



SW140: Introduction to Social Work

Course Information

Semester: Spring 2022

Semester Hours: 3

Classroom Location: Online

Instructor Information

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Office Hours: Available via Zoom 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. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Relying on a liberal arts foundation and drawing from an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the support of non-traditional age, rural and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects in the community in which they live by conducting program evaluations and needs assessments through our research sequence, which culminates in a public symposium. (Revised January 7, 2015)

Course Description

This course builds upon the biological, behavioral, and social sciences of the Liberal Arts core. It adds a social systems perspective to explore the determinants of human behavior in infancy, childhood, adolescence, and adulthood. Class, ethnicity, race, and gender are emphasized, while family, group, organization, community, and society provide the person/environment transactional context. This course introduces the major psychological, sociological, and social work theories, which underpin social work practice. Pre-requisite: Psychology 101, English 102 or permission of the instructor.

Introduction and Overview

This course is designed to help social work and non-social work majors gain an understanding of the professional foundation of Social Work practice. 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 fields. This course requires a minimum of 15 hours spent in service/volunteer learning and is a requirement for all Social Work majors.

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 that a Social Worker might play within these systems. After taking this course you should have a better idea of whether Social Work is the right field for you to pursue.

Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

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.

Because of the focus on competency-based education, the faculty has identified within the LCSC 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.

2015 Social Work Competencies Applied to this Course

COMPETENCY	DESCRIPTION
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
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 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 8	Intervene with Individuals, Families, Groups, Organizations and Communities
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Required Textbooks

Kirst-Ashman, Karen K. (2017, 2013). Social work and social welfare: Critical thinking perspectives (5th Ed.). Belmont, CA: Brooks/Cole.

Update from Campus: To maximize protection from the Delta variant and prevent spreading it, LC State is requiring all members of the campus community – regardless of vaccination status – to wear a face covering in indoor spaces where others are present, at least through the post-holiday weekend infection window (Friday, Sept. 17).

Classroom Expectations

Attendance (does not apply to online)

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, and media presentations. Students will be responsible for all materials presented in class online. Assigned readings and topics for the day are outlined in the Schedule and students are expected to come to class prepared to discuss the assignments. An absence is not an excuse for not coming to class prepared to be actively involved. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences and will result in the reduction of your final grade by 1 (one) letter grade. This policy applies to all classes taught as part of the social work curriculum. Exceptions to this policy may be made at the discretion of the instructor. (Found in [Social Work Handbook](#) p. 17).

Tardiness (does not apply to online)

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in class as described in the Social Work Handbook.

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.

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor during class sessions unless otherwise arranged and approved by the instructor.
2. Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Late papers and tests are not accepted.
 - a. If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, the student must contact the instructor to complete a Contract for Adjusted Assignment Due Date Form. This will result in an automatic 10% grade reduction for that assignment.
2. Extra Credit: There are no extra credit assignments for this course.

Re-write Policy

Rewrites are not an option in this class. If you have any questions regarding the assignment, please do not hesitate to meet with this instructor. As the assignments are given on the first day of class (or at least two weeks before the assignment is due for pedagogical reasons) and because sufficient time is given, it is expected that quality work be submitted.

Cell Phone Policy (does not apply to online)

The use of Cell Phones will not be tolerated during classroom hours. Students who choose to utilize their phones for Facebook, texting, or any other activity will be asked to leave the classroom. I do understand there may be circumstances for family or work, which may at times require you to keep your cell phone on or to be available. If this is the case, please let me know before class begins.

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the **PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (7TH ED.)**. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that 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, which has 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 Romans style or a similarly readable style.

Note: The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals based on your written work.

Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to educate students to be ethical. 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 Academic Integrity Statement, in whole or part, could result in an "F" grade for the course. In addition to action by the professor, all incidents will be reported to the Social Work Program Director and possibly the Vice President of Student Affairs. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).

- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

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.

Social and Economic Justice

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.

Grading Procedures

Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	95-100%	A-	90-94.9%
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	63-69.9%	F	62.9% and below


Grade Definitions

LETTER GRADE	DEFINITION
A	Beyond
B	Appropriate college level work meeting the syllabus' expectations
C	Minimal level for content and written communication
D	Poor content or poor written communication, and/or incomplete, and/or late
F	Below minimum standards for content and written communication, incomplete, and/or late

Class Assignments

1. Reading Tests (400) Points

There will be 8 tests, which will incorporate all lectures, assignments, discussion, exercises, and readings. The tests will include multiple choices, true/false. Tests are located on Canvas on the date specified in the course outline.

2. **Discussion/Participation (360) points:** In no less than 500 words students will post responses to questions posed for each chapter. Students will post their own, original response and respond to two peers to continue the discussion. Please be sure to remain respectful in your communications. Due weekly as noted in the class schedule. **The initial discussion needs to be meaningful, and directly related to the content, a one line is not meaningful. Please see Rubric Below** 

Original Post	0-6 points 0-12 points	7-12 points 13-24 points	13-20 points 25-40 points
Quality of posting	Postings are not relevant to the questions posed.	Postings reflect the reading, but material not cited. Original is posted by Thursday at 11:59pm.	Postings reflect the readings and information with proper source material citation. The text is cited at the end of the discussion.

Understanding of reading and outside source material	Responds to the question posted but does not cite materials from the readings and/or assignments.	Responds to the question posted and refers to readings.	Responds to question posted and demonstrates understanding of material and outside source material and properly cites with exceptional grammar.
Quality of reply	Response not relevant to original posting. Or does not respond to peers. Ex: I agree, nice post, etc.	Response relevant to peers posting but fails to support to connect in a meaningful way. Responds to one Peer. Ex: reply connects partially to what peer is stating.	Responds to question posted and demonstrates understanding of material. Posts are respectful to the opinions of others. Responds to two peers.

3. **Essay Assignments (75) points:** The assignments should be a minimum of two double spaced pages with APA title page. Topics should be discussed in a thorough manner that reflects critical thinking in that the student has taken time to examine the material in the text and other academic sources, examine their own experiences and beliefs and to synthesize, compare material from various sources. Feel free to expand on the questions presented, as necessary. All essay entries will be treated with respect to protect the confidentiality of student responses.

Essay 1 – What are your personal values? Complete the personal value survey. Review the NASW Code of Ethics. How does the NASW Code align or conflict with your personal values? Describe your understanding of the role of the Code of ethics in social work practice. Points: 25.

Essay 2 – Describe micro, mezzo, and macro social work. What is your ideal social work role/job? Do you see yourself as a good fit for social work? Why or why not? Points: 25.

Essay 3 – Where do you see yourself on the continuum from rich to poor? Why are poor people poor? What does research say about poverty? What are your feelings about poverty and people

who are poor? How does your perspective fit with what you know about social work? Points: 25.

4. Social Justice Paper (100) points: (7-8 pages including title page and references) this assignment is designed to deepen your understanding of social justice issues related to an “at risk population” of your choosing. Your increased understanding of the issues and the population will develop from a systematic evaluation of the topic. Your paper which should include:

- Description of the “at risk population” (it’s okay to think internationally)
- Description of social justice issues experienced by the population
- A review of relevant legal and political issues (laws, statutes, funding, etc.)
- How would you go about advocating or intervening for social justice with respect to the issue? Micro, mezzo, macro? What, specifically, would you do? Use concrete examples.
- What are your personal values/biases that surfaced? How do you feel about that?

You must reference AT LEAST 3 academic sources for your paper.

Your assignment must be typed, double spaced, and use complete sentences and proper paragraph structure. Include cover page, reference page and in-text citations that adhere to APA format. Spend some time really examining your thoughts and feelings on the topic. Demonstrate that you have thought about the issues and examined how the issues might impact individuals, families, and communities.

5. Volunteer Experience Paper (100) points/OR Final Exam: Students will volunteer their assistance with projects that are intended to help others. Students will complete a minimum of 15 hours on 1 volunteer activity. Please see the instructor early in the semester if you have questions or cannot decide to volunteer. It is the student’s responsibility to identify and complete the volunteer activity. Students are to report their activities in the form of a paper. The following information should be included in the paper:

Background information on the volunteer activity. E.g., Purpose of the activity, policies, target population served, etc. Barriers to completion of the volunteer activity; A description of the student’s role in their chosen activity; The student’s impressions about the activity. Include surprises, personal insights gained, what you learned, would you recommend this activity to others? Signed documentation of hours on agency letterhead attached or scanned.

The student may choose between doing the volunteer experience or take a final exam over all the chapters from the semester, multiple choice, true and false.

Tentative Class Schedule

Week & Date	Activity	Due	Assignments – Points
Week 1 1/17-1/23	Review the Netiquette Video Listen to Welcome	Review the Syllabus and Respond to Discussion on Syllabus and Introduction (for attendance) and address a response to the volunteer project question.	40-points
Week 2 1/24-1/30	Read Ch. 1 Listen to Lecture	Complete the discussion for Ch. 1	20-points
Week 3 1/31-2/6	Read Ch. 2 Listen to Lecture Review the NASW Code of Ethics	Complete the discussion for Ch. 2 Exam Ch. 1, 2	20-points 50-points
Week 4 2/7-2/13	Read Ch. 3 Listen to Lecture	Complete the discussion for Ch. 3	20-points
Week 5 2/14-2/20	Read Ch. 4 Listen to Lecture	Complete the discussion for Ch. 4 Essay Assignment #1 Due Exam Ch. 3, 4	20-points 25-points 50-points
Week 6 2/21-2/27	Read Ch. 5 Listen to Lecture	Complete the discussion for Ch. 5	20-points
Week 7 2/28-3/6	Read Ch. 6 Listen to Lecture	Complete the discussion for Ch. 6 Exam Ch. 5, 6	20-points 50-points
Week 8 3/7-3/13	Read Ch. 7 Listen to Lecture	Complete the discussion for Ch. 7	20-points

Week 9 3/14-3/20	Read Ch. 8 Listen to Lecture	Complete the discussion for Ch. 8 Exam Ch. 7, 8	20-points 50-points
Week 10 3/21-3/27	Read Ch. 9/Ch.10 Listen to Lecture	Complete the discussion for Ch. 9/10 Exam Ch. 9, 10 Essay Assignment #2 Due	40-points 50-points 25-points
Spring Break 3/28-4/1	NO ONLINE ASSIGNMENTS		
Week 11 4/4-4/10	Read Ch. 11/Ch.12 Listen to Lecture	Complete the discussion for Ch. 11/12	40-points
Week 12 4/11-4/17	Read Ch. 13/Ch.14 Listen to Lecture	Complete the discussion for Ch. 13/14 Exam Ch. 13/14	40-points 50-points
Week 13 4/18-4/24	Read Ch. 15/Ch. 16 Listen to Lecture	Complete the discussion for Ch. 15/16 Exam Ch. 15/16	40-points 50-points
Week 14 4/25-5/1		Social Justice Paper Essay Assignment #3 Due	100-points 25-points
Week 15 5/2-5/8		Volunteer Experience Paper Due Or Final Exam	100-points 100-points
			1035 Total Points