



SOCW 2361: Introduction to Social Work

Fall 2020

Instructor Information

Instructor:

Ericka Robinson-Freeman, LCSW
Associate Professor in Practice

Office:

College of Arts and Sciences (CAS) #152B

Telephone Number: 903-565-6432

Email Address (preferred method of communication): efreeman@uttyler.edu

Faculty Profile:

Office Hours: Tuesdays and Thursdays, 12 – 2 p.m.

(Other hours available by appointment in person or via video conferencing)

Course Information

Time and Place of Class Meetings: Hybrid Format: Tuesdays and Thursdays, 9:30-10:50 a.m. and Online. Instructor to post in-class protocol and online schedule on Canvas. (Room # TBD)

Description of Course Content:

An overview of the history and development of social work as a profession. The course is designed to foster a philosophical, historical, and critical understanding of the social work profession, including social work values, ethics, and areas of practice utilized under a Generalist Intervention Model. (SOCW 2361 is included in the Social Work Field of Study.)

This course provides a historical perspective on the development of the social work profession and identifies the generalist's social work base practice and associated foundations of values, ethics, professionalism, and fields of social work practice.

Course Overview: The purpose of this course is to introduce students to the profession of social work. The course surveys social work theories, beliefs, values, ethics, fields of practice, methods, special populations, and human diversity. The course will also introduce students to systems, theory, person-in-environment, and the Social Work Code of Ethics.

Course Objectives/Student Learning Outcomes

Student Learning Outcomes for SOCW 2361:

Upon successful completion of this course, students will be able to demonstrate the following outcomes as progression in the noted areas of the nine Core Competencies established by the Council on Social Work Education (EPAS 2015):

1. Discuss the historical development of social work in the United States. Students will be able to articulate a beginning understanding of the mission, values and history of the Social Work Profession. **Competency 1: Demonstrate Ethical and Professional Behavior**
2. Distinguish the profession of social work from other helping professions. Students will be able to articulate a beginning awareness of the dynamic interaction between social work practice and research, the role of ethical social work research in informing practice, evidence-based intervention in policy and social service delivery. **Competency 4: Engage in Practice Informed Research and Research-Informed Practice**
3. Identify core values of social work as stated in the National Association of Social Worker (NASW) Code of Ethics. Students will be able to discuss the core Social work values of social justice, dignity and worth of persons, the importance of relationship, professional competence and integrity and demonstrate the ability to critically examine one's values and beliefs and evaluate the fit between these values and those of the Social work profession as put forth in the NASW Code of Ethics. **Competency 1: Demonstrate Ethical and Professional Behavior**
4. Identify the primary roles and functions of social workers (advocate, broker, facilitator, etc.). Students will be able to describe the roles and behaviors of a generalist social work practitioner. They will be able to explain the meaning of "context" of practice. **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities; Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities; Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities; Competency**
5. Identify practice settings where social workers function and articulate how these settings influence the roles of social workers. Students will learn the unique aspects of rural social work service provision in the East Texas Region. Students will engage in discussions on the various social service settings and professional practice in those settings including, but not limited to, children and family services, mental health, employee assistance, criminal justice, developmental disabilities, substance abuse treatment, adult and aging services and medical care environments. **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities; Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities; Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities; Competency**
6. Describe the Generalist Intervention Model. Students will learn about the relationship that exists between human behavior across the lifespan and the social environment and the ways social systems in which people live promote or deter health and well-being. Students will be able to identify multiple frameworks, perspectives and theories that guide understanding of human behavior and practice including general systems theory, social constructivism, strengths perspective, eco-systems perspective, psychological and sociological theories, political perspectives and a cultural awareness of spiritual development across the life span. **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities; Competency 7: Assess Individuals,**

Families, Groups, Organizations, and Communities; Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities; Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

7. Describe how the Texas State Board of Social Worker Examiners Code of Conduct guides social work practice. Students will learn the licensure process for social workers in Texas and be able to describe how each licensure helps regulate and promote ethical and professional behavior. They will be able to discuss the importance of social workers' involvement in policy practice and commitment to advance social, political and economic justice, concerns of social welfare and social work. Students will be able to describe an introductory understanding of the history of contemporary social welfare policies and programs and the spectrum of political viewpoints which shape policy. **Competency 1: Demonstrate Ethical and Professional Behavior Competency 5: Engage in Policy Practice**
8. Describe how the NASW Code of Ethics guides social work practice. Demonstrate knowledge of the relationship between economic status and social and distributive justice for populations-at-risk including historical patterns of poverty in America, particularly related to racial and ethnic populations, women and children, and the elderly. Students will apply critical thinking, logic, scientific inquiry, and discernment. They will learn the importance of demonstrating creativity and the ability to communicate relevant information to others. **Competency 1: Demonstrate Ethical and Professional Behavior. Competency 2: Engage Diversity and Difference in Practice Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
9. Describe social work's goal of advancing human rights and justice. Students will discuss basic human rights such as freedom, safety, privacy, adequate standards of living, healthcare and education and explain the role of social work advocacy for equity in distribution of these rights across social groups and between nations. Students will describe a beginning understanding of the forms and mechanisms of oppression, theories and strategies to promote social, economic and civil rights. Explain the global interconnections and policies that impact at-risk and disadvantaged populations. **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
10. Describe social work's obligation to serve diverse populations. Students will discuss human difference and the many factors that constitute diversity including age, class, racial and ethnic background, gender, sexual orientation, religion, political ideology, immigration status and being differently-abled. Students will describe the impact of social barriers of institutional discrimination, power and privilege, personal prejudice, marginalization, and group membership on individual development and formation of personal identity. In addition, students will describe how access to resources, services and educational, financial opportunities in society affect individuals and families. Demonstrate beginning self-awareness to identify and eliminate personal bias when working with different populations. **Competency 2: Engage Diversity and Difference in Practice**
11. Articulate the importance of self-care to prevent burnout, compassion fatigue, and secondary trauma. Students will learn the definitions of, risks for, and proactive steps to avoid: professional burnout as a result of case overloads and systemic challenges; fatigue that results from giving compassion within a helping professional's role; and secondary emotional trauma to the social worker that can occur when working with individuals, families, small groups and communities who have experienced trauma. **Competency 1: Demonstrate Ethical and Professional Behavior**

Required Textbook and Other Course Material:

Berg-Weger, M. (2019). *Social work and social welfare: An invitation* (5th edition).
New York, NY: Routledge.

Additional readings and videos will be posted on Canvas.

Descriptions of Major Assignments and Examinations:

Community Assignment: Getting To know Social Work (30% Final Grade)

Students may choose one of the following options:

Option #1) Complete 10 hours of online training and/or volunteer services within a nonprofit social service agency. Instructor will provide online training opportunities and assist in coordinating volunteer opportunities that comply with COVID-19 regulations. In addition to the 10 hours of training/or volunteer hours, students will complete a two-page journal reflection demonstrating new or clarified knowledge about social work ethics, practices, roles, and services to diverse populations. Additional information on this assignment will be posted in Canvas.

OR

Option #2). Interview a social worker using the Interview Guide provided in this course's Canvas shell. The social worker must have a bachelor's or master's degree from an accredited university and be actively engaged in practice in Texas. Interviews may be conducted in person or through video conferencing. Additional information on this assignment will be posted in Canvas.

Weekly Discussions: (10% Final Grade)

Students will participate in discussions regarding the chapter readings, current events, and course events as they relate to Social Work. Students should be prepared to discuss the topic presented as it relates to that week's text reading(s) and the concepts. In response to the discussion question that is posted, students are expected to contribute a response of at least 200 words to the question presented by the instructor and a response to at least two (2) of your peers. The response must be a minimum of 100 words. While only two peer responses are required per week, students are encouraged to participate more often.

Although students will be able to view the question earlier, the actual discussion board posted on Canvas will open on Sundays at 12:00 am. Each discussion forum "closes" at 11:59 pm (a stroke before midnight) on the following Saturday. Due to the interactive nature of this course and this assignment, it is impossible to grant extensions for weekly discussion postings. Additionally, please note that if there is a discussion question that requires you to do something, such as watch a video or listen to a podcast, this must be completed before Saturday evening so that you can complete and submit your post on time.

Quizzes (10% Final Grade)

Students are to complete 10 short quizzes as posted on Canvas during the semester. Quizzes are formulated from the text and are posted in the module due. Quizzes will open on Sundays at 12:00 a.m. and close at 11:59 pm (a stroke before midnight) on the following Saturday.

Fields of Practice Paper (50% Final Grade)

Students are to select a field of social work practice (child welfare, schools, workplace, criminal/juvenile justice, elderly, mental health, health, substance abuse, military, social advocacy, community, etc.) and submit a research-based paper. Students are encouraged to visit with the instructor prior to selecting a paper topic. Full instructions and grading rubric on the paper will be posted on Canvas.

How the Fields of Practice Paper addresses Course Objectives/Student Learning Outcomes

Critical Thinking Skills: The student must think about what field of practice s/he will choose as a focus for the paper. He or she must also consider appropriate sources of information to thoroughly research the field of practice. Then, s/he must take the information and synthesize and organize it toward defining the field of practice, defining the social problem the selected field of practice addresses, identifying social work roles within this field of practice, and describing important trends in this field of practice. (This fulfills the definition of critical thinking skills-to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.)

Communication Skills: The student must communicate the required information in written form, synthesizing and organizing the paper to meet the assignment requirements. Also required are use of correct grammar and adherence to the American Psychological Association's (APA) writing guidelines. (This fulfills the definition of communication skills-to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.)

Empirical and Quantitative Skills: The student is required to discuss the social problem being addressed by the field of practice; this would involve discussing prevalence of the problem, citing statistics from key entities such as the Centers for Disease Control. Also, students must articulate important trends which might include information such as job outlook and job growth for the selected field of practice. (This fulfills the definition of empirical and quantitative skills-to include the manipulation and analysis of numerical data or observable fact)

Social Responsibility: Since the student will be identifying a field of practice and the social problem it addresses, intercultural competence (e.g., important trends for the field of practice and the problem it addresses such as overrepresentation of the problem within a particular racial or ethnic group), knowledge of civic responsibility (e.g., this assignment encourages them to consider something they feel responsible to address and communicate how that might be addressed in a particular field of social work practice), and the ability to engage effectively in regional, national and global communities (e.g., students are required to identify national organizations that address the issue) will be achieved represented in the signature assignment.

Grading Information

Grading:

Assignment	%
Community Assignment: Getting to Know Social Work	30
Quizzes (10 @ 1 % each)	10
Discussion Boards (10 @ 1% each)	10
Fields of Practice Paper	50
Total	100

All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, misspellings, and/or evidence of plagiarism will not receive a satisfactory grade. All written assignments will be due on the date listed on the course schedule.

Ten points will be deducted for late assignments. **No assignment will be accepted after five days late.**

90 and Above =A

80 - 89.9 = B

70 -79.9 = C

60 - 69.9 = D

Below 60 =F

A grade of incomplete will not be given for this class.

Make-Up Exams:

Late assignments (including quizzes) are strongly discouraged. There will be 10 points (total) deducted for each late assignment and quiz. No assignment or quiz will be accepted after 5 days following the due date. It is the student's responsibility to ensure that his/her work is completed on time and submitted correctly.

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Attendance:

Engaged and timely participation in all assignments constitutes "attendance" for purposes of this course. This course is taught in a hybrid format, meaning some course time will be spent in the classroom while other time will be spent online. Preparation for COVID-19 compliance will be addressed via UT Tyler email and in Canvas prior to the first day of class.

The Census Date for the semester is Friday, September 4. This is the last day students may withdraw from the course without penalty.

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes will be communicated in a timely manner through UT Tyler email and announcement(s) in Canvas.

Week	Dates	Topics	Required Readings/ Activities	Assignments Due
1	8/25, 8/27	Course Overview	Syllabus, Assignments, and Service Learning Overview	
2	9/1, 9/3	A Glimpse into the World of Social Work	Chapter 1	Quiz 1 Discussion Board #1
3	9/8, 9/10	History of Social Work & Social Welfare	Chapter 2	Quiz 2 Discussion Board #2
4	9/15, 9/17	U.S. Poverty and the Implications for Social Work	Chapter 3	Quiz 3 Discussion Board #3
5	9/23, 9/24	The Social Work Environment	Chapter 4	Quiz 4 Discussion Board #4
6	9/29, 10/1	Diversity in Social Work Practice	Chapter 5	Quiz 5 Discussion Board #5
7	10/6, 10/8	Values and Ethics in Social Work Practice	Chapter 6 NASW Code of Ethics	Quiz 6 Discussion Board #6
8	10/13, 10/15	Social Work Perspectives and Methods	Chapter 7	Quiz 7 Discussion Board #7
9	10/20, 10/22	Fields of Social Work Practice	Chapter 8	Fields of Practice Paper
10	10/27, 10/29	Social Work Practice with Individuals and Families	Chapter 9	Quiz 8 Discussion Board #8
11	11/3, 11/5	Social Work Practice With Groups	Chapter 10	Quiz 9 Discussion Board #9
12	11/10, 11/12	Social Work Practice with Organizations, Communities, & Policy Practice	Chapters 11	
13	11/17, 11/19	The Social Work Profession	Chapter 12	Quiz 10 Discussion Board #10
14	11/24, 11/26* <i>*Thanksgiving holidays. No class.</i>			Enjoy your Thanksgiving Break!
15	12/1, 12/3	What Have We Learned about Social Work		Community Assignment

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Institutional Information

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waiver through Financial Aid State-Mandated

Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of

any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](http://www.uttyler.edu/writingcenter) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](http://www.uttyler.edu/tutoring) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](http://www.uttyler.edu/counseling) (903.566.7254)

