

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FALL 2018-2019
SW 210 INTRODUCTION TO SOCIAL WORK**

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:	Fall 2018-2019
Course Prefix and Number:	SW 210
Course Title:	Introduction to Social Work
Days, Time and Location of class:	M-6:00p.m.-8:40p.m. WSA Room # 203
Professor:	Michael Stewart
Office Location:	William Sutton Administration Building (WSAB) #218
Office Hours:	Appointments Only
Office Phone Number:	662- 254-3365
Main Office Number	662-254-3365
Email Address:	
Prerequisite:	None
Required Technology Skills:	Basic computer, internet skills, Web 2.0 technologies

CATALOG COURSE DESCRIPTION

This course provides an overview of social work as a profession, and of the concepts and philosophy of social work, and fields of practices.

COURSE DESCRIPTION

This course provides an overview of social work as a profession. Students are introduced to the concepts and philosophy of social work as well as to the different fields of practice. Students will gain insight into the diverse, at-risk populations with whom generalist social workers typically work. The course enable students to begin the process of internalizing the social work values and ethics, which guide problem-solving with individual, families, groups, social networks, organizations and communities.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural environments. Baccalaureate students are prepared to apply the knowledge and skills of *generalist social work practice* with individuals, families, groups, organizations and communities. Baccalaureate social work education at Mississippi Valley State University is anchored in the “person-in-the-environment perspective”.

PROGRAM GOALS

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.

Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- 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; and
- 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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural

barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- 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; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- 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 of 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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect assessment and decision-making. Social workers:

- 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; and

- 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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- 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; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- 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; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Rural Competency: 10: Use interventions that recognize the needs and strengths present in rural communities.

Rural Competency: 11: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

This course will assist students in developing the following core competencies

Course Competencies (CC)		Assessment
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none">• 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;	1. Community Resource Directory assignment 2. Class discussions 3. values clarification exercise
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none">• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice	1. Value Clarification Exercise 2. Class discussions 3. Exams

	at the micro, mezzo, and macro levels 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	<ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • Engage in practices that advance social, economic, and environmental justice. 	<ol style="list-style-type: none"> 1. Exams 2. Class discussions 3. Value clarification exercise
Competency 4: Engage In Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research • Use and translate research evidence to inform and improve practice, policy, and service delivery. 	<ol style="list-style-type: none"> 1. Research Project on selected fields of practice 2. Class discussions 3. Exams
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services 	<ol style="list-style-type: none"> 1. Exams 2. Class discussions

	<ul style="list-style-type: none"> Assess how social welfare and economic policies impact the delivery of and access to social services; 	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> Apply knowledge of human behavior and the 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. 	<ol style="list-style-type: none"> Class discussion Case Studies
Rural Competency: 10 Use interventions that recognize the needs and strengths present in rural communities	<ul style="list-style-type: none"> Understand and use the appropriate intervention needed to address the strengths of individuals, families, groups, and communities in rural communities. 	<ol style="list-style-type: none"> Class discussions Exams Case Studies
Rural Competency: 11 Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients	<ul style="list-style-type: none"> Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities. 	<ol style="list-style-type: none"> Class discussions Exams Case Studies

COURSE REQUIREMENTS

Required textbook:

Kirst-Ashman, K.K. (2017). *Introduction to social work and social welfare: Critical thinking perspectives*. (5th ed.) Pacific Grove: Cengage Learning.

NOTE: All students must have a textbook for this course, as it is a road map to help students successfully navigate through the course.

Class Attendance Policy: Students should be careful to limit their absences as much as possible. In order to receive credit for the courses, students must attend at least 75% of class meetings. More than three unexcused absences will affect your grades. **You are not expected to be late to class. However, please Note 3 tardies = one absence. A tardy is defined as being 5 minutes late for class. If you are more than 10 minutes late for class it is best that you consider not attending class so that you do not disturb the flow of class. If you are absent from class for any reason, you are responsible for all work you missed, as well as for any assignments made on the day(s) of your absence(s).**

Cheating and plagiarism policy:

Cheating: Honesty is the best policy. Students found guilty of cheating will be subject to severe penalties, including a possible dismissal from the course with a failing grade.

Plagiarism: The purpose of documentation is to avoid the appearance of representing someone else's work as yours. Such false representation is plagiarism. Let the interested reader consult your sources and check the accuracy of your investigation or carry on his/her own research. Students found guilty of plagiarism will be subject to severe penalties, including a failing grade for that assignment.

Make-Up examination policy:

All assignments maybe turned in to the faculty in advance. Guidelines for all homework assignments will be given to you in sufficient time in advance of the due date so that you will have plenty of time to work on each assignment. **No assignments will be accepted after the due date. All**

assignments must be submitted by 10 minutes after the start of class. (Please do not ask for special consideration).

Students may take a missed exam within five days (school days) under normal circumstances. More days will be allowed for certain serious situations. Students must have a valid excuse.

IT IS THE STUDENT RESPONSIBILITY TO NOTIFY THE PROFESSOR IN ORDER TO MAKE ARRANGEMENTS FOR THE MISSED EXAM.

MATERNITY POLICY:

It is the policy of this class to accommodate students in need of maternity leave. However, students must make arrangement with the professor to successfully complete this course. A progress plan must be completed by students before beginning maternity leave. A copy of this plan will be given to the student and placed in student's folder. Students in need of leave should inform the professor at the beginning of the course.

CHILDREN IN THE CLASSROOM POLICY:

The presence and care of children in the classroom creates significant safety and liability considerations for the university. Child care can demand the frequent attention of a parent/student and thus necessarily diverts attention from the classroom discussions and activities. Therefore, the routine or extended presence of children of students in the classroom is not permitted.

Academic Integrity Policy

Academic integrity is a commitment to the values of honesty, trustworthiness, fairness, respect and responsibility in academia. Academic integrity is violated by any dishonest act that is committed in an academic context. Honesty and integrity are essential values of the Mississippi Valley State University's mission to pursue truth and knowledge. Academic excellence can be reached only with the cooperation and support of students. Students are expected therefore to accept responsibility for maintaining honesty and integrity in all acts inside and outside the classroom, studio or laboratory.

For a detailed description of sanctions and appeal procedures, consult Student Handbook pg.59. https://www.mvsu.edu/sites/default/files/student_handbook

Course Expectations

1. Arrive on time and remain for the entire class period.
2. Be prepared to participate in classroom discussions and activities. This means reading all assignments before you come to class.
3. Submit all assignments on time.
4. If you know you will be absent, notify the professor in advance by e-mail or phone. (See the first page for details).

Required Tasks/Activities:

PLEASE DO NOT EMAIL YOUR ASSIGNMENTS. ANY EMAILED ASSIGNMENTS WILL NOT BE GRADED

Assignments are done individually. Students submitting the exact assignment as another student will receive the grade of F (All Students involved). To avoid this do not allow other students to make copies, screen shot or use your flash drive.

All assignments must be typed unless otherwise stated.

I do not give makeup work.

To successfully complete this course, students must undertake the following tasks/activities:

- I. Students will participate in an in-class group assignment. Students will research their communities to locate community resources.**

COMMUNITY RESOURCE DIRECTORY

INSTRUCTIONS:

1. Each group will analyze one case study to determine what problems the families are experiencing.
2. Based upon these problems, identify what resources would be needed to support the families. Address all problems. Provide a referral for all.

3. Students are to locate resources in their communities and surrounding communities. **IF YOU REFER CLIENTS TO SERVICES OUT OF TOWN/, YOU MUST EXPLAIN HOW THEY WILL GET THERE.**
4. **Do not add information to the cases. Please address the most important referrals. Do not make assumptions.**

For each case list at least FOUR different services to address the problems. NO OUT OF STATE REFERRALS!!!!

For each of the community resources needed, students must include the following information. Please put in this order.

List each problem the client (s) is (are) experiencing and list the resources needed to address the problem.

Use these items for each service. Please use these headings.

1. **Name of the service/program**
2. **Complete address of service/program (including the zip code)**
3. **Telephone number including the area code**
4. **Contact person's complete name (Please do not use the word receptionist)**
5. **List the services* provided by the service/program. Be very clear and specific as to the type of services.**

***The purpose of an agency, organization or program is not a service.**

II. Each student will research a field of practice.

INSTRUCTIONS FOR FIELD OF PRACTICE ASSIGNMENT:

*******Papers without citations in the body (minimum of 15 different citations) no bibliography, and no headings will not be graded. ***This means less than 15 citations (11, 12, 13, 14). Please adhere to all of the Directions. Missing any of these will result in a grade of 0!!!!!!**

Where do social workers work? Social work offers services in nearly every area of human life where social stress and dysfunction are found. No matter what the political climate or the nature of personal and social problems, there will always be jobs for social workers because there will always be people in need of assistance.

I. Each student is required to research one field of practice.

II. Select one of the following fields of practice:

1. Public Welfare
2. School Social Work (refers to working in a school system as a social worker not as a professor at a university or college).
3. Family and Children Services
4. Mental Health
5. Industry Social Work
6. Community Planning
7. Community Development
8. Health Care
9. Gerontological Social Work
10. Drug and Alcohol Services
11. Forensic Social Work
12. Child Welfare

III. Each paper will including the following: Please label each section.

Place the title of your field of practice on your paper before the introduction.

- Historical Development of the field. This section should include as much information as possible.
- Identify two well-known professional individuals associated with this field of practice. The preference is at least one should be a social worker. Please include biographical information and contribution(s) to the field.
- What types of services are provided in this field? Discuss at least **5 services. Please include a heading for each service.** A paragraph for each service is required. For example, protective services, TANF, Medicaid, hospice care and etc. List all of the services and then discuss each one. Please provide documentation. (
- What problems are addressed by social worker in the field? Discuss at least **5 problems.** Each problem should have a heading and a separate paragraph. Identify each problem with a heading. Discuss how the social worker deals with these problems (i.e., abuse, neglect, sexual assaults, homelessness, poverty, family problems and etc.). These are only examples.

- What are the role(s) of a social worker in this field? Discuss how these roles are implemented according to your selected field of practice. Discuss at least **3 roles (i.e. broker, enabler, teacher, mediator, administrator and etc.)**. A paragraph for each role is required. Refer to your textbook and handout for more roles.
- Each student must discuss his/her reason (s) for selecting this area.

IV. PLEASE USE THESE HEADINGS FOR YOUR PAPER. THIS WILL ENABLE ME TO ACCURATELY GRADE YOUR PAPER.

Historical Development
 Prominent Individuals
 Problems
 Roles
 Personal Reason

******This is a RESEARCH PAPER. Once you complete one section you may continue with another section on the same page. THERE is no need to start a different page if there is enough space.******

- V. Your paper must be 5-7 full typed pages. Your font must be 12. Use Times New Roman as your print type. Double space your sentences. Place the title of your field of practice on the title page and on the first page of your paper. You must include documentation within the body of your paper using the APA style of documentation. If you are not familiar with this type of documentation begin researching it early. Within the body of your paper, you must have a minimum of 15 different citations of your references. Papers with less will not be graded. This will result in a grade of 0.**

- VI. Your paper must include an **outline (place this after the title page not at the end of your paper), bibliography (APA) style and number each page. This should be placed at the end of the paper. Do not place your name with the page number. Five Points will be deducted.**
- VII. **Use a title page. It should follow the APA style.**
- VIII. Check for typographical errors, sentence structure and use the correct margins.

Fifteen different resources must be used. Only 2 internet citations maybe used in this paper. However, articles from professional journals (on the internet) maybe use. (Do Not Use Wikipedia as a citation).

DO NOT INCLUDE PICTURES IN A RESEARCH PAPER!!!!

DO NOT INCLUDE ANY GRAPHIC DESIGNS ON THE TITLE PAGE NOR IN THE BODY OF THE PAPER!!!! FIVE POINTS WILL BE DEDUCTED.

DO NOT USE WIKIPEDIA!!!!

- III. Each student is required to take a syllabus quiz.
- IV. Each student will participate in an in-class exercise on value clarification.
- V. Each student will be required to complete 20 hours of service learning in an agency or program in his/her home community, the delta areas, or Tchula, Itta Bena, or Mound Bayou that addresses issues of individuals, families or small group. The student will choose the place, make contact, and report the place and person you will be working with to the professor of record.

All placements must be approved before the student can start. Appropriate forms will be provided.
- VI. Each student (Social Work Majors Only) must complete the admission process for the Department of Social Work.
- VII. Each student will research a prominent African-American in social work/ social welfare history. A project board is required.
- VII. Each student will participate in an in-class value clarification exercise.

Performance Standards/Grading Policy

Students will be evaluated according to class presentation, class assignments, community service, mid-term, final, and chapter examinations. Students will be expected to complete satisfactorily the assigned activities as listed above. Satisfactory completion includes adequate preparation prior to each class meeting.

Assessments

	Value	Points	Due Dates
Case Studies (In-class)	1@25	25	October 8, 2018
Field of Practice	1@100	100	November 12, 2018
Social Work Application	1@100	100	September 17, 2018
Community Service Learning Application Due	1@50	50	September 10, 2018
Community Service Learning Hours Due	1@50	50	November 26, 2018
Syllabus Quiz	1@50	50	August 27, 2018
Value Clarification Exercise	1@25	25	October 15, 2018
Chapter Exam 1 (Chapters 1-4)	1@100	100	September 23, 2018
Chapter Exam 2 (Chapters 5-8)	1@100	100	October 7, 2018
Chapter Exam 3 (Chapters 9-12)	1@100	100	November 18, 2018
Black History Assignment	1@100	100	September 24, 2018
Mid-Term Exam	1@100	100	October 1, 2018
Final Examination	1@100	100	December 3, 2018
Total		1000	

Grading Scale:

A	≥ 900	90% and above
B	800-899	80% to 89%
C	700-799	70% to 79%
D	600-699	60% to 69%
F	≤ 599	59% and below

A grade of "C" is passing

AMERICANS WITH DISABILITIES ACT (ADA)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES:

Week I: August 20, 2018	Review of course syllabus and assignments Assigned Readings: Chapter 1 of Kirst-Ashman Text Defining Social Work and Social Welfare What is Social Work? Purposes of Social Work Values and skill of social work Levels of social work education/licensing The role of critical thinking in social work Students will select a field of practice to research
Week II: August 27, 2018 Syllabus Quiz	Assigned Readings: Chapter 1 Kirst-Ashman Text We will conclude discussions from the first week and discuss the emergence of social work as a profession, including early movements in social work history. Assigned Readings:
Week III: September 3, 2018	Chapter 2 of Kirst-Ashman The NASW Code of Ethics The class will discuss the value base of social work practice. Critical thinking exercises will include

	discussions of professional vs. personal values in controversial subjects (gay marriages, capital punishment etc.)
Week IV: September 10, 2018 Community Service Learning Contract Due	Assigned Readings: Chapter 3 of Kirst-Ashman Social and Economic Justice Diversity Populations at risk Empowerment and Strengths Perspectives Cultural competence in social work practice definitions and limitations
Week V: September 17, 2018 Social Work Application Due	Assigned Readings: Chapter 4 of Kirst-Ashman The Process of Generalist Practice An overview of the model will be presented, including the BSW Program's conception of generalist practice Students will become acquainted with the knowledge and skills essential for generalist social work practice
Week VI: September 24, 2018 Black History Assignment Due	Assigned Readings: Chapter 5 of Kirst-Ashman Practice Settings: Students will gain knowledge about different practice settings, including micro, mezzo and macro levels. Assigned Readings: Chapter 6 of Kirst-Ashman A more detailed view of social work and social welfare history
Week VII: October 1, 2018	Mid-term Exam
Week VIII: October 8, 2018 In-Class Case Study Exercise	Assigned Reading: Chapters 7 & 8 of Kirst-Ashman Policy Practice as a field of practice in social work and policies/programs to address poverty Critical Thinking exercises on the

	liberal-conservative continuum. Progress reports on field of practice research
Week IX: October 15, 2018	Students will work on community resource assignment. Value Clarification Exercise (Classroom)
Week X: October 22, 2018	Assigned Reading: Chapter 9 of Kirst-Ashman Social Work with Children and Families
Week XI: October 29, 2018	Assigned Reading: Chapter 10 of Kirst-Ashman Social work with the elderly
Week XII: November 5, 2018	Assigned Reading: Chapter 11 of Kirst-Ashman Social Work with Persons with Disabilities: Students will critically analyze policy issues related to rights of persons with disabilities – including the Americans with Disabilities Act.
Week XIII: November 12, 2018 Field of Practice Assignment Due	Assigned Readings: Chapters 12 and 13 of Kirst-Ashman Social Work in Health and Mental Health Settings. Community resource assignment due
Week XIV: November 19, 2018	Fall Break: November 19-20, 2018 Thanksgiving Holiday: November 21 – 23, 2018
Week XV: November 26, 2018 Service Learning Hours Due	Assigned Readings: Chapters 14 Chapter 15 of Kirst-Ashman Social Work in Criminal Justice Settings
Final Examination: December 3, 2018	Final Exam

--	--

Bibliography

The Code of Ethics of the National Association of Social Workers, Washington, D.C.
NASW.

Austin, D.M. (1983). The Flexner Myth and the History of Social Work. *In The social service review* 57, 357-377.

Davenport, J.A. & Davenport, J, III (2008) Rural Practice-In *The Encyclopedia of Social Work* (20th ed.). 3, 536-541. NASW Press/Oxford Press.

Freeman, E.M. (2008). Methods of Practice Interventions. *In The encyclopedia of social work* (20th ed.). (3) 256-264, NASW Press/Oxford Press.

Kirst-Ashman, K. K. & Hull, G. H., Jr. (2012). *Generalist practice with organization and communities* (6th ed.). Belmont, CA: Brooks/Cole.

McNut, J. (2008). Social Work Practice: History and Evolution. *In The encyclopedia of social work* (20th ed.). 4 138-141 NASW Press/Oxford Press.

Miley, K.K., O'Melia, M., & DuBois, B. (2013). *Generalist social work practice: An empowering approach* (7th ed.). Boston and New York: Allyn &bacon and Pearson.

Plotnik, R., & Kouyoumdjian, M. (2011). *Introduction to psychology* (9th ed.). Belmont, CA: Cengage.

Reamer, F. (2008). Ethics and Values. *In The encyclopedia of social work* (20th ed.). 2, 143-151. NASW Press/Oxford Press.

Runyon, M. D., & Urquiza, A. J. (2011). Child physical abuse. In J. E. B. Myers (Ed.), *The APSAC handbook on child maltreatment* (3rd ed.). 197-212.

Thousand Oaks, CA: Sage.

Stern, M. J.(2015). *Engaging social welfare: An introduction to policy analysis*. Boston: Pearson.

Stuart, P. H. (2008). Social Work Profession: History. In *The encyclopedia of social work* (20th ed.). 4, 156-164. NASW Press/Oxford Press.

Venturini, V.J. (2005). The New Deal (United States). In *encyclopedia of social welfare history in north America*. J. M. Herrick & P. H. Stuart (eds.). Thousands, Oaks CA: Sage Publications 259-262.

Weismiller, T. & Whitaker, T. (2008). Social Work Profession: Workforce. In *The encyclopedia of social work* (20th ed.). 4, 164-169. NASW Press/Oxford Press.

Zastrow, C., & Kirst-Ashman, K. K., (2013). *Understanding human behavior and the Social environment* (9th ed.). Belmont, CA: Brooks/Cole.