

## Term Information

Effective Term Summer 2016  
[Previous Value](#) [Summer 2012](#)

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Add distance education component to course.

**What is the rationale for the proposed change(s)?**

Course was not a distance learning (DL) course when first entered for the semester conversion, but is now offered in a DL format.

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	Social Work
Fiscal Unit/Academic Org	Social Work - D1900
College/Academic Group	Social Work
Level/Career	Undergraduate
Course Number/Catalog	1130
Course Title	Introduction to Social Work in Contemporary Society
Transcript Abbreviation	Int to Social Work
Course Description	An introduction to the core values, fundamental goals, unique functions and methods of the social work profession.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<a href="#">Previous Value</a>	<a href="#">No</a>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## **Prerequisites and Exclusions**

Prerequisites/Corequisites	None
Exclusions	Social Work 230

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code	44.0701
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Identify and describe the various roles, responsibilities and values of social work.
- Identify major historical events and people that have influenced the social work profession and social welfare.
- Recognize social and cultural diversity issues in generalist social work practice.
- Identify the impact of inequality and stigmatization on at-risk and oppressed populations, and describe the concepts and promotion of social and economic justice.
- Recognize how personal values relate to and influence one's practice as a social worker, according to the NASW Code of Ethics.
- Describe the knowledge base and skills required for generalist practice.
- Describe the variety of social work settings and fields of practice.

[Previous Value](#)

**COURSE CHANGE REQUEST**  
1130 - Status: PENDING

Last Updated: Bronson,Denise Ellen  
12/02/2015

**Content Topic List**

- Introduction to the Social Work Profession
- NASW Code of Ethics
- Social Justice and Civil Rights
- The Relationship between Social Work and Social Welfare
- Poverty and Economic Disparity
- Working with Diverse Populations
- Generalist Social Work & Modes of Intervention
- International Social Work
- Social Work Practice with Immigrants and Refugees
- Social Work throughout the World
- Social Work and Health Care
- Social Work and Mental Health; Substance Abuse
- Social Work and Child Welfare; School Social Work
- Social Work in the Criminal Justice System; Social Work and Gerontology
- Social Work's Response to Crisis, Trauma, and Disasters; Social Work's Response to Human Trafficking

**Attachments**

- 1130 Master Dec2015.docx: original, face-to-face

(Syllabus. Owner: Cole,Mary Cathleen)

- 1130 DL Dec2015.docx: distance learning

(Syllabus. Owner: Cole,Mary Cathleen)

**Comments**

- Please note: The College of Social Work Educational Technology staff consults with ODEE for distance learning support on a regular basis and will continue to do so. (by Cole,Mary Cathleen on 12/02/2015 12:18 PM)
- see email 11-20-15 (by Hogle,Danielle Nicole on 11/20/2015 03:24 PM)

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Cole,Mary Cathleen	11/04/2015 02:57 PM	Submitted for Approval
Approved	Bronson,Denise Ellen	11/04/2015 03:11 PM	Unit Approval
Approved	Bronson,Denise Ellen	11/04/2015 03:12 PM	College Approval
Revision Requested	Hogle,Danielle Nicole	11/20/2015 03:24 PM	ASCCAO Approval
Submitted	Cole,Mary Cathleen	12/02/2015 12:18 PM	Submitted for Approval
Approved	Bronson,Denise Ellen	12/02/2015 05:23 PM	Unit Approval
Approved	Bronson,Denise Ellen	12/02/2015 05:24 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	12/02/2015 05:24 PM	ASCCAO Approval

**Social Work 1130 – Introduction to Social Work in Contemporary Society****Instructor:****Email:****Office/Hours:****Term:****Class days:****Class time:****Location:****Level of Instruction/Credit Hours:** Undergraduate/3 credit hours**Prerequisites:** None**Course Description**

The purpose of this course is to provide students with an introductory understanding of the profession of social work. The course will examine the underlying assumptions, core values, fundamental goals, unique functions, and methods of social work in traditional social work settings. Social work's response to major social problems such as poverty, mental health, substance abuse, crime and violence, aging, child welfare, and health care will be explored. The impacts of social stratification and stigmatization, as evidenced through racism, sexism, ageism, classism and heterosexism, contribute to the understanding of these social problems and are a critical part of this course.

Social Work 1130 satisfies the Social Science-Individuals and Groups area of the General Education Curriculum (GEC). It strives to address the following:

**Social Science - Individuals and Groups Expected Learning Outcomes:**

Social science courses develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making

**Specific Course Objectives**

Upon satisfactory completion of this course, students will:

1. Identify and describe the various roles, responsibilities and values of social work.
2. Identify major historical events and people that have influenced the social work profession and social welfare.
3. Recognize social and cultural diversity issues in generalist social work practice.
4. Identify the impact of inequality and stigmatization on at-risk and oppressed populations, and describe the concepts and promotion of social and economic justice.
5. Recognize how personal values relate to and influence one's practice as a social worker, according to the NASW Code of Ethics.
6. Describe the knowledge base and skills required for generalist practice.
7. Describe the variety of social work settings and fields of practice.

### **Method of Course Evaluation by Students**

Evaluation of courses and instructors by students constitutes an important aspect of our College's quality review process. Therefore, students enrolled in this course will have an opportunity to provide their written impressions and assessments of the course and instructor using a computerized SEI (Student Evaluation of Instruction) survey via SIS to remain in compliance with evaluation policies of the College of Social Work and the University. The evaluation will be treated as a confidential communication in which students' anonymity will be protected.

### **Academic Misconduct: (<http://studentlife.osu.edu/csc/>)**

The College of Social Work adheres to the University Standards on Academic Misconduct. Students are responsible for complying with University rules (#3335-31-02-b) in all academic work. Instructors are strictly bound to report suspected cases of academic misconduct, of any type, to the Committee on Academic Misconduct (COAM). **Plagiarism, in particular, will not be tolerated in this course. Even if you plagiarize due to lack of knowledge, your work will be forwarded to COAM for review and you will receive an incomplete or "I" until the matter is resolved. Please ensure that you avoid plagiarism at all costs and instead learn how to cite works properly as explicitly laid out for you in the American Psychological Association's (APA) Style Manual (6th edition). Academic dishonesty may be grounds for dismissal from the University.**

### **College Incomplete Policy**

"I" (Incomplete) course grades will be considered in relation to emergency and/or hardship situations only. A request for such a grade option must be discussed with the professor prior to the last class session. A date for completion of the incomplete work will be established with the student. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to. Please be aware that when an "I" with an alternate grade of "E" is assigned in a course that is a prerequisite for a course in which the student must take the following semester, the course requirements for the "I" must be completed by the second week of that following semester.

### **College Attendance Policy:**

Students in the College of Social Work are expected to attend all classes during their social work studies. Attendance in your courses is an essential part of your social work education and professional development. Any absence deprives you of the opportunity to interact with your instructor and fellow students and interferes with your ability fully acquire the knowledge and skills required for successful social work practice. Although students may occasionally need to miss class due to illness or other important matters, missing more than 25% of the class contact hours in a semester significantly detracts from your ability to master the course content. Instructors often deduct points for absences and if you must miss more than 25% of the class time during a semester you may be required to withdraw from the course and return to your studies when you are able to fully participate in your coursework. Please note that instructors may have additional or more stringent attendance requirements depending on the nature of the course.

### **Students with Disabilities**

**If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307 or [slds@osu.edu](mailto:slds@osu.edu).**

**Textbooks, handouts and other materials are available in alternative format. Please contact the Office of Disability Services: 614-292-3307, 150 Pomerene Hall, 1760 Neil Avenue, Columbus, Ohio 43210; [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu).**

### **Course Format**

Instruction will be provided in a lecture and discussion format. You will be responsible for attending class once a week. Students are encouraged to ask questions and share pertinent experiences during lectures. To the degree that large lecture sessions can be interactive and still cover essential course content, students are strongly encouraged to relate lecture material to relevant practical situations and/or provide information from personal experiences or outside readings.

### **Course Policies and Expectations**

Your grade in this course is based on three required assignments. In addition, you will be awarded credit for attendance and participation. **All written assignments must be completed in APA, 6<sup>th</sup> edition format.** For information on APA 6<sup>th</sup> edition, please see the Writing Center's webpage, the official resource page, available online at <http://www.apastyle.org/learn/index.aspx>, or the following APA tutorial at [http://sites.harvard.edu/icb/icb.do?keyword=apa\\_exposed](http://sites.harvard.edu/icb/icb.do?keyword=apa_exposed).

**Assignments are due by the end of the day on the specified due date (11:59pm). Late assignments will be penalized by 5 points per day.**

It is expected that all assigned material will be read. The lecture will not always address all of the readings, so it is incumbent upon the student to ask questions as needed. Students should be prepared to discuss ideas and concepts and engage in a critical evaluation of all assigned readings.

It is expected that you will attend every class session. Not only will the instructor lecture from the required readings, but from outside material as well. If you miss class, please see a classmate for the notes. It is understandable that emergencies happen; as such, you are allowed one "freebie" or "no questions asked" absence. Any additional absences will result in a deduction of two points per class from your attendance grade.

Students are expected to show professional behavior while in the classroom. This includes setting all electronic devices to silent, refraining from surfing the internet, using Facebook, Twitter, or any other non-course related internet sources while using laptops in the classroom, as well as refraining from texting while in the classroom. If you persist in engaging in these behaviors during class, you may be asked to leave and forfeit your two points for attendance for the day. In addition to this, students are expected to respect the contributions of all class members. **Any student whose remarks are disparaging or disrespectful may be asked to leave the classroom.**

We will be having several guest speakers during this class. It is expected that students will be respectful of their time and willingness to share their experiences and will therefore be on time and attentive. Ask questions of the speakers – they have practical experience that will be extremely beneficial in your careers.

The final course grade (100%) will be based on timely completion of each activity or assignment in the following weighted categories. The specific learning objectives and competencies related to each assignment are delineated in separate assignment description documents, as are the grading

rubrics for each assignment. **Unless otherwise noted, all assignments are expected to be the solo work of the individual turning in the assigned work.** Working together on **individual** assignments is considered academic misconduct and will be treated as such. Work that is significantly copied from original sources, other students' work (past or present), or from your own work in other classes is considered to be plagiarism/academic misconduct and will be treated as such.

### **Course Communication Policy**

Please contact me via email with any questions that arise. I check my email throughout the day and will reply to questions as I obtain answers. I strive to reply to all emails within 48 hours.

I will use your OSU student email address to contact you. If you have not already done so, please ensure that you have access to this account or that it is forwarded to your personal email account. If I need to cancel class for any reason this is how you will be contacted.

Additionally, note that office hours are offered to provide students with an opportunity to ask questions or deepen their understanding of course materials. Office hours are not a substitute for attending class.

### **Inclement Weather Policy**

If OSU closes due to inclement weather class will be cancelled. Please sign up for OSU's emergency alert system, Buckeye Alert. You can sign up here to receive text messages with emergency information from OSU: <http://buckeyealert.osu.edu/>.

If you are unable to safely attend class due to weather emergencies in your area (for example if you regularly commute from another city) please notify me and we will arrange for you to receive class materials for that session.

### **The Use of Carmen**

This course and all of its contents (such as the syllabus and lecture outlines) are available via Carmen (the university's Course Management System [CMS]). Please go to [carmen.osu.edu](http://carmen.osu.edu) for all course materials. The website for Carmen offers step- by-step directions on how to use the system. Workshop trainings are also available to those interested in learning more about how to navigate this system. Although I will make announcements in class, you are responsible for information that is announced on Carmen, so check Carmen regularly.

### **The Writing Center**

The Writing Center provides free 50 and 20 minute writing tutorials either in-person or online. Appointments can be scheduled online (<http://cstw-scheduler.asc.ohio-state.edu/phpsched/>) or over the phone (614-688-4291). Please do not hesitate to take advantage of this excellent free resource.

*What does the Writing Center do?*

*The [Writing Center at CSTW](#) offers free help with writing at any stage of the writing process for any member of the university community. During our [tutorials](#), we can work with you on anything from research papers to lab reports, from dissertations to resumes, from proposals to application materials. We also maintain a resources page with [writing handouts and weblinks](#). For more on our policies, see our [policies page](#).*

*What does the Writing Center NOT do?*

*The Writing Center does not proofread. We will discuss grammar issues with you and give you advice on how to proofread your own work, but we will not give you a proofed draft.*

### **Required Text**

Segal, E.A., Gerdes, K.E. & Steiner, S. (2016). *An introduction to the profession of social work: Becoming a change agent* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

**\*Available at the Student Book Exchange at 1806 N. High St., Cols, OH 43201.**

### **Attendance and Assignments**

#### **Attendance/Participation (28 points)**

Students are expected to attend all lectures prepared to discuss assigned material and to participate fully in class activities.

Two attendance/participation points will be awarded per class session. Each student will be allowed 1 absence (you do not need to provide documentation for your absence). **After 1 absence students will not be awarded attendance and participation points if they are not in attendance. No exceptions will be made.** *Students must participate in class activities while in class to receive their full participation points for each session.*

#### **Wellness Assignment (12 points)**

Students will keep a biweekly self-care journal, chronicling the actions you have taken to keep your emotional; physical; psychological; social; and spiritual self healthy during the semester. Each biweekly entry will be no more than three typed pages and will include at least three references to peer-reviewed journals to support your statements. Additional details about the assignment and a rubric will be provided.

#### **Sanchez Family Case Study (5 points)**

Students will review the Sanchez case study and answer the assignment questions. The case study will be graded based on the student's ability to demonstrate an in-depth understanding of the social concepts (person-in-environment, strengths, and culture) that are related to the case study. Additional details about the assignment and a rubric will be provided.

#### **Integrative Social Problem Project (55 points)**

Students will develop a semester-long project that they believe will make a difference in relation to one social problem/issue. The students will choose the problem/issue and write a project proposal for the instructor's review and approval. Additional details about the assignment and a rubric will be provided.

#### **Points per Assignment**

Attendance/Participation	2 points/class = 28 points
Wellness Assignment	12 points
Sanchez Family Case Study	5 points
Integrative Social Problem Project	55 points
<b>TOTAL</b>	<b>100 points</b>

#### **Grading Scale**

<u>Points</u>	<u>Grade</u>		
93-100	A	70-72	C-
90-92	A-	67-69	D+
87-89	B+	60-66	D
83-86	B	0-59	E
80-82	B-		
77-79	C+		
73-76	C		



### Course Schedule

Week #	Date	Topics/Readings/Due Dates
Week 1		Introductions and Purpose READ: Syllabus
Week 2		What is Social Work? READ: Chapter 1 (pgs. 2 – 6; 21 – 34)
Week 3		Social Work Knowledge, Ethics and Values READ: Chapter 1 (pgs. 7 – 21) and Appendix A; What Social Workers Should Know About Ethics (pgs. 9-19; in Carmen)
Week 4		Cultural Competence and Diversity READ: Chapters 4 & 5 <b>DUE: Wellness Journal Entries by 11:59PM</b>
Week 5		Social Work Practice School Social Work READ: Chapters 6 & 11 <b>DUE: Integrative Social Problem Project Proposal by 11:59PM</b>
Week 6		International Social Work READ: International Agencies as Social Work Settings (in Carmen) <b>DUE: Sanchez Case Study by 11:59PM</b>
Week 7		Children & Families READ: Chapter 7
Week 8		Mental Health Services READ: Chapter 10 <b>DUE: Wellness Journal Entries by 11:59PM</b>
Week 9		Substance Abuse READ: Chapter 12
Week 10		Gerontology READ: Chapter 8
Week 11		Health Care Services READ: Chapter 9
Week 12		Violence, Victims, and Criminal Justice Crisis, Trauma, and Disaster READ: Chapters 13 & 14 <b>DUE: Wellness Journal Entries by 11:59PM</b>
Week 13		<b>DUE: Integrative Social Problem Project Portfolio by 11:59PM</b> <b>DUE: Integrative Social Problem Project Presentations</b>
Week 14		<b>DUE: Integrative Social Problem Project Presentations</b>
Finals Week		<b>DUE: Wellness Journal Entries by 11:59PM</b>

**\*\*Several class sessions will include a guest speaker from the social work profession\*\***



THE OHIO STATE UNIVERSITY

COLLEGE OF SOCIAL WORK

**Social Work 1130**

**Spring 2015**

Instructor: Andréa Severson  
Email: [severson.10@osu.edu](mailto:severson.10@osu.edu)  
Phone: 614-292-7488  
Office Hours: by appointment

Class days: Online  
Class time: Online

**COURSE TITLE:** INTRODUCTION TO SOCIAL WORK IN CONTEMPORARY SOCIETY

**LEVEL OF INSTRUCTION/CREDIT HOURS:** Undergraduate/3 credit hours

**PREREQUISITE:** None

**COURSE DESCRIPTION:**

The purpose of this course is to provide students with an introductory understanding of the profession of social work. The course will examine the underlying assumptions, core values, fundamental goals, unique functions, and methods of social work in traditional social work settings. Social work's response to major social problems such as poverty, mental health, substance abuse, crime and violence, aging, child welfare, and health care will be explored. The impacts of social stratification and stigmatization, as evidenced through racism, sexism, ageism, classism and heterosexism, contribute to the understanding of these social problems and are a critical part of this course.

Social Work 1130 satisfies the Social Science-Individuals and Groups area of the General Education Curriculum (GEC). It strives to address the following:

**Social Science - Individuals and Groups Expected Learning Outcomes:**

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1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and

cultural contexts of human existence, and the processes by which groups function.

3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

#### **SPECIFIC COURSE OUTCOMES:**

Upon satisfactory completion of this course, students will:

1. Identify and describe the various roles, responsibilities and values of social work.
2. Identify major historical events and people that have influenced the social work profession and social welfare.
3. Recognize social and cultural diversity issues in generalist social work practice.
4. Identify the impact of inequality and stigmatization on at-risk and oppressed populations, and describe the concepts and promotion of social and economic justice.
5. Recognize how personal values relate to and influence one's practice as a social worker, according to the NASW Code of Ethics.
6. Describe the knowledge base and skills required for generalist practice.
7. Describe the variety of social work settings and fields of practice.

#### **METHOD OF COURSE EVALUATION BY STUDENTS:**

Evaluation of courses and instructors by students constitutes an important aspect of our College's quality review process. Therefore, students enrolled in this course will have an opportunity to give their written impressions and assessments of the course and instructor using a computerized SEI (Student Evaluation of Instruction) survey via SIS in an effort to be in compliance with evaluation policies of the College of Social Work and the University. The evaluation will be treated as a confidential communication in which students' anonymity will be protected.

#### **ACADEMIC MISCONDUCT (<http://studentlife.osu.edu/csc/>):**

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**Students with Disabilities (<http://www.ods.ohio-state.edu/>):**

**If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion.**

**If you have any questions about this process, please contact Disability Services at 614-292-3307 or [slds@osu.edu](mailto:slds@osu.edu)."**

**Method of Instruction:**

Methods of instruction will include textbook readings, lecture notes, discussion board posts/responses, guest lecturers, videos, audio casts, and written assignments. Students are responsible for reading and watching the course material each week and for all class announcements made via email or on Carmen. Please go to [carmen.osu.edu](http://carmen.osu.edu) for all the materials for this course.

**Course Expectations:**

Students will be expected to demonstrate considerable knowledge and understanding of the concepts, principles, and information reflected in the course outline. These expectations will be evaluated through written assignments and participation in class discussions.

**Attendance and Participation:**

Our class instruction relies heavily on active learning and is designed to encourage student participation. A high level of participation in each week's class is essential for us to function as a community of learners and is necessary to achieve the expected outcomes of this course. I view my classes as communities that provide all students the opportunity to learn in a supportive, friendly and comfortable environment. To achieve this type of

learning environment, it is critical that you read and follow the online discussion etiquette document located in the online course.

Students are expected to complete all weekly class components (Introduction, Objectives, Tasks; Coursework; Class Discussion; Checkpoint and Weekly Wrap-Up) and to read all the assigned works. Each week's components will open at 12:01am on the Sunday of that week and will close at 11:59pm on the following Saturday. Due to the consistent use of class discussion posts/responses, 20% of your grade stems from your class participation. Student participation will be evaluated by the instructor's judgment of the quality of participation and contribution to class learning by each student through discussion posts/responses. Because class participation carries such a significant weight, it is necessary to participate in all class discussions in order to earn a high grade in this course.

If you have questions and concerns the most important thing is that you communicate with me. I take my role as an educator very seriously and am willing to work hard to be successful; I expect the same from each of you. Unless there is death in the family or you or your immediate family member experience a major illness or crisis, I will not accept late discussion postings/replies. **Late discussion postings/replies will not be accepted without prior approval.**

#### **Written Assignments:**

All written assignments must be completed individually. Written assignments must be turned in at the assigned time in the course's Carmen Dropbox. Please communicate to the instructor if you cannot complete an assignment on time and note that late assignments will receive a deduction of 1 point per day. Clarity of expression, logical organization and grammar are considered in the evaluation of written material. **All written assignments must be completed in APA, 6<sup>th</sup> edition format.** For information on APA 6<sup>th</sup> edition, please see the Writing Center's webpage, or the Purdue OWL APA resource page, available online at <http://owl.english.purdue.edu/owl/resource/560/01/>.

#### **REQUIRED TEXT AND READINGS:**

Students are expected to complete all text readings as assigned in the syllabus and all assigned readings within the coursework section.

Our book is:

Segal, E.A., Gerdes, K.E. & Steiner, S. (2016). *An introduction to the profession of social work: Becoming a change agent* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

#### **Course Grades**

Course grades will be determined according to the following:

Discussion Posts/Replies	20 points (18 posts @ 1 pt, 4 replies @ .5 pt each)
Sanchez Family Case Study	5 points
Wellness Assignment	15 points
Integrative Social Problem Project	60 points

**TOTAL 100 points**

**Grading Scale:**

A = 93 and up	C+ = 77 to 79
A- = 90 to 92	C = 73 to 76
B+ = 87 to 89	C- = 70 to 72
B = 83 to 86	D+ = 67 to 69
B- = 80 to 82	D = 60 to 66
	E = under 60 points

**Specific course requirements and assignments**

**Class Discussions (20 points – 18 posts @ 1 pt, 4 replies at .5 pt) – Posts due Thursdays at 11:59 pm, replies due Saturdays at 11:59pm):**

- There will be 18 graded class discussions during the semester. Each discussion will highlight a particular concept related to the week's topic. Four class discussions are "Peer Exchange," and you are required to review another classmate's post/work and provide comment.
- You will receive the full points for the posts/replies if they demonstrate thoughtful and substantive reflection and careful written articulation of your ideas. For example, when posting to a discussion topic or replying to a classmate's posting, clearly state your point of view first and then support your comment or response with information from course readings, personal experiences, and other sources. I will provide detailed feedback on early class posts, so that you are clear about the quality of class discussions expected in this course. *All class discussions postings are due by Thursday at 11:59 pm on the week they are presented, and all "Peer Exchange" replies are due by Saturday at 11:59.*

**Sanchez Family Case Study (5 points – Due Week 2 by 11:59pm on Saturday, January 24<sup>th</sup>, 2015)**

There will be several case studies used throughout the course to help you apply concepts to practice situations. However, the Sanchez Family case study in the second week will be the one graded case study. You are required to type your responses to the three posed questions, found in the Week 2 checkpoint, and load your written assignment to the CARMEN dropbox.

- The case study will be graded, according to the following criteria: all aspects of each question are addressed, communication is clear and concise, and responses

demonstrate an in-depth understanding of the social work concepts (person-in-environment, strengths, and culture) that are related to the case study.

Rubric

- 5 points: Criteria fully achieved.
- 4 points: Criteria mostly achieved.
- 3 points: Criteria partially achieved.
- 2 points: Criteria minimally achieved.
- 1 point: Criteria not achieved.

**Wellness Assignment (15 points – Due Weeks 4 (2/7/15), 8 (3/7/15), 12 (4/4/15), and 15 (4/25/15) by Saturday at 11:59 pm)**

- You will keep a biweekly self-care journal, chronicling the actions you have taken to keep your emotional; physical; psychological; social; and spiritual self healthy during the semester.
- Each biweekly entry will be no more than three typed pages and will include at least three references to peer-reviewed journals to support your statements.
- See the Wellness Assignment for a complete overview of this assignment, the assignment details, the due dates, and the grading rubric.

**Integrative Social Problem Project (60 points – Proposal due Week 3 (1/31/15); Final Project due Week 13 (4/11/15), Project Dissemination due Week 14 (4/18/15); All weeks due by Saturday at 11:59 pm)**

- You will develop a semester-long project that you think will make a difference in relation to one social issue/problem.
- The social issue/problem will be chosen by you, and the project you develop is up to you. However, you will submit your proposed issue/problem and proposed project for instructor review and approval.
- See the Integrative Social Problem Project for a complete assignment details, the due dates, and the grading rubric.
- The project proposal is worth 10 points, the project is worth 40 points, and the project dissemination is worth 10 points.

## COURSE SCHEDULE, CONTENT AND OBJECTIVES:

### Week One

#### Introduction and Purpose

#### What is Social Work?

##### Objectives

1. Review the course and syllabus.
2. Have a good understanding about the overview of the course content and format
3. Introduce ourselves and begin to develop our online community.
4. Consider the concepts “vulnerability” and “connection” and discuss their significance in our personal lives and in the field of social work.
5. Begin to identify a social issue/problem that is meaningful to you.

##### Tasks for this week include:

1. Read the “Getting Started Document” located in the Coursework section.
2. Read and review the syllabus located on CARMEN.
3. Begin to read **Chapter 1** from your text.
4. Watch Brené Brown’s TED video, “The Power of Vulnerability.”
5. Participate in the Discussion Forum, “Introductions,” located in the Class Discussion section.
6. Scan newspapers and other news sources to find a current social issue of interest to you.

### Week Two

#### What is Social Work?

##### Objectives

1. Define social work and articulate the unique qualities of the social work profession.
2. Utilize a case study to begin to recognize social and cultural diversity issues in generalist social work practice.
3. Define the “strengths perspective” and apply it to a case study.
4. Gain insight into your own strengths and how to use your strengths to fulfill your life’s purpose and how you can contribute your strengths and skills to make a difference to your chosen social issue/problem.

##### Tasks for this week include:

1. Read and review **Chapter 1** from your text.
2. Read the lecture notes (found in coursework) pertaining to this week’s assigned reading.
3. Watch the embedded videos within the coursework section.
4. After reading the lecture notes, complete the Case Study and submit it to the CARMEN dropdown.
5. Take the VIA Strengths Survey.
6. Participate in the Discussion Forum located in the Class Discussion section.
7. Continue to scan newspapers and other news sources to stay current with your chosen social issue.
8. **Due: Sanchez Family Case Study Assignment by January 24, 2015.**



## Week Three

### Social work knowledge, ethics and values

#### Objectives:

1. Describe the knowledge base required for social work practice.
2. Demonstrate a beginning understanding of the NASW Code of Ethics.
3. Assess how your personal values differ from and are similar to the values of the social work profession.
4. Understand and tolerate the ambiguity inherent in resolving ethical conflicts.

#### Tasks for this week include:

1. Note: There is no assigned Chapter from your text.
2. Read the "Ethical Decision Making" section (pp.9-19) from Congress' (2000) article, What Social Workers Should Know About Ethics.
3. Read the NASW Code of Ethics.
4. Watch the NASW "Professional Choices: Ethics at Work" video.
5. Participate in the Discussion Forum located in the Class Discussion section.
6. Take this week's poll on ethics and values (results will be summarized next week!)
7. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
8. **Due: Project Proposal by January 31, 2015.**

## Week Four

### Social Work Practice

#### Objectives:

1. Become familiar with social work practice theories.
2. Explain the differences between micro, mezzo, and macro and describe types of social work practice at each level.
3. Understand how research evidence informs social work practice.
4. Explain the steps involved in the process of evidence-based practice.

#### Tasks for this week include:

1. Read and review **Chapter 6** from your text.
2. Listen to the podcast "Theories for Social Work Practice."
3. Review the lecture material presented on micro, mezzo, and macro practice.
4. Review the person-in-environment framework and apply this framework to a case study
5. Read the lecture notes on evidence-based practice and social work problem-solving stages.
6. Participate in this week's discussion.
7. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
8. **Due: Wellness Assignment Journal Entry by February 7, 2015.**

## Week Five

### Cultural Competency and Diversity

#### Objectives:

1. Describe what is meant by social injustice and social justice within social work.
2. Understand how a social worker can promote social justice.
3. Increase knowledge and self-awareness of oppression.
4. Understand the general concept of cultural competence in social work practice.
5. Explore the concept of "color-blindness" and become more aware of our own racial associations.

#### Tasks for this week include:

1. Read and review **Chapters 4 and 5** from your text.
2. Review the lecture notes located in the Coursework section.
3. Watch the video: *Cross-cultural practice in social work and human services*.
4. Take the Race-IAT and then participate in today's discussion.
5. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
6. After receiving instructor approval of our Integrative Social Problem Project, begin working on your project.

## Week Six

### International Social Work

#### Objectives:

1. Understand how the force of globalization influences international social work.
2. Become familiar with the range of current international social issues.
3. Understand the roles of international social workers.
4. Analyze how international issues will impact your work in your chosen career.

#### Tasks for this week include:

1. Note: There is no assigned **Chapter** from your text.
2. Read the brief introductory lecture notes.
3. Listen to the TEDX talk.
4. Listen to our guest lecture.
5. Participate in this week's discussion.
6. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
7. Continue to work on your Integrative Social Problem Project.

## Week Seven

### Children and Families

#### Objectives:

1. To heighten self-awareness of your own family and its impact on your attitude and feelings regarding “family” in general.
2. To understand the variability of “family” within our culture.
3. To develop knowledge about the social issues that impact U.S. families.
4. To develop your ability to search for media that illustrates a given topic.

#### Tasks for this week include:

1. Read and review **Chapter 7** from your text.
2. Read the lecture notes.
3. Complete this week’s discussion board.
4. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
5. Continue to work on your Integrative Social Problem Project.

## Week Eight

### School Social Work

#### Objectives:

1. Understand and increase your awareness of the disparities persistent in our educational system and how these disparities impact our nation’s youth.
2. Become aware of the expectations of school social workers and their varying roles.
3. Develop a beginning understanding of how you would impact public policy and educational responses to student behavior to improve the overall state of our educational system.

#### Tasks for this week include:

1. Read and review **Chapter 11** from your text.
2. Read the lecture notes.
3. Watch the guest lecture video(s).
4. Participate in this week’s Discussion Board.
5. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
6. Read the instructor feedback on the reflection you submitted, incorporate feedback into your project, and continue to work on your Integrative Social Problem Project.
7. **Due: Wellness Assignment Journal Entry by March 7, 2015.**

## **Week Nine**

### **Mental Health Services**

Objectives:

1. Understand the definition of shame and how it plays a role in our mental health and in our treatment of psychological problems.
2. Understand how stigma impacts people with mental illness and to be exposed to how this stigma is being lessened through the media.
3. Develop a familiarity with the concept secondary trauma and learn ways in which self-care can help manage this form of trauma.
4. Understand how case management functions in mental health services.

Tasks for this week include:

1. Read and review **Chapter 10** from your text.
2. Read the lecture notes.
3. Watch the guest lecture video(s).
4. Watch the two TED Talks.
5. Listen to the pod cast.
6. Participate in this week's Discussion Boards.
7. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
8. Continue to work on your Integrative Social Problem Project.

## **Week Ten**

### **Substance Abuse**

Objectives:

1. To gain knowledge about substance abuse and its impact on individuals and society.
2. To gain an understanding of the biopsychosocial model of substance abuse etiology.
3. To develop knowledge about how the field of social work responds to substance abuse.
4. To heighten your awareness of current debates and issues surrounding substance abuse in our society.

Tasks for this week include:

1. Read and review **Chapter 12** from your text.
2. Read the lecture notes.
3. Watch the week's videos.
4. Participate in this week's Discussion board
5. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
6. Continue to work on your Integrative Social Problem Project

## Week Eleven

### Health Care Services

Objectives:

1. Identify the roles of social workers in the health field.
2. Compare the US health system to other capitalist, democratic societies.
3. Explain and justify your views of the US health system and its impact on all of our nation's citizens.

Tasks for this week include:

1. Read and review **Chapter 9** from your text.
2. Read the lecture notes and watch the brief videos within the notes.
3. Watch the Nightline Video "Sick Around the World."
4. Participate in this week's Discussion Boards.
5. Continue to work on your Integrative Social Problem Project.

## Week Twelve

### Gerontology

Objectives:

1. Assess values and biases regarding aging.
2. Understand the perspective and values of social work in relation to working effectively with the aging population and other disciplines in geriatric interdisciplinary practice.
3. Identify life cycle issues related to losses/changes/transitions in designing interventions, utilizing a case study.
4. Address cultural, spiritual, and ethnic values and beliefs of older adults and families within a case study.

Tasks for this week include:

1. Read and review **Chapter 8** from your text.
2. Read the class notes.
3. Read the case study and associated case-study questions.
4. View the guest lecture videos.
5. Participate in the Discussion Board.
6. Continue to work on your Integrative Social Problem Project. The final project is due next week.
7. **Due: Wellness Assignment Journal Entry by April 4, 2015.**

## **Week Thirteen**

### **Violence, Victims and Criminal Justice**

Objectives:

1. Increased awareness of domestic violence and sensitivity toward the feelings and experiences of victims of violence.
2. Clarity about one's role when interacting with someone who has experienced violence.
3. Increased awareness of the potential for violence in social work and in ability to interact with angry/violent individuals.
4. Increased ability to analyze the United States criminal system and its goals and to cogently discuss how our system impacts criminals and victims.
5. Increased understanding of the roles of social workers in criminal justice.

Tasks for this week include:

1. Read and review **Chapter 13** from your text.
2. Read the class notes and supplemental reading in the coursework section.
3. Listen to the TED talk
4. Listen to the podcast.
5. Listen to Brandi Harrison's guest lecture
6. Participate in the Discussion Board.
7. **Due: Submit your final Integrative Social Problem Project by April 11, 2015.**

## **Week Fourteen**

### **Crisis, Trauma, and Disaster**

Objectives:

1. Be able to define crisis, stress, trauma, and disaster and discuss how these words are interconnected.
2. Take the Holmes and Rahe Stress Test and be aware of how much stress you personally carry and consider ways to cope with your stress load.
3. Become more familiar with Post-Traumatic Stress Disorder and gain understanding of how PTSD impacts special populations like children and Veterans.
4. Be exposed to a social worker that provides crisis intervention and reflect on your strengths and fit for this field.
5. Consider the concept "resiliency" and consider factors that increase individuals' resiliency.

Tasks for this week include:

1. Read and review **Chapter 14** from your text.
2. Read the lecture notes and supplemental reading.
3. Listen to the PPT presentation on crisis by Staci Swenson.
4. Participate in the Discussion Board.
5. **Due: Submit your dissemination of your Integrative Social Problem Project by April 18, 2015.**

## **Week Fifteen**

### **Course Wrap-up**

Tasks for this week include:

1. Participate in the Discussion Board.
2. **Due: Wellness Assignment Journal Entry by April 25, 2015.**