I. COURSE DESCRIPTION

This course will provide doctoral students with a comprehensive overview of the history, development and evolution of the social work profession, social work education and practice. Additionally, the course will provide opportunities for students to critically analyze factors that influenced the emergence and development of the social work profession, practice, and education. In the United States, voluntary and public welfare activities have exerted influence on the profession of social work. Philosophical differences and attitudes have led to conflicts and different approaches that have also impacted the development of the profession. This course therefore examines developments in voluntary and public welfare and philosophical positions as a conceptual framework for understanding the history of the social work profession and social work education and practice. The course will also provide an introduction to becoming scholarly practitioners and leaders. Scholar Practitioners apply their practice wisdom and knowledge to local, national and international contexts, while recognizing diversity and difference in practice.

Becoming a Scholarly Practitioner:

This course will help you establish your identities as scholarly practitioners and leaders. The Scholarly Practitioner is defined as one who blends practical wisdom with professional skills and knowledge to identify, assess, and solve problems of practice, uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, educational institutions, communities, individuals, families, and organizations. Social work values guide Scholar Practitioners in creating responsible and positive solutions for societal challenges. Scholar Practitioners apply their practice wisdom and knowledge to local, state, national and international contexts, while recognizing diversity and difference in practice.

REQUIRED TEXTS:

No text is required. Journal articles and other readings will be assigned for the course. Additional resources and readings will be introduced periodically throughout the semester.
II. CURRICULUM DESCRIPTION

The DSW program of SFASU includes an advanced curriculum focused on preparation for advanced practice and social work education.

The curriculum of the DSW program is built upon the knowledge base of the social work profession and its values and principles. It also draws upon theoretical and empirical knowledge from related disciplines helpful in the formulation, analysis, and solution of social problems. Particular instruction focuses on assessment and application of social work perspectives and behaviors and social science theories, research methods, social work education, critical analysis and assessment of social problems, social welfare policy, and knowledge development in a substantive research area of interest.

III. PROGRAM LEARNING OUTCOME

Competencies and Behaviors for Doctorate in Social Work
Competency 1. Identify as a Social Work Educator
Competency 2. Embody Ethical and Professional Behavior
Competency 3. Apply Critical Thinking
Competency 4. Engage Diversity and Difference
Competency 5. Advance Human Rights and Social and Economic Justice
Competency 6. Identify as a Scholar Practitioner
Competency 7. Identify as a Social Work Leader
Competency 8. Demonstrate Collegiality and Stewardship

IV. COURSE OBJECTIVES (STUDENT LEARNING OUTCOMES: (SLO))

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

Competency 1. Identify as a Social Work Educator
• Develop skill in using theory-based models of social work education
• Critically analyze multiple pedagogical approaches, methodologies and practices in social work education
• Understand the critical role of social work educators in the academy
• Demonstrate an understanding of teaching, scholarship, service responsibilities, and career progression in the academy
• Understand the impact of professional and university-wide accreditation

Competency 2. Embody Ethical and Professional Behavior
• Recognize and manage personal values as they guide work with students and colleagues
• Use technology ethically and appropriately to facilitate teaching and learning outcomes
• Conscientiously manage and analyze general and discipline specific ethical dilemmas and behavior
• Understand and apply the National Association of Social Workers Codes of Ethics

Competency 3. Apply Critical Thinking
• Distinguish, appraise, and integrate multiple sources and ways of knowing
• Engage in critical self-reflective practice
• Clearly articulate issues and questions central to social work education and actively engage in addressing them
• Create, understand, analyze, and synthesize original work

**Competency 4. Engage Diversity and Difference**
• Recognize the extent to which society and organizations including educational structures, culture and values create or enhance privilege and power among student learners
• Critically engage with students in a shared learning process, acknowledging differences in experience, power and privilege
• Work sensitively and effectively with diverse student populations, with an appreciation for student strengths across cultures
• Develop the capacity to differentially apply knowledge related to diverse groups and contexts in teaching practice
• Understand how global challenges impact social work practice and education

**Competency 5. Advance Human Rights and Social, Economic and Environmental Justice**
• Understand the forms and mechanisms of oppression and discrimination in higher education and other systems
• Advocate at multiple levels for policy change that improves the lives of students and colleagues as a reflection of institutional mission and professional values
• Assess how social work practice and education, and institutional and governmental policies impact access to education and its delivery
• Develop understanding of environmental justice

**Competency 6. Identify as a Scholar Practitioner**
• Use practice and teaching experiences to inform scholarly work
• Use research findings to inform social work practice and teaching
• Engage in critical analysis of research methods and findings across the research spectrum
• Use research methodology in evaluation of student and program outcomes
• Assume active roles and responsibilities as a scholar practitioner, including the generation of new knowledge and public dissemination of one’s work.
• Critique and demonstrate the connection between social work practice and scholarship

**Competency 7. Identify as a Social Work Leader**
• Recognize leadership approaches and their application to organizational contexts
• Facilitate organizational change toward innovative practice
• Understand the impact of national, international, political, social, and regulatory factors on social work education
• Engage in interprofessional practice, education, service, and research

**Competency 8. Demonstrate Collegiality and Stewardship**
• Demonstrate flexibility and initiative by taking leadership roles when needed
• Work effectively with others in the classroom, university, and the profession
• Embody the profession’s identity in social work practice in all practice settings including social work faculty roles and respectfully addressing issues within the university
• Develop a sense of responsibility for maintaining the integrity of the social work profession
V. INSTRUCTIONAL METHODS

This is a face-to-face class that will involve instructional supported learning. Content will be delivered both face to face (F2F) and via D2L/Brightspace. Methods of instruction will be based on active learning theories that will involve lecture by instructor, guest lecture, student discussions and presentations, small group activities and audio-visual presentations. Class discussions will add to and supplement the reading assignments and be based on the topics presented in the course materials. To be successful in the class, it is important that students take responsibility for their own academic performance, be active learners, read the assigned material, complete all assignments and respond to feedback. The course is organized into weekly learning sessions where students will be able to find the information to read and learn each week from assigned readings, class lecture and group exercises. PDF files and links to articles will be provided when available. Some content will be enhanced with online material and some examination may take place online.

IMPORTANT NOTE: Absolutely NO AUDIO/VISUAL RECORDING during class at any time. Violations of this requirement will result in immediate disciplinary action.

VI. COMPUTER REQUIREMENTS

This course will utilize D2L/Brightspace to support the delivery of course content - go to https://d2l.sfasu.edu/d2l/home. Please be advised that the schedule may vary as some topics take longer to cover than others, and as unexpected opportunities (i.e., guest speakers, videos, etc.) to enhance/support course material and class discussions may arise. Highlighted dates refer to LIVESTREAM CLASSES, unless otherwise specified as a no-class day).

VII. COURSE SCHEDULE

Week 1: DSW Orientation – January 19, 2023

Week 2: Topics – January 26, 2023
Introduction, review of syllabus, overview of course, expectations
Social work as a Profession or a Discipline
Attributes of a Profession
Doctoral Education: PhD vs DSW
CSWE Educational Policy and Accreditation Standards (BSW, MSW, DSW)
The Scholar-Practitioner or Practitioner-Scholars
Knowledge base of professional practice
2020 Accreditation Standards – DSW Programs
2022 CSWE Educational Policy and Accreditation Standards – BSW & MSW Programs
Council on Social Work Education
National Association of Social Work
Association of Social Work Boards
National Association of Deans & Director
Group Association of Doctorate Education
Society for Social Work Research
Readings: Flexner, 1915
Greenwood, 1957
CSWE/GADE Report
Acquavita & Tice (2015)
CSWE Standards (2015, 2020, 2022)
Hebert, Scholar-Practitioner Concept Bouck, Scholarly Practitioner Identity
Lubben (2013)

Doctoral Programs in Social Work

Epistemology of Social Work Education
Influence of these philosophies in social work:
Political philosophy
Moral philosophy
Logic
Epistemology
Aesthetics
Evidence-based social work practice
The Scholar-Practitioner or Practitioner-Scholars

Readings:
University Press. (Read entire book)
Bruce, A. Thyer. (2004) What is evidence-based practice? Brief Treatment and
Crisis. Intervention V4 (2).
Owens, L. W. (2011) Reflections of a pracademic: A journey from social work practitioner
to academic. Reflections, Volume 22, (1)

Week 4: Topic: American Social Welfare History – February 9, 2024
Scope of social welfare
European policy inheritance
The Residual perspective
The Institutional Perspective
Newer perspective in social welfare
The Church and Social Welfare
Social welfare in the colonial era
Discussion of philosophies, changing attitudes and practices

Readings:
Pearson Education Inc.
Luquet, W. & McAllister (2020). Widening the historic circle: The contribution of women
religious to the development of social work, Journal of Social Work Education. Vol. 56 (2),
354-368.
**Week 5: American Social Welfare (Continued) – February 16, 2024**

The Civil War and After 1860-1900
Welfare of soldiers and veterans and rural south
Urban problems
Reform movements
The Charity Organization Movement
Settlement House Movement
The social welfare of women
Child welfare
Discussion of philosophies and changing attitudes and practices

**Readings:**


**Week 6: Civil War and After, 1860-1900 (Continued) February 23, 2024**

Role of Charity Organization Society in the development of social work profession
Role of Settlement House Movement in the development of social work profession
Emergence of education programs in social work
Evaluation of Status of the social work profession
Philosophical influence

**Readings:**

**Week 7: Progress and Reform 1900-1940 – March 1, 2024**

Professionalization of social work
Status of the social work profession by 1915
Professional organizations
Social reforms of the progressive era
Developments in social work and knowledge and education
Developments in social work methods
Philosophical influence

**Readings:**
Week 8: MIDTERM ASSIGNMENT – March 8, 2024

SPRING BREAK - March 15, 2024

Week 9: Progress and Reform 1940-1970 – March 22, 2024

Social work practice and education during the era of federal social services
Formation of Council on Social Work education
Formation of National Association of Social Workers
Status of Social Work as a profession by 1957
Philosophical influence

Readings:
https://doi.org/10.1093/acrefore/9780199975839.013.620

Week 10: GOOD FRIDAY (NO CLASS) – March 29, 2024

Week 11: Current Trends in Social Work Practice and Education – April 5, 2024

Levels of education: BSW, MSW, DSW/PhD
Generalist practice
Advanced generalist practice
Areas of specialization
Licensure
Accreditation
Emerging practice and education delivery methods under COVID-19 pandemic

Readings:
2020 Accreditation Standards – DSW Programs
2022 CSWE Educational Policy and Accreditation Standards – BSW & MSW
Programs Council on Social Work Education
National Association of Social Work
Association of Social Work Boards
National Association of Deans &
Director Group Association of
Doctorate Education Society for
Social Work Research
National Association of Baccalaureate Program Directors (BPD)

Week 12: International Social Work – April 12, 2024

Historical developments
International social work and social work education
International social work organizations
Readings:


Week 13: Scholarly Practitioner Presentation I – April 19, 2024

Readings:


Week 14: Scholarly Practitioner Book/journal Critique Presentation II – April 26, 2024

Readings:


Week 15: Scholarly Practitioner – Evidence-Based Practice Presentation III – May 3, 2024

Readings:
VIII. COURSE REQUIREMENTS:

A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussions both F2F and Virtually. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class. Attendance is required. Excuse absences (i.e. illness, death or accident) will be considered case by case and granted by the instructor based on the merit and verifiability of the extenuating circumstance. Absences will be noted. Two or more unexcused absences will result in reduction of final grade.

Cell Phones/Pagers/Electronic Devices: Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class unless they are made a part of the classroom exercise. I also ask that you either place such devices on silent mode or turn them off during class. It is particularly disruptive for the class environment for the class and the instructor to have a student texting while class is in session. Repeated interruptions will result in a deduction of points from the final average. You might also be asked to leave the class.

B. Readings: The course outline provides a list of required readings for each week. (You will receive a detailed schedule the first full week of class that will outline the readings to be covered each class). Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussions and group learning exercises. For example, you should present well formulated questions and comments that demonstrate prior preparation.

C. Assignments/Exams: Assignments will be due at designated times. Students are required to submit assignments at the scheduled times. Late work submittal and presentations will be scheduled according to university policy with a university-approved excuse.

D. Quizzes/Exercises: There will be unannounced class exercises. Students are required to participate in the exercises at the scheduled time. Makeup exercises will be scheduled according to university policy with a university-approved excuse.
E. Assignments/Presentations: See Assignments for a listing of all assignments for this course. All assignments are due at the beginning of each class, unless the assignment is a class presentation which will be due in class. For all late assignments, one letter grade will be deducted after the beginning of class when the assignment is due, with an additional letter grade deduction for each day for which the assignment is late.

ASSIGNMENTS and GRADING CRITERION:

1. Class Preparation, Attendance, and Participation 150
2. Midterm Exam (Written Paper: Part 1) 100
   (Scholar Practitioners)
3. Concept Paper, Journal Critique I, II, and III (50 points each) 150
   (Written Assignment/Content Paper and Classroom PowerPoint Presentation for each critique)
4. Final Exam (Written Assignment) 100
Total 500

Students will be following APA 7th edition style, and according to individually selected format, discussed in class. This paper will be typed, 12-point font, double spaced, ready for submitting to a professional journal and/or for presentation to a regional, state, or national program. Length will be from 10 to 20 pages, with appropriate number of slides.

GRADING SCALE:

The earned points will be averaged and a letter grade assigned as follows:
A = 450 – 500
B = 400 – 449
C = 350 – 399
*Not applicable for credit toward graduate degree.

IX. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in
university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA.

Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor. [https://www.sfasu.edu/docs/policies/6.7.pdf](https://www.sfasu.edu/docs/policies/6.7.pdf)

X. ACADEMIC INTEGRITY (SFA Policy 4.1)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. **Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty:** Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Procedure for Addressing Student Academic Dishonesty a faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student’s major. This report will become part of the student's record and will remain on file with the dean’s office for at least four years even if the student withdraws prior to receiving a grade.

4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

Academic Integrity (4.1)

*Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your guidelines for academic integrity as appropriate.*

The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

The DSW Student Handbook and DSW Academic and Professional Integrity Code outline 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 of Conduct (SFA Policy 10.4)). 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, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or 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

Note: The following is specific to School of Social Work.

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW/MSW/DSW Student Handbook and Academic and Professional Integrity Code outline 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. 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, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or 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.

XI. 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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**XII. STUDENTS WITH 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**XIII. STUDENT WELLNESS AND WELL-BEING**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
• Food Pantry
• Wellness Coaching
• Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741

XIV. WRITTEN ASSIGNMENTS

FOR ALL WRITTEN ASSIGNMENTS: Use APA style according to the 7th Edition for all citations and references. Submit work in an easily readable 12-point font, double-spaced. No title page or (running head) is needed for any assignments. Attend to the page ranges specified in the assignments. Additional guidance will be provided for these assignments.

Learning from Literature: MIDTERM: This assignment guides you through a literature search process to conceptualize the roles of scholarly practitioners and introduce you to their intellectual work. The first part of the assignment requires you to search the literature and define a scholar-practitioner. FINAL: The second part of the assignment requires you to identify six sources related to a topic of interest (at least four sources should be peer-reviewed). You will conduct annotations for each source and write a synopsis (up-to-300 words) for the entire assignment. Additional instructions and criteria will be provided on the day of each assignment.

Problem of Practice (PoP) Statement: Identify and describe an issue that requires further exploration. Determine the overall need including the various reasons/factors for the need. Also discuss which of the Grand Challenges of Social Work and Society relates to this problem of practice. A more detail description of the assignment will be available later in the class.
**BIBLIOGRAPHY**


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Encyclopedia of social work

Encyclopedia of social welfare in North America


Gordon, E. Critique of the working definition. Social Work, 7 (October 1962)


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