



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: SOWK 161 Introduction to Social Work

Course CRN # and Section: CRN: 20206, Section 30

Semester Taught (including year): Spring 2019

Credit Hours: 3

Prerequisites: None

Professor: Ms. Christie Norris-Bowling

Office Location: Marsh Hall, A116

Office Hours: Main Campus
Tue.-12:30-3pm
Thur-12:30-1:30pm
Beckley Campus
Tue. 6-7pm
Thur. 3-4pm
Or by Appointment

Course Time (if applicable): R 1600-1830 (4pm-6:30pm)

Building and Room Number (if applicable): Hec

Email: cnorrisbowling@concord.edu

Phone: 304 384-5176

Office Fax: 304-384-6091

College/Department Website:
www.concord.edu/sws

Course Description/Rationale:

This course is designed for students interested in careers in human and social services and those wanting to investigate human behavior and correlate agencies, organizations, and institutions. The course is the first in the Social Work curriculum and serves as an introduction to local and regional concepts dealing with psycho-social issues, with emphasis on historical and contemporary approaches to meeting human needs. The values and ethics of the social work profession are identified. Students also learn about areas of social work practice and career opportunities for social work are identified.

Course Management System (Blackboard/Moodle or other systems): Blackboard

Hardware/Software Needed (include privacy policies, if applicable): N/A

Text requirements:

Kirst-Ashman, K. (2017). Introduction to Social Work and Social Welfare: Critical Thinking Perspectives, 5th Ed. Pacific Grove, CA: Brooks/Cole.

Concord University Educational Goal(s)

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by the following:

1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.

National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.

Council on Social Work Education (CSWE)

Social Work Competencies

Upon graduation from Concord University's Social Work program, students will master the following core competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- 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
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- 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

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assess how social welfare and economic policies impact the delivery and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Council on Social Work Education, 2015. Educational Policy and Accreditation Standards.

Specific Learning Outcomes

Students will:

1. Identify and critically analyze the historical factors that have influenced present social programs and policies on human rights and social and economic justice. (Comp 1 & 3)
2. Identify, compare, analyze at least six fields or social work practice; at varying levels (micro, mezzo, macro) and within various settings of diverse types and sizes (Comp 3)
3. Recognize the range of auspices and dependencies of social service within various practice fields. (Comp 2)
4. Identify and discuss the prevailing interventive methods and theories of social work practice including use of self, social systems, strengths perspective, person-in-environment perspective and the role of the generalist social work practitioner. (Comp 1, 6, & 7)
5. Begin to define, discuss, and analyze social work as a profession, use of self, and the generalist model. (Comp 1, 3, 6, 7, & 8)
6. Enhance their awareness and appreciation for the concept of human diversity and for the role of the social work profession in combating oppression and discrimination against groups within society (Comp 2 & 3)
7. Begin to evaluate their value systems and the appropriateness of their value systems to social work practice and the Code of Ethics. (Comp 1)
8. Understand the importance of research and critical thinking to the social work profession and of the ethical issues in conducting and utilizing research. (Comp 4)
9. Understand the effects of social oppression and social and economic injustice on individuals, groups, and society. (Comp 2, 3, & 5)

Course Requirements

<u>Activity</u>	<u>Grade Points</u>
Tests (4)	400 (100 each)
Reaction Paper	50
Field Project/Research Paper	150
Participation	100
Total	700

1. Reaction Papers:

Each student will complete a reaction paper on a topic assigned by the Professor. Your knowledge of the topic, ability to organize your thoughts, analysis, and clarity of writing will determine the points you earn. Additional instructions will be given to the students prior to completing the paper.

2. Field Project or Research Paper:

Each student will complete **ONE** of the following three projects. The project must be approved by the professor. The approval form can be found at end of syllabus. The form needs to be submitted with the paper for your project. Social Work majors are strongly encouraged to complete either assignment one (1) or two (2).

Option 1:

Field Survey of Human Service Agencies. Visit at least four agencies, organizations or movements within one or more communities. You should explore items to include at least: a brief history, auspices, sources and amounts of funding, services or programs offered and to whom, how the agency demonstrates

accountability to the community, and your perceptions and conclusions. You are responsible for identifying the agencies, making appointments, and introducing yourself to the appropriate agency personnel before beginning this or other agency types of projects. You must make an appointment prior to your visit, preferably at least one week before you visit the agency.

Option 2:

Volunteer to work for 25 or more hours in a social agency or other field setting. This is to be beyond what you might be doing to meet other course or program requirements. You should organize your thoughts about the experience to include a brief agency analysis (a brief history, sources and amounts of funding, services or programs offered and to whom, how the agency demonstrates accountability to the community), your activities in the agency, your reflections about the experience, and any conclusions you might have made. A log documenting the volunteer hours must be turned in with the paper. A form will be provided.

For options one (1) and two (2), the project is to culminate into a typewritten report (minimum of six typed pages).

The report will be organized around the following outline:

1. What you did to complete the assignment;
2. A biographical sketch of the agency (a brief history, sources and amounts of funding, services or programs offered and to whom, how the agency demonstrates accountability to the community);
3. Interpretations of what you did;
4. Conclusions and summary.

It is important to begin the field project the first week of class. Periodically I will ask for a verbal or written report of your progress.

Option 3:

Complete a research paper with the topic to be approved by the professor. The paper should be a least six typewritten pages. The research paper must be written using the format of the Publication Manual of the American Psychological Association for in-text citations, reference lists and paper format. References should reflect the breadth and depth of your paper as evidenced by at least five (5) primary sources. Any work used from any source that is not correctly cited is considered plagiarism. An "F" for the course will be given for plagiarism.

3. Examinations:

There will be four exams during the semester. The exam questions will be taken from the material covered in class and assigned readings.

4. Participation/Attendance

Regular class attendance is mandatory. If a student misses more than three classes, points will be deducted from their attendance/participation grade. Additionally, if students do not participate in class discussions and exercises, points will be deducted from their grade. It is expected students read assignments prior to class and can demonstrate this by actively participating in class discussions and activities.

Grading Policy and Scale, Make-up Policy, Late Work

The grading scale is as follows:

Grading Scale:

630-700	A
560-629	B
490-559	C
420-489	D
Below 420	F

Make-up tests will only be given within one week of the missed test. Assignments submitted late will automatically be deducted 5 points.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Reading assignments from the text or other assigned materials/articles are to be read prior to class as the basis for class discussion. Students should be prepared to discuss appropriate content. Readings outside of the text will be assigned periodically throughout the semester.

Week 1: January 17: Intro to Social Work

Assigned Reading: Kirst-Ashman: Chapter 1

Week 2: January 24: Social Work Values and Ethics

Assigned Reading: Kirst-Ashman: Chapter 2

Week 3: January 31: Empowerment and Human Diversity

Assigned Reading: Kirst-Ashman: Chapter 3

Test #1

Week 4: February 7: The Process of Generalist Practice

Assigned Reading: Kirst-Ashman: Chapter 4

Week 5: February 14: Practice Settings

Assigned Reading: Kirst-Ashman: Chapter 5

Week 6: February 21: Social Work History & Policy

Assigned Reading: Kirst-Ashman: Chapter 6 & 7

Week 7: February 28: Policies and Programs to Combat Poverty

Assigned Reading: Kirst-Ashman: Chapter 8

REACTION PAPER DUE--

Week 8: March 7: Services for Children and Families

Assigned Reading: Kirst-Ashman: Chapter 9

Test #2

SPRING BREAK: Week of March 11

Week 9: March 21: Services for the Older Adults

Assigned Reading: Kirst-Ashman: Chapter 10

Week 10: March 28: Services for People with Disabilities

Assigned Reading: Kirst-Ashman: Chapter 11

Test #3

Week 11: April 4: Services in Health Care

Assigned Reading: Kirst-Ashman: Chapter 12

Week 12: April 11: Serviced in Mental Health

Assigned Reading: Kirst-Ashman: Chapter 13

Week 13: April 18: Substance Use, Abuse, and Dependence

Assigned Reading: Kirst-Ashman: Chapter 14

Week 14: April 25: Services for Youth & in the Schools

Assigned Reading: Kirst-Ashman: Chapter 15

FIELD PROJECT OR RESEARCH PAPER DUE (with signed forms)

Week 15: May 2: Services in the Criminal Justice System

Assigned Reading: Kirst-Ashman: Chapter 16

Test #4 (Final Exam- Thursday, May 9 at 4pm)

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous (for example):

Helpful Website:

www.socialworkers.org

www.naswwv.org

<http://www.library.uiuc.edu/edx/elecswrk.htm>

<http://owl.english.purdue.edu/>

<http://www.cswe.org/>