

## Social Work 140.60

### Introduction to Social Work and Social Welfare



LEWIS-CLARK STATE  
COLLEGE

### Instructor Information

Instructor: Marti Reese, MA, MSW, LCSW

Instructor email: [mlreese@lcsc.edu](mailto:mlreese@lcsc.edu) (BEST method of contact)

Campus Office: Expedition Hall Room 16

Office Hours: 12-1 Wednesdays and by appointment

Class Location: Sam Glen Complex (SGC) 121

Class Day & Time: M/W 1:30-2:45

### Course Description

**Introduction to Social Work and Social Welfare (3 CR):** This course is designed to help social work and non-social work majors gain an understanding of the professional foundation of social work. Students will be introduced to the knowledge, skills and ethics of generalist social work practice. Students will explore the theoretical, political, social and economic contexts of various social work areas of practice. **This course requires a minimum of 15 hours spent in service/volunteer learning. This course is a requirement for all social work majors. Additionally, social work majors must have a B- or better in this course to apply for the social work program.**

### Purpose of the Course in the Curriculum

This course is designed to introduce you the practice of social work. You will gain a solid understanding of the welfare state, the function of social welfare, and the various roles of the social worker within these systems. After taking this course you will have a better understanding of the profession of social work and be able to discern if the profession is a fit for your professional goals.

### Expected Learning Outcomes

- Gain a basic understanding of Generalist Social Work Practice in contemporary American society.
- Understand and have the ability to articulate a working knowledge of the NASW Code of Ethics.
- Gain a basic understanding of oppression as related to various vulnerable populations in American society.
- Gain an understanding of Empowerment Theories, the Anti-Oppression Model and other critical theories.
- Understand the various functions of Social Workers, in Micro, Macro and Mezzo practice settings.
- Experience Social Work through volunteer interactions with Social Work/Social Welfare

agencies.

## Technology Requirements

**You will need reliable access to the internet, a word processor, web browser (to use Canvas) and email to succeed in this course. Please be sure you have all equipment necessary for typing, printing, and emailing required assignments.**

**Canvas LMS:** Coursework will be collected through Canvas, so please become familiar with the Canvas features and its help desk. Grades and attendance will also be managed through Canvas.

## Texts and Required Reading

Required text:

- Kirst-Ashman, K.K. (2017). *Introduction to social work and social welfare: Critical thinking perspectives* (5<sup>th</sup> ed.). Boston, MA: Cengage Learning
- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: APA.
- Other readings as assigned

## Social Work Program Mission Statement

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice within their chosen community. Our program is dedicated to meeting students' needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment and strengths-based perspectives. Through courses, internships, and student service activities the program prepares graduates to:

- Provide competent services to promote social and economic justice and advocate for human rights.
- Acknowledge the importance of human relationships and value the dignity and worth of the person.
- Practice respectfully with diverse populations, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.
- Practice with integrity as professional Social Workers.
- Engage in meaningful scientific inquiry and program evaluation.

(Revised February 2022)

## Core Competencies and Practice Behaviors

The Council on Social Work Educations sets educational standards for all accredited social work programs. The **2015 EDUCATIONAL AND POLICY ACCREDITATION STANDARD (EPAS)** establishes 9 Core Competencies and 31 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.

### Educational Policy 2.1: Core Competencies Definition

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities.

### 2015 EPAS Competencies and Practice Behaviors

The following are the nine competencies that are identified by the CSWE and examples of practice behaviors that correspond with each. While not all of these practice behaviors are measured in this course, the knowledge, skills, and values required to perform them are introduced and/or reinforced.

<b>2015 Social Work Competencies</b>	
<b>Competency 1</b>	<b>Demonstrate Ethical &amp; Professional Behavior</b>
1.1	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
1.2	Use reflections and self-regulation to manage personal values and maintain professionalism in practice situations
1.3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
<b>Competency 2</b>	<b>Engage Diversity and Difference in Practice</b>
2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
<b>Competency 3</b>	<b>Advance Human Rights and Social, Economic and Environmental Justice</b>

<b>2015 Social Work Competencies</b>	
3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
<b>Competency 4</b>	<b>Engage in Practice Informed Research and Research Informed Practice</b>
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
<b>Competency 5</b>	<b>Engage in Policy Practice</b>
5.2	Assess how social welfare and economic policies impact the delivery of and access to social services
<b>Competency 6</b>	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
<b>Competency 7</b>	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>
7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
<b>Competency 8</b>	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
<b>Competency 9</b>	<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

## Teaching Methods and Class Climate

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through class lectures to prompt discussion, reading material, and media presentations.

You will be required to participate in pairs and group work as directed—it is up to you to follow through and manage communication with your partner(s). Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in modules on Canvas. Although a calendar is included with this syllabus, be sure to check Modules and Announcements in Canvas for the most accurate assignment descriptions and deadlines.

Your classroom participation may involve weekly postings and responses to the Discussion Board for this class on Canvas, depending on how engaged people are when we meet as a class. These discussions will generally be centered around assigned reading, lecture notes, and assignments we are working on in class. While we will not always be formal in our online classroom work, you are expected to behave in a manner consistent with a developing professional (both online and in class).

Students are also evaluated on their personal and professional behavior or conduct as described in the [BSW Handbook](https://www.lcsc.edu/media/7425714/social-work-student-handbook.pdf) (https://www.lcsc.edu/media/7425714/social-work-student-handbook.pdf). Please refer to the Handbook for further clarification.

Because of our commitment to social and economic justice, we are open to hearing all views and, when discussing politically charged subjects, all perspectives will be considered with a focus on critical thinking. Students are expected to be respectful of the opinions of others and willing to practice civil discourse.

### Lewis-Clark State College's Statement of Inclusion

*Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.* Please see [LCSC's Diversity Commitment](https://www.lcsc.edu/diversity) Full URL: (https://www.lcsc.edu/diversity).

## General Course Policies and Accommodations

The instructor reserves the right to waive one or more of the policies listed in this syllabus in rare but special circumstances.

### Attendance

An important goal of social work education at LCSC is to prepare you for the challenging and rewarding jobs you will get when you graduate. Learning and developing your professional behaviors or “professionalism” is one important part of this preparation. Attendance and participation are necessary for you to learn about skills and professional behaviors in social work, but they are also a way for you to practice them.

Professional Social Workers are expected to be on time, present, engaged, and prepared when working with clients. Therefore, as a social work student you are expected to be on time, present, engaged, and prepared when taking classes, participating in volunteer service, attending a practicum, or taking part in activities at LCSC. (In this class, this applies to you even if you are not a social work major!)

Missed classes will result in zero participation points for the day. Late arrivals and early departures lose 5 points. (If I have already started the class lecture or discussion and you come in to class, you are late.) Exceptions will be rare and must be arranged in advance.

## Attending class via Zoom

Zoom will not be an option this semester. We can revisit this if any special circumstances college-wide occur, but please plan to attend in person.

## Announcements & Email

The Announcement feature on Canvas is a vital tool I will use for this class. I will frequently use it to provide feedback and updates for the class, so pay attention to both Announcements on Canvas and any messages from me via your LCSC email. **You are responsible for any information provided in Announcements or through email** so I recommend that you check each one daily.

## Professional Writing Standards

One of the things you will be developing through your college career is your writing skills. If you struggle with writing, it is your responsibility to seek out and utilize resources such as the writing lab and campus writing tutors. For this class, all printed work submitted should be prepared in accordance with the *Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed.) unless otherwise noted in the assignment. Therefore, allow sufficient preparation time for proofreading, correction of errors, and peer review as needed.

Professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work with misspellings and other editing problems will be graded down on this basis alone. All work must be completed in 12-point font, preferably Times New Roman or a similarly readable style.

## Academic Honesty and Plagiarism

Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Student Code of Conduct, in whole or part, could result in an “F” grade for the course. Please review information available online about the [Student Code of Conduct](https://www.lcsc.edu/student-affairs/student-code-of-conduct) (https://www.lcsc.edu/student-affairs/student-code-of-conduct). For information related to plagiarism and cheating, pay special attention to the section on [Academic Dishonesty](https://www.lcsc.edu/student-affairs/student-code-of-conduct/prohibited-conduct) (https://www.lcsc.edu/student-affairs/student-code-of-conduct/prohibited-conduct).

In addition to action by the professor, all incidents may be reported to Student Affairs.

Please see “Tips for Class Success” (in Module 1 on Canvas) for more information. You will be held responsible for knowing/understanding all information provided, so be sure to ask questions if you have any.

## Incompletes

Students are expected to complete all work according to the expectations outlined in the syllabus and on assignments. Incompletes are not granted automatically. A grade of “I” may be assigned only in rare cases of serious illness, accident, or other catastrophic occurrences beyond the student’s control and only if the student has completed at least 80% of all coursework. It is the responsibility

of the students to request an incomplete grade from the instructor before the end of the term. Incompletes will be granted at the teacher's discretion. All work must be completed by the deadline specified by the instructor; otherwise the grade will become an "F."

### Shared Agency and Client Information

In the classroom and/or assignments, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the NASW Code of Ethics.

### Disability Accommodations

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, Lewis-Clark State College provides reasonable accommodations to eligible students who experience barriers in the educational setting due to learning, emotional/mental, physical, visual, or hearing disabilities. Instructors will provide accommodations to students only after having received a Letter of Accommodation from the Student Counseling Center: Disability Services. If a student would like to request accommodations, he or she must contact the Student Counseling Center: Disability Services so that a Letter of Accommodation may be sent to the instructor. Students requesting accommodations must contact the Student Counseling Center: Disability Services at the beginning of each semester, 208-792-2211.

If course adaptations or accommodations are needed because of a disability, if you need to make the instructor aware of emergency medical information, or if you will need special arrangements in case of building evacuation, please contact the instructor by the 10<sup>th</sup> day of the semester.

## Assignment Policies, Descriptions, and Grading Scale

### Deadline for Submission of Assignments

Last minute emergencies often occur because students don't keep up on day-to-day tasks/homework. This is not grounds for flexibility on my part. Please keep up on class activities and talk to me early and often if you are struggling. If we make different arrangements in advance, many policies can be negotiable, depending on your situation.

### **Assignments are due as scheduled by the instructor.**

Generally, you have an entire week or more to complete assignments, so if you struggle with deadlines, be sure you are getting your work done early. However, some specific policies regarding specific types of assignments are outlined below.

**Discussion Boards:** The use of discussion boards will probably be limited. Further instructions and deadlines will be provided if we decide to use them.



**Reflections and Papers:** I will accept reflections and papers as long as I haven't finished grading the assignment for your particular section of the class. Anything that comes in after I've posted grades will be considered late and receive 0 points.

**Volunteer Service Hours & Reflection:** You are REQUIRED to complete 15 hours of volunteer service or you cannot pass this class. It should occur in one social service agency over the course of the semester. It is your responsibility to identify the service agency and organize your 15 hours of volunteer time. See the assignment criteria for more detailed direction. Your Reflection will be shared with the class and can be as creative as you choose to make it.

**Assignment Descriptions:** Detailed assignment descriptions are available on Canvas.

**Extensions:** You are welcome to talk to me about issues that you know of in advance and, when possible, I will accommodate your needs. This may include asking you to do assignments in advance rather than turning them in late. In most cases, you are better served to just **do the best you can and get an assignment in on time** than to ask for an extension.

### Rewriting Assignments

Rewrites are only allowed if it is part of the original assignment structure or if the instructor asks you to re-do an assignment you turned in on time but did not do correctly. This is entirely at the discretion of the instructor. Points awarded for rewrites and due dates are at the discretion of the instructor as well.

If you want assistance on writing assignments, please do not hesitate to meet with me or utilize other resources on campus such as the [LCSC Online Writing Lab](http://www.lcsc.edu/writing-center/distance-students/) (<http://www.lcsc.edu/writing-center/distance-students/>) or other available online writing labs such as the [Purdue OWL](https://owl.purdue.edu/owl/purdue_owl.html) ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)).

### Assignment Changes

I will highlight any changes in assignments that occur ASAP, so be sure to **check your Announcements on Canvas daily**. Also, it is a good idea to review the official assignment description posted on Canvas (where you turn in the assignment). If you have any questions or notice any discrepancies, please be sure to let me know!

### Assignments

Assignment	Points Possible
Attendance & Participation	15 x 15 = 225
Quiz: Class Tips & Syllabus	25
Weekly Reflections	10 x 30 = 300
Article Summary Notes	50
At-Risk Populations Paper	100
Diversity Glossary	50
Rubric for Assessing Professional Behaviors I	10



Rubric for Assessing Professional Behaviors II	10
Rubric Reflection	15
Personal Social Work Competency Review	15
Volunteer Service Hours	150
Volunteer Service Reflection	50
<b>Total Possible Points</b>	<b>1000</b>

### Grading Scale

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	60-66.9%
F	59.9% and below

### Tentative Class Schedule

You are responsible for the reading assigned; please read/review all class material for each Module in Canvas. Supplemental materials as well as to do lists are in each Module on Canvas, so the calendar below just provides an overview of the first five weeks and may not always reflect the most up-to-date information.

**A complete calendar will be provided at a later date.**

Chapter readings assigned are from the class text unless otherwise noted.

Week	Topic/Reading	Assignments Due
1 August 22	<ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Class Expectations</li> <li>• Volunteer Work</li> <li>• Intro Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz: Syllabus, Class Tips &amp; Expectations</li> </ul>
2 Aug 29	<ul style="list-style-type: none"> <li>• Chapter 1</li> <li>• Lecture 1</li> <li>• Rubric for Assessing Professional Behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Reflection 1: Politics and You</li> <li>• Rubric for Assessing Professional Behaviors I</li> </ul>
3 Sept 5	<ul style="list-style-type: none"> <li>• Chapter 2</li> <li>• Lecture 2a</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Reflection 2: Ethical Dilemmas</li> </ul>

4 Sept 12	<ul style="list-style-type: none"> <li>• Chapter 2 &amp; 3</li> <li>• Lecture 2b</li> <li>• Lecture 3a</li> <li>• Rokeach Value Lists</li> </ul> <p>Begin reading Articles:</p> <ul style="list-style-type: none"> <li>• “Anti-Oppressive Practice”</li> <li>• “What is Critical Race Theory?”</li> <li>• “Eight Problems...”</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Reflection 3: Ethics and Personal Values</li> <li>• Diversity Glossary</li> </ul>
5 Sept 19	<ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• Lecture 3b</li> <li>• “Anti-Oppressive Practice”</li> <li>• “What is Critical Race Theory?”</li> <li>• “Eight Problems...”</li> <li>• Volunteer Check-In</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Reflection 4: Cultural Competency</li> </ul>
6 Sept 26	<ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Lecture 4a</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Reflection 5: Early Policies</li> </ul>
7 Oct 3	<ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Lecture 4b</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Reflection 6: History Review: War on Poverty</li> </ul>
8 Oct 10	<ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Lecture 5</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Reflection 7: “Other” Politics</li> </ul>
9 Oct 17	<ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• Lecture 6</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Reflection 8: Homelessness</li> </ul>
10 Oct 24	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Lecture 7</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Reflection 9: Self-Reflection and Self-Care</li> </ul>
11 Oct 31	<ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• Lecture 8</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Reflection 10: Social Work and You</li> <li>• At-Risk Populations Paper Assigned</li> </ul>
12 Nov 7	<ul style="list-style-type: none"> <li>• Chapters 9-16</li> <li>• Lecture 9</li> <li>• Sw 140 Writing Supplement (Lecture and Video)</li> </ul>	<ul style="list-style-type: none"> <li>• Article Summary Notes Due</li> </ul>
13 Nov 14	<ul style="list-style-type: none"> <li>• Chapters 9-16</li> <li>• Optional Review of At-Risk Paper Drafts</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity Glossary Due</li> </ul>
Nov 21-25	<ul style="list-style-type: none"> <li>• Thanksgiving Break</li> </ul>	
14 Nov 28	<ul style="list-style-type: none"> <li>• Job Search (Discussion Board)</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric for Assessing Professional Behaviors II</li> <li>• Rubric Reflection</li> <li>• At-Risk Populations Paper Due</li> </ul>

15 Dec 5	<ul style="list-style-type: none"> <li>• Final Reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Social Work Competency Review</li> <li>• Volunteer Assignments Due</li> </ul>
16 Dec 12-16	Finals Week No Final	
Weekly	<ul style="list-style-type: none"> <li>• Lecture Notes &amp; Recorded Lectures will be provided in Canvas Modules. It is assumed you will review them when they are made available to you.</li> <li>• There is a to-do list in each Module outlining assignments for the specified week. <b>Be sure to read it and follow instructions.</b></li> </ul>	