMES (SLO)

Upon successful completion of this course, students will be able to:

1. Analyze the history of Social Work and the professional knowledge, values and ethics of the profession and generalist practice. (competency 1, 5)

2. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making. (competency 1).

3. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services in generalist practice (Competency 5, 7, 8).

4. To recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in delivery services (Competency 2).

5. Identify ways to advocate for human rights and social and economic justice. (Competency 3, 5).

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (competency 2, 3).

7. Present themselves as learners and engage clients and constituencies as experts of their own experiences. (competency 2).

8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (competency 2).

9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. (competency 3).

10. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (Competency 7)

11. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (competency 8).

12. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. Competency 8).
V. INSTRUCTIONAL METHODS

This course will be conducted in a lecture-discussion format. Students are encouraged to ask questions and contribute comments for discussion. Exams will consist of essay, short answers, multiple choice and true-false questions. The exams will evaluate knowledge of content. The assigned papers will measure students' ability to critically evaluate and integrate course content. Exams will test for material from the text, from lecture, and from outside readings.

Several class days will be used for a current event day. Students are required to bring to class an article and/or any information relevant to the field of Social Work. This information will be presented to the class for discussion and turned into the instructor. Points will be awarded for this activity.

VI. COMPUTER REQUIREMENTS

This course will utilize Desire2Learn (D2L) to support the delivery of course content. You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (see http://sfaonline.sfasu.edu/gettingstarted.html for details or the Center for Teaching and Learning (CTL).). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE SCHEDULE

Week 1  
Aug 28th- 30th  
Introduction and Overview of Course  
Review Syllabus/Class Exercise  
The Professional Social Worker  
Becoming a Social Worker  
Toward a Definition of Social Work  
Social Work Defined  


Week 2  
Sept 6th & 8th  
Toward a Definition of Social Welfare  
Social Welfare Defined  
Social Work in the Social Welfare System  
Welfare Quiz - Is Everyone Really on Welfare?  
Respect and Dignity: A Social Worker’s Premise  
Social Services for Social and Economic Justice  


Assignments: Current Event # 1 (Current Event over Landmark Cases) 9-6
Week 3
Sept. 11th & 13th

History of Social Work
The Elizabethan Poor Law of 1601
Charity Organization Societies
Settlement House Movement
Freedmen’s Bureau
Social Reform in the 1960’s
1980s &1990s: A Return to the Work Ethic
Compassionate Conservatism: The New Millennium


Assignments: Current Event # 2 (Current Event over Social History of Social Work) 9-13

Week 4
Sept 18th & 20th

Accreditation and why it Matters
Educational Policy and Accreditation Standards
Accreditation Standards for Social Work Programs
Council of Social Work Education (CSWE)
National Association of Social Workers (NASW)
The Education of a Social Worker
Baccalaureate in Social Work (BSW)
Master of Social Work (MSW)
PhD/DSW in Social Work


Week 5
Sept 25th & 27th

Social Workers Today
What Are Social Workers Paid
Where Do Social Workers Work
Getting a Social Work Job after Graduation
Licensing Requirements
How to prepare a Resume
Field Placement Experience
Professional Development


Assignments: Prepare a Resume for September 27th; Meet at Rusk Building CCPD

Week 6 & 7
Oct 2nd & 4th

Poverty Defined
Why is Poverty in a Wealthy Nation?
Number in Poverty vs. Poverty Rate
Programs to Aid the Poor
Who is Poor?
Poverty and Location
Poverty and Race
Poverty and Gender
Poverty and Age
Oct 9th & 11th  
Child Welfare Defined
The Rights of Children
America’s Diverse Children and Their Families
The Design of the American Child Welfare System
Child Protective Services:
Child Sexual Abuse and Trauma
Out of Home Services
Foster Care/Adoption

**Readings:** Colby I., Dziegielewski, And S.F. (2016) Introduction to Social Work: The People’s Profession- Chapter 7 and Chapter 8; Article “Special Needs is Not My Name”; “The Role of the Social Worker in Adoption”; “Placement Stability” and “Jim Casey Youth Opportunities Initiative”

**Assignments:** Exam I Part I: Chapters 1-4 due 10-9

**Video:** God Bless the Child

**Week 8**
Health Care Defined
Oct 16th & 18th
A Brief History of Health Care and Social Work
Understanding the Current Health Care Environment
Roles and Task of the Health Care Social Worker
Home Care Services
Hospice Social Work
Acute and Long Term Care Settings


**Speaker(s):** Child Protective Services

**Assignments:** Life Style Assignment due 10-18

*Mid-semester Grading*

**Week 9 & 10**
Multidimensional Psychosocial Assessment:
Oct 23rd & 25th
Person in Environment
Mental Health Services
Oct 30th & Nov 1st
Mental Health and Social Work
Mental Health Diagnosis
The Mentally Ill in the Criminal Justice System
Mental Health and Dual Diagnosis


**Speaker(s):** Mental Health Clinician

**Week 11**
Theoretical Frameworks for Practice with Older Adults
Nov 6th & 8th
Aging: What can be expected?
Physical Health Conditions and the Older Adult
Employment Changes, Older Adults, and Social Work Practice
Living Longer, Working Longer
Caregiving in the Community
Older Individuals and Retirement

**Week 12**
Domestic Violence Defined
Nov 13th & 15th
- Characteristics of the Abused and Their Abusers
- Helping Survivors of Abuse
- The Role of a Social Worker
- Providing Direct Clinical Services
- Children: The Forgotten Victims
- The Criminal Justice System


**Assignment:** Exam II Part II Chapters 7-11 on November 15th

**Week 13**
Nov 20th & 22nd
- Thanksgiving Holidays

**Week 14**
Nov 27th & 29th
- What is meant by Politics
  - A Historical Overview of Political Activity by Social Workers
  - Why Politics and Social Work
  - Social Work Values and Political Activity
  - Social Workers Involvement in Politics Today

**Readings:** Colby I., Dziegielewski, And S.F. (2016) Introduction to Social Work: The People’s Profession- Chapter 13 & 14

**Assignment:** Integrative Paper Interviews due 11-27: Papers due 11-29

**Week 15**
Dec 4th & 6th
- Concepts Essential to Social Work Practice
  - Skills, Knowledge Base, Values and Ethics
  - Understanding Diversity


**Week 16**
Understanding Generalist Practice
- Evidence –Based Social Work Practice
- The Steps in Professional Helping
- Person –In Environment: Guiding the Practice Framework
- Selecting a Practice Method
- Micro-practice, Mezzo-practice, Macro-practice
- Considerations & Decisions Regarding Social Work
- Biopsychosocial Assessments


**FINAL EXAM– Thursday, December 13th from 10:30-12:30**
VIII. COURSE REQUIREMENTS:

A. Class Attendance and Participation: It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

Cell Phones/Pagers/Electronic Devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average. No such devices are to be within view during exams.

B. Readings: Each week contains required readings from the text and/or referenced journal articles. Some articles will be posted on D2L. You can utilize the articles for home study, exam preparation and research. You will be responsible for all readings at test time whether they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

C. Exams: Two (2) major application exams will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, classroom questions/responses, and guest presentations are subject to examination. The exams will consist of a combination of matching, multiple choice, true/false, and essay questions.

The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at http://www.sfasu.edu/73.asp).

Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

D. Quizzes: A total of three (3) quizzes will be given over the course of the semester. The quizzes will evaluate for general comprehension of the course material (assigned readings and/or previous lecture topics) or may be based on active participation in a classroom activity or attendance. The quizzes will be unannounced and may occur at any time during the class period.

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin and will be scheduled by the instructor.

E. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments must be typed with a word processor in 12 pt. font
with double spacing and standard margins. All assignments are to be in APA format according to the Publication Manual of the APA. Failure to meet these guidelines will result in loss of points.

Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.

**GRADING:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exams</td>
<td>2 @ 100 = 200</td>
</tr>
<tr>
<td>Quizzes/Readings</td>
<td>3 @ 20 = 60</td>
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<tr>
<td>Integrative Paper</td>
<td>= 100</td>
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<tr>
<td>Lifestyle Paper</td>
<td>= 100</td>
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<tr>
<td>Current Events/Student Presentations</td>
<td>= 20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>= 100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>580</strong></td>
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**GRADING SCALE:**

A       520 – 580
B       462 – 519
C       404 – 461
D       346 – 403
F       345 or less

**IX. Academic Integrity (SFASU Policy A-9.1)**

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at the web address below). **All incidents will result in a grade of “0”.** Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Please read the complete policy at** [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

**Please read the Student Academic Dishonesty policy (SFA Policy 4.1) on [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)**

**Withheld Grades Semester Grades Policy (SFA Policy 5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for computing the grade point average.

Please read the complete policy on Course Grades: [http://www.sfasu.edu/policies/5.5_course-grades.pdf](http://www.sfasu.edu/policies/5.5_course-grades.pdf)

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Please see the following link for the complete policy: [http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf)
X. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

For additional information, read Academic Accommodation for Students with Disabilities (SFA Policy 6.1)
http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf
This assignment is designed to help students identify **Component behaviors**, which achieve the **Nine Core Competencies**: and will require you to illustrate your knowledge of generalist social work practice with individuals, families, groups, communities and organizations. This assignment is an experiential exercise that requires you to take on the identity of a fictitious person. The lifestyle described here consists of over 25 percent of our total population; therefore, this is reality for a significant number of our clientele (this concept refers to individuals, families, groups, communities and organizations). This paper is worth 100 points. Due date will be identified in class. (7-8 pages)

For the purpose of this paper you are to assume that you are a parent with three children (ages 2, 4, 6) who is receiving Temporary Assistance for Needy Families (TANF). You are unemployed and recently separated from your spouse. Your monthly benefit check is $221 per month and you get $250 per month food allowance. (Food allowance may only be used to purchase food items.) Your spouse pays no child support. Most of your medical expenses are paid by Medicaid.

The first part of the assignment is to prepare a monthly budget for your family. Include items like food, rent, utilities, clothing, transportation, laundry and entertainment. Also, include the cost of non-food items like soap, nonprescription medications and paper products. In this budget you should first detail how much is to be spent on each item each month. Then describe the quality of life you would be leading. In other words, describe what your housing would be like, how clean you would be able to keep your clothes, what kind of entertainment you would have, etc.

The second part of the assignment is to prepare a monthly budget under the assumption that you took a part time job. Assume that you have the possibility of getting a 1/2 time job washing dishes at a restaurant at minimum wage. ($7.25/hr.) Your gross pay would be $412/month and your net pay would be $363/month. Your TANF would be reduced to $111/month and your food allowance to $205/month. Take into consideration extra expenses such as day care, extra clothing and transportation. (Day care 2 1/2 days per week for two children.) Compare and contrast your working budget with the first budget you prepared. Is it worth it to go to work? Explain why or why not.

Include the following in your assignment.

1. Identify or at least describe the type of organizations you will be dealing with in your lifestyle.
2. Describe the community that you live in.
3. Describe the life of your family.
4. Describe your social structure and the groups you are interfacing with in your lifestyle.
5. Discuss who you are within the context of this situation. What are your strengths and weaknesses?
This assignment will require students to write a paper that reflects an understanding of social work and social work practice. It should be a professionally prepared paper adhering to the APA format. The paper should be typed, double-spaced and 8 to 10 pages in length. It should reflect the integration of reading, lecture or other research materials. This paper is worth 100 points. Due date will be identified in class.

I. Define and describe the profession of social work.
   1. Mission, Purpose, Goals
   2. Attributes of the Profession
   3. Historical Development (Social Movements)

II. Define and discuss generalist social work practice.
    1. Elements of Generalist Practice
    2. Definition of Generalist Practice
    3. Examples from lifestyle Paper

III. Identify and visit a field of social work practice.
     1. Date, location and time visited the agency
     2. Identify type of field of practice

IV. Interview a social worker (identify as a social worker) in an agency that reflects your chosen field of practice. Include the following:

    1. What social problem or areas of social functioning does the agency attempt to address?
    2. Give a description of your field of practice including a brief history and some of the problems social workers attempt to help clients resolve.
    3. Auspices of the agency (Private, Public, Nonprofit)
    4. Describe the population served by the agency (specific characteristics of the population) and services provided.
    5. Identify the criteria to receive services
    6. Provide contact information and qualifications of the social worker, and then discuss a typical day on the job.

V. What is your opinion about working in the field of social work practice
BIBLIOGRAPHY


Council on Social Work Education and National Association of Social Workers (2001). Video, Legacies of Social Change: 100 years of Social Work. This film is a collaboration of NASW and CSWE supported by the Brown Foundation Inc, of Houston and produced by the Educational Film Center of Annandale, Virginia.


