



Introduction to Social Work and Social Welfare

Course Information:

Course: SW 140.60 Introduction to Social Work and Social Welfare

Semester: Spring 2023

Format: On line

Credits: 3

Instructor Information:

Instructor: Luella Loudenback, Ed.D.

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Office Hours: Mondays and Wednesdays- 10- 11:45 am and Tuesdays 9-11- Via
Zoom or by appointment

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, ecological, and strengths-based perspectives. Through courses, field education, and student service activities the program prepares graduates to:

Provide competent services to promote social, economic, and environmental 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, using a range of prevention and intervention methods, 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, practice-informed research, and
- (Revised March 2022)

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 visit [LCSC's Diversity](#) web page for more information.

Social Work Program Expectations

The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the **NASW CODE OF ETHICS**, social workers should strive to:

- Eliminate personal and institutional discrimination,
- Ensure access to needed resources and opportunities for all persons,
- Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- Respect cultural diversity in society,
- Advocate changes that improve social conditions and promote social justice,
- Encourage participation in the democratic process, and
- Encourage people to develop their own voice.

Accessibility Services

Students with a documented disability may be eligible for reasonable accommodations. Please contact me in the first week of class in order to plan for the semester. 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 accommodations to eligible students who experience barriers in the educational setting due to learning, emotional / mental, physical, visual, or hearing disabilities. Students with a disabling condition seeking an academic

accommodation must contact the LCSC Disability Services office. The Accessibility Services office is located on the LCSC campus in the Library, Room 161. Call (208) 792-2677 for more information about the process for accommodation. The Accessibility Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines. Please inform the instructor during the first week of class regarding any reasonable accommodations you require to successfully complete this course. Students requesting accommodations must contact the Center for Educational Access at the beginning of each semester. For more information here is the link to AS homepage: [LCSC Accessibility Services](https://www.lcsc.edu/accessibility-services) Full URL: (<https://www.lcsc.edu/accessibility-services>)

COURSE INTRODUCTION and OVERVIEW

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 area of practice. **This course requires a minimum of 15 hours spent in service/volunteer learning, this 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.

Core Competencies and Practice Behaviors (Expected Learning Outcomes) to be met through course

Because of the focus on competency-based education, the LCSC faculty has identified within curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are the Core Competencies and Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

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

As a result of the focus on competency-based education, the LCSC faculty has identified within the curriculum where Core Competencies and Practice Behaviors are addressed. 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.

2015 Social Work Competencies	
Competency 1	Demonstrate Ethical & Professional Behavior
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

2015 Social Work Competencies	
Competency 2	Engage Diversity and Difference in Practice
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
Competency 3	Advance Human Rights and Social, Economic and Environmental Justice
3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
Competency 4	Engage in Practice Informed Research and Research Informed Practice
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
Competency 5	Engage in Policy Practice
5.2	Assess how social welfare and economic policies impact the delivery of and access to social services
Competency 6	Engage with Individuals, Families, Groups, Organizations, and Communities
6.2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
Competency 7	Assess Individuals, Families, Groups, Organizations, and Communities
7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical

2015 Social Work Competencies	
	frameworks in the analysis of assessment data from clients and constituencies
Competency 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
Competency 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

Course Learning Outcomes

While there are different learning objectives each week, in general, students who actively engage in their learning will:

- 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.

TEXT AND REQUIRED READING

Kirst-Ashman, K.K. (2017). *Introduction to social work and social welfare:*

Critical thinking perspectives (5th ed.). Boston, MA: Cengage Learning

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: APA.

- Other readings as assigned

Technology Requirements

LCSC uses the Learning Management System (LMS) Canvas. Use Chrome as a search engine. If you need support with Canvas call the [Canvas Support Hotline](https://lcsc.instructure.com/866-691-2781) Full URL: (<https://lcsc.instructure.com/866-691-2781>). You will want to be sure that you are able to access a computer with a webcam (in the event that the college goes virtual), Microsoft office.

Course Policies and Classroom Expectations

Classroom Format

This class will be delivered in an on-line environment that includes using Canvas as the Learning Management System (LMS). Students will be responsible for all materials presented and assignments posted. Assigned readings and topics for the week will be listed in the course content file. Students are evaluated on their personal and professional behavior or conduct as described in the BSW Handbook. Please refer to the handbook for further clarification on any program policy [LCSC BSW Program Handbook PDF](https://www.lcsc.edu/media/7425714/social-work-student-handbook) Full URL: (<https://www.lcsc.edu/media/7425714/social-work-student-handbook>).

Attendance

Given that this is an on-line course there is not attendance expectation students however are expected to engage in discussion boards and any other interactive expectation for the course. There will be times during this course when prejudicial attitudes and discriminatory practices are - examined in order to increase our awareness of issues that can influence professional assessments and interventions. Because of the professional commitment to social and economic justice, we are open to hearing all views and all perspectives. Students are expected to be respectful of the opinions of others and willing to practice civil discourse—in fact,

discussions that allow us to disagree and enjoy the mind-expanding beauty of respectful debate is encouraged.

Shared Client and Agency Information

In the classroom, 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 Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

Assignments and Grading

Class Assignments

1. Assignments must be upload into Canvas on or before the due date by midnight, unless otherwise arranged and approved by the instructor. All assignments are due on Fridays; they will be late after Sunday at 11:59 pm.
2. Tests and assignments are due on the dates listed on the course schedule and in Canvas. Except in rare circumstances and only if student communicates before something is due, will work be accepted late.
 - a. If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, the student must contact the instructor before the paper is due, failure to do so will result in your paper not being accepted. If student must turn in something late, when contacting professor before it is due, the student will commit to a time frame for when it can be expected to be turned in. Failure to communicate about late work, will impact grade for that assignment. (Remember you need at least a B in this course to satisfy graduation requirements.
 - b. Extra Credit: There may be opportunities for extra credit. Students are only eligible for these points if all formal assignments are completed.
 - c. The writing assignments are scaffolded such that each writing assignment builds on the next. Papers will be reviewed upon submission for meeting minimum criteria for assessment. If paper has not met minimum assessment criteria, it will be returned to student for correction. Because there is a rough draft of the assignment, there are no other rewrite options.

Late Assignments

Scheduling due dates allows for your planning and course work management, if due to extreme extenuating circumstances, you are unable to turn a paper in on time, you must contact your instructor before the assignment due date, to discuss your plan for assignment completion. If your paper is late and you have not received instructor approval prior to the due date, your paper grade will be impacted. Late papers that have not been approved due to extreme circumstances, i.e. (death in the family, illness with medical documentation, ADA accommodations), receive an automatic point reduction of 10 points for each day it is late.

GPA

Social work majors must achieve a B or better in this required practice oriented social work course in order to graduate. In the event that a student does not achieve a B or better in this course, he/she/they will be required to retake it. Additionally, students must maintain an overall GPA of 2.5 in LCSC and transfer credits and a 2.7 cumulative GPA in all social work courses.

<u>Assignment</u>	<u>Points</u>	<u>EPAS Practice Behaviors</u>
Reading Quizzes (4 @ 25)	100	1.1, 1.3
Discussion Board Videos (4@25)	100	2.1, 2.3
Short Writing (4 @ 25)	100	2.1, 2.3, 4.2
Weekly Journals (15 @ 10)	150	1.1, 1.3
Justice Paper Draft (100)	100	1.1, 1.2, 1.3, 2.1, 3.1
Social Justice Paper final draft (150)	150	1.1, 1.3
Volunteer Hours (100)	100	1.1, 1.2, 1.3, 2.3, 6.2, 8.3
Volunteer Experience Presentation (100)	100	1.2, 1.3, 3.1
Total points possible for this course	1000	

GPA

Social work majors must achieve a B or better in this required social work course. In the event that a student does not achieve a B or better in this course, he/she/they will be required to retake it. Additionally, students must maintain an overall GPA of 2.5 in LCSC and transfer credits and a 2.7 cumulative GPA in all social work courses.

Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrences beyond the student’s control. In order to be eligible to request an incomplete, the student must have completed up to 80% of the assignment course work. It is the responsibility of the student to request an incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor; otherwise the required work will be receiving a grade of “F.”

Final Exam

The final exam in this course will be the 4th quiz and will be based on the content from chapters 13-15 in the text. There will be a schedule of quiz dates in the quizzes and tests folder.

Challenging a Grade

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. I will consider your request and determine whether to review your grade. If I choose to review your grade, I will review your assignment in full and may adjust your grade up or down.

ASSIGNMENT DESCRIPTION

Discussion Boards/Participation Points- (4) (100 cumulative points; 25 points per video). Four discussion boards will be set up for during the semester. See Canvas for assignment criteria and scoring information.

Quizzes- (4) (100 cumulative points, 25 per quiz). There will be 4 quizzes through the semester to evaluate student learning from the text through the semester. Generally speaking the quizzes will cover 4 chapters from the text. Quizzes will be assigned via Canvas.

Short Writing Assignments (4) (100 cumulative points, 25 per assignment). Short Writing assignments 1- 3 are intended to scaffold your research and writing skills for the justice paper final draft. The goal of this series of assignments and the first draft and final justice paper is to provide you with an opportunity to do research and communicate in writing your understanding and application of the social work concepts of: social justice, populations at risk, resiliency, protective and risk factors and micro, mezzo and macro practice. In Canvas you will find detailed criteria for each SWA.

Injustice topic and definitions Paper (SWA) # 1- Due-, February 5, 2023; Points: 25. Identify your justice topic and the articles for your research. This assignment will include definitions of: 1- social justice, 2- the social justice issue, 3- population at risk, 4- resiliency, protective and risk factors and 5- social work interventions at the micro, mezzo and macro levels of practice. APA format, no more than 3 pages. See the Assignment criteria for more detailed direction, any templates and scoring rubric.

Annotated Bibliographies (SWA # 2) – Due-, February 19, 2023; Points: 25. Annotated Bibliography- the annotated bibliography is used here to assess your understanding the research. Using the sources, you listed as references from SWA # 1, (I suggest one article per tenet). Write a short summary/description each article. You will find formatting and templates under the assignment folder in Canvas. See the assignment criteria for more detailed direction, any templates and scoring rubric.

Social Injustice Paper Draft - Due- March 5, 2023 (150 points).

This assignment is designed for you to articulate your understanding of justice and how social workers navigate the profession in service to populations at risk. **You will be expected to use 5 academic/peer reviewed articles. You are limited to 1 on line source.** You are expected to research and synthesize your understanding of: 1) a social justice issue of your choosing, 2) a population at risk, 3) resiliency, risk and protective factors and 4) how social workers can be a part of social change in the context of your social justice issue at the micro, mezzo and macro levels of practice. (See the assignment description, criteria, templates and scoring rubric in Canvas).

Short Writing Assignment # 3- Due- 22, March 26, 2023; Points: 25 **Part a-** Submitted edited paper for Peer review on or before March 21, 2023. You are expected to submit to your peer reviewer (assignment of peer to be determined). **Part b** You as a reviewer of the paper will be expected to complete an assessment document and submit to your instructor. See the assignment criteria for more detailed direction, any templates and scoring rubric.

Justice Paper Final - Due- April 9, 2023 (200 points)-

This is the final product of your research and culmination of your learning as it relates to the social injustice issue that you have been writing about all semester. You are expected to use the feedback provided on your draft and from your peer reviewer. The overall assignment is your opportunity to articulate your understanding of the social justice issue related to the at-risk population of your choosing. Your increased understanding of the issues and the population will develop from a systematic evaluation of the topic. The expectation is that through your writing you will be able to demonstrate your understanding of the concepts and articulate that understanding in an organized research based written document. You will be expected to apply what you have learned through this course content and discuss social justice, the social justice issue of your choice, a population at risk, what factors place these people at risk and resiliency and protective factors for the population you have chosen. You will then discuss the role of the social work professional and implications for social work practice: micro, mezzo, macro levels. You will include interventions with examples for each. See the assignment criteria for more detailed direction, any templates and scoring rubric.

Short Writing Assignment # 4 – Due- April 24, 2023; Points: 25. In a narrative essay format- Consider everything that you have learned over the semester and respond in a narrative essay format. What is your ideal social work role/job? Do you see yourself as a good fit for social work? Why or why not? Have any of your thoughts/feelings changed over the course of the semester? Describe any surprises or insights you gained this semester. Develop a position statement that describes your fit or lack thereof with the social work profession. See the assignment criteria for more detailed direction and scoring rubric.

Weekly Journals (15) (150 cumulative points, 10 points per week): The Council on Social Work Education (CSWE) educational policies and accreditation standards are addressed in this text. Accreditation standard 2.3 Recommends self-reflection on your learning and self-awareness. This is an opportunity for you to process what you

think and feel about the course content and how you are doing overall. You will have weekly questions in relation to the material and this is also a space where you can process anything else you may be challenged with.

Volunteer Service Assignment (2 parts) (200 cumulative points) **Students CANNOT pass the class without completing this assignment. This is a 2-part assignment.** It is your responsibility to identify an organization in the community at which you are interested in volunteering, **your instructor will need to approve your choice.** You will be expected to share your activities in the form of a presentation at the end of the semester. This assignment is worth 200 cumulative points, 100 points for the 15 completed hours and summary report (verified by signed documentation on agency letterhead) and 100 points for the summative presentation that will be due the last week of class.

a. 15 Volunteer Summary Report- Due- April 24, 2023 (100 points) Students are required to complete a total of 15 volunteer hours over the course of the semester at one community service agency. It is ultimately your responsibility to identify the service agency, organize your 15 hours of volunteer time. This assignment is a written summary report about the experience using the templated guided found in the assignment along with the assignment criteria for more detailed direction and scoring rubric.

b. Volunteer Service Experience Presentation Video Due- May 7, 2023 (100 points). At the end of the semester students will give a short presentation video on the agency with whom they spent their volunteer hours. Please prepare a creative presentation to share with your class. Creativity has no limitations, use PP, Board, Video, or other technology resources to convey your experience. See the assignment criteria for more detailed direction and scoring rubric in Canvas.

ADDITIONAL INFORMATION

- Students pursuing acceptance into the Social Work Program at Lewis-Clark State College will need to be core complete and have taken SW140 and SW241 before they apply to the program. This year's deadline is 10/1/2020. [LCSC Social Work Program](https://www.lcsc.edu/social-sciences/programs/social-work/lewiston-program/) Full URL: (<https://www.lcsc.edu/social-sciences/programs/social-work/lewiston-program/>)
- Students will not be allowed to register for any course above SW400 without program admission.
- The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

- * Indicates subject to change- When guest speakers are organized for the semester, some course readings may be shifted to coordinate with speakers who represent those groups and individuals. Textbook readings will coordinate with the population we will be studying and will be announced at least 2 weeks in advance.
- References: Papers citing internet sites such as “Wikipedia”, and non-peer reviewed reference material will not be accepted for assignments and will be returned to the student without a grade.

Tentative Weekly Assignment Schedule*

Week 1, January 16, 2023

- Module 1 Chapter 1
- Review Syllabus & Assignment Calendar
- Journal # 1
- Introductory Discussion Board Video # 1

Week 2, January 23, 2023

- Module 2- Chapter 2
- Short writing assignment # 1
- Journal # 2

Week 3, January 30, 2023

- Module 3- Chapter 3
- Journal # 3
- SWA # 1 (2/5)
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Week 4, February 6, 2023

- Module 4- Chapter 4
- Quiz # 1
- Journal # 4
- SWA # 2 (2/12)

Week 5, February 13, 2023

- Module 5- Chapter 5
- SWA # 2
- Journal # 5
- Video Discussion Board # 2

Week 6, February 20, 2023

- Module 6- Chapter 6
- Quiz # 2 due
- Journal # 6

Week 7, February 27, 2023

- Module 7- Chapter 7
- Journal # 7
- Social Injustice Paper Draft (3/5)

Week 8, March 6, 2023

- Module 8- Chapter 8
- SWA # 3
- Journal # 8
-

Week 9, March 13, 2023

- Module 9- Chapter 9
- Mid-term grades Due 3/18/2023
- Quiz # 3
- Journal # 9

Week 10, March 20, 2023

- Module 10- Chapter 10
- Journal # 10
- Video Discussion Board # 3
- SWA # 3 (3/26)

Spring Break March 27 – April 2, 2023

Week 11, April 3, 2023

- Module 11- Chapter 11
- Journal # 11
- Injustice Paper Final (4/9)

Week 12 April 10, 2023

- Module 12- Chapter 12
- SWA # 4
- Journal # 12

Week 13, April 17, 2023

- Module 13- Chapter 13
- Quiz # 4
- Journal # 13
- Video Discussion Board # 4
- SWA # 4 (4/24)
- Volunteer Summary Report (4/24)

Week 14, April 24, 2023

- Module 14- Chapter 14
- Journal # 14

Week 15, May 1, 2023

- Dead week no new content
- Volunteer experience presentations
- Journal # 15
- Volunteer Experience Video Presentation (5/7)

Week 16, May 10, 2023

- Final Grades posted on or before 5/16/2023

To the best of my ability I have created a balanced plan for the semester. Please let me know if you see any discrepancies in the planning of the course calendar.

*- indicates that due dates are subject to change