Course Description:

This course provides a broad overview of the social work helping profession and the theoretical basis that guide generalist social work interventions. A brief history of social work is presented, with emphasis on the effects of social forces in shaping the profession today and in the future. The reciprocal relationship of social work, social science and human behavior will be presented. The focus will be on the interdisciplinary social sciences and human behavior research and the relationship of that research/theory and field work to practice. The generalist approach to social work practice will be outlined, and will provide the framework for examining social work and promoting social and economic justice in the major domains of practice. These domains are: 1. income maintenance; 2. services to families; 3. services to children; 4. services to the aging; 5. services for health and mental health; 6. school social work; 7. policy and administration; and 8. community organization. An additional purpose of this course is to familiarize the student with both the implicit and explicit values upon which professional practice is based. Value problems and dilemmas will be presented and will be addressed throughout the course as the fields of practice, research and policy development, client systems, and beginning methods of intervention are discussed. Special emphasis will be placed on sensitizing students to understanding cultural diversity and its impact on social functioning and the concepts of non-discrimination and ethnic-sensitive practice. In addition, students will be expected to examine their values as an integral part of professional development and in planning for/anticipation of their field experience. The NASW Code of Ethics will be discussed in order to familiarize student with this Code and how this influences professional practice decisions.

Course Rationale: Because of the unique nature of social work and other human services professions in the ecosystem perspective (that humans live in an interactive environment), and because graduates may enter professional agency work immediately upon completion of their undergraduate study, it is incumbent upon the academic milieu to maintain the highest possible standards. This introductory course offers the opportunity for students to understand whether there is a “fit” and informed estimation of their interest and aptitude for human services types of careers.
Course Objectives:

After the completion of this course the student will be able to:

**Knowledge objectives:**

1. Describe in broad terms how social work emerged as a profession and provide the characteristics of a profession.
   **Measurement:** Two face-to-face classes, Aug. 26 and Oct. 7, the rest of the classes will be held via CANVAS on-line classes

2. Demonstrate an understanding of the relationship of social work and social science, of the interdisciplinary nature of social work theory and of the relationship of theory to practice.
   **Measurement:** Class participation

3. Demonstrate knowledge of social work philosophy, values and ethics, including an understanding of: 1. the value dilemmas in practice, 2. the responsibility of the social worker as an advocate, 3. the social work mission of social change/social action and 4. values and ethics in practice and policy development of social agencies and the wider community.
   **Measurement:** Class participation; reaction papers; volunteer experience

4. Demonstrate a comprehensive knowledge of the different domains of social work practice. This knowledge should include: 1. general understanding of historical backgrounds and developments, 2. familiarity with major issues, specifically value and ethical problems in service delivery, 3. general knowledge of service delivery systems and 4. beginning awareness of the roles of social work, 5. sensitivity to underserved populations and to social and economic justice.
   **Measurement:** Active On-line class participation, reaction papers, volunteer experience paper

5. Provide an overview of the various fields of social work and/or domains of practice;
   **Measurement:** Reaction papers to material and on-line resources.

6. Understand how this course fits into the BSW curriculum and into the mission of the social work program at USF, and CSWE (Council on Social Work Education) accreditation standards;
   **Measurement:** On-line class discussions

7. Discuss various community resources and/or social service agencies in the Sarasota/Manatee County region, major organizations and publications of the profession and some of the issues for social work practice and research in the future.
   **Measurement:** Volunteer experience; volunteer paper

**Skill objectives:**

1. Begin to use a social work problem-solving approach to critically assess social problems;
   **Measurement:** In-class exercises; class discussion, cultural awareness and ethical issues.
2. Understand and identify the various roles a social worker uses in order to assist consumers/clients;
   **Measurement:** On-line class participation; volunteer paper

**Value objectives:**

8. Identify with the NASW Code of Ethics and begin to understand ethical dilemmas in practice;
   **Measurement:** On line class discussion and assignments based on on-line teachings and readings

9. Realize the impact and influence of various forms of racism, discrimination, social and economic oppression in society and how these impact vulnerable and at-risk populations;
   **Measurement:** On-line class participation, class debate, quiz and assignments

**COURSE REQUIREMENTS:**

All students are active participants in all class meetings, (on-line or face-to face) All written work in the course will be submitted by the deadline stated in the course calendar. Points will be deducted for any materials that might be submitted after the due date and time. The syllabus and calendar are working instruments that serve as a guide during the semester. A class environment that is conducive to learning requires respect for all participants. Students and instructor are expected to conduct themselves in a respectful manner. **ANNOUNCEMENTS AND IN-TERM UPDATES** will appear from time to time on CANVAS™ under “the discussion board and announcements”, as will slides that help to explain concepts in the textbook and which are used to conduct classroom work. Please be sure to check “the discussion board” weekly, as assignments will be uploaded on a weekly basis, as well as USF e-mail, which may contain updates occasionally.

The last day to drop with a “W” or withdrawal without academic penalty is Nov.1, 2014

**USFSM AND USF SYSTEM POLICIES**

- **Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, **USFSM Undergraduate Catalog** or **USFSM Graduate Catalog**, the USF System Academic Integrity of Students, and the **USF System Student Code of Conduct**.

- **ACADEMIC DISRUPTION:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: **USFSM Undergraduate Catalog** or **USFSM Graduate Catalog**, the USF System Academic Integrity of Students, and the **USF System Student Code of Contact**.

- **Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas collaborate, Skype, and email messaging and/or an alternate
schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites and emails for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the SAFETY PREPARDNESS WEBSITE for further information.

- **Disabilities Accommodation**
  Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 359-4714; disabilityservices@sar.usf.edu; [http://www.usfsm.edu/students/disability/](http://www.usfsm.edu/students/disability/)

- **Fire Alarm Instructions**
  At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See EMERGENCY EVACUATION PROCEDURES.

- **Religious Observances**: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

- **Web Portal Information**: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and CANVAS course information via that address.

**Instructor Copyright**: Students may not sell notes or other course material.

Need CANVAS help?

CANVAS Support is available through USFSM E-Learning staff from 9am to 5 pm Monday through Friday. For USFSM, please email Carlos Montoya cmmontoya@sar.usf.edu

For Information Commons assistance at USFSM, please call (941) 359-4225 or Learning Support Services at (941) 359-4323.

The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

To schedule library instruction for face-to-face or online classes at USFSM: You can use the following link [http://bit.ly/1juBaBn](http://bit.ly/1juBaBn) or contact Diane Fulkerson at dfulkerson@sar.usf.edu or Todd Kelley at tkelley1@sar.usf.edu to schedule library instruction.
Any student with a disability is encouraged to meet with the instructor privately during the first week of class to discuss accommodations. Each student must bring a current Memorandum of Accommodations (MOA) from the Office of Student Disability Services (OSDS) which is prerequisite for receiving accommodations. Accommodated examinations through the OSDS require two weeks notice. All course documents are available in alternative format in the student’s MOA.

**ACADEMIC DISRUPTION:**
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: www.ugs.usf.edu/catalogs/0607/adadap.htm. Occurrences of academic disruption will be addressed by the professor. Following the incident, the professor should establish with the student terms for continued course participation, and the professor should also submit a report to the dean. The consequences to the student can range from an administrative reprimand to suspension from USF.

**RELIGIOUS PREFERENCE ABSENCE POLICY**
Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor in writing at least two weeks prior to the anticipated absence and observed date(s).

**USE OF NON-SEXIST AND PROFESSIONAL LANGUAGE**
The use of non-sexist and professional language is expected in written assignments and in class discussion. Guidelines regarding non-sexist language are available in the Publication Manual of the American Psychological Association.

**ACADEMIC DISHONESTY POLICY**
See the USF Undergraduate Catalog. The University is committed to a high quality of education for all students and as such seeks to create quality control mechanisms for faculty to support educational objectives. Toward that end it has made the Turn-It-In Anti Plagiarism software available for faculty to use at their discretion. This faculty member will utilize this software based on her judgment that it is warranted. Therefore, students may be requested by the instructor to submit assignments electronically. **NOTE: THE SELLING OF TAPES AND NOTES IS NOT PERMITTED.**

**Emergency Preparedness**
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan http://www.sarasota.usf.edu/Alpha/ready/EAP.pdf and of the Safety Preparedness site http://www.sarasota.usf.edu/Alpha/ready/index.html

- 1 (800) Hotline: The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. The hotline can also be operated by staff during an emergency if the situation necessitates that additional information, direction or resources need to be communicated and the personnel can be put in place in advance, such as in the event of a hurricane or ongoing emergency
- Fire Alarm Instructions:
  At the beginning of each semester please note the emergency exit maps posted in each
classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. 

Emergency Evacuation Procedures: http://www.sarasota.usf.edu/Alpha/ready/EAP_FAQ.pdf

- Contingency Plans
  The University requires professors to have a contingency plan for continuing course instruction, if possible, in the event of continued natural disruption (e.g., significant hurricane damage to the area or a pandemic affecting the area). Since all courses at USFSM are supported by Blackboard, the most feasible plan would be to move instruction more completely online. Also, advisable would be a plan to extend deadlines as appropriate.

Required Texts:

2. Supplemental Readings as distributed in class or as posted in Blackboard

Evaluation Criteria:
1. Scholarly journal review 3-4 pp. 25%
2. Weekly online assignment 1-2 paragraphs 60%
3. Volunteer Experience and Paper 6-10 pp. 25%
4. Quiz 15%

GRADING PROCEDURES

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<td>A+</td>
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<tr>
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<td>B+</td>
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<td>59 or below</td>
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ASSIGNMENTS: Examination and measurement of learning will be conducted by review and grading of weekly posted material via CANVAS, brief scholarly papers on journal article reviews, and an interview and volunteer experience with the agency of choice.

Journal Critique
The student will locate and read a scholarly article on the topic of choice, subsequently writing a 2-4 pp. paper on the overall content of the article, its relevance to social work issues or ethics (or both), and the seeming relevance to one’s work with a given population. Acceptable journals are those found on the scholarly databases maintained by USF-SM libraries and/or other academic sources. Public and popular magazines or news sources are not acceptable for this assignment. Submit via CANVAS. Due on Oct. 21.

Volunteer Experience:
You will participate in the examination of social justice and direct human services practice by volunteering at a social service agency for a total of 14 hours. A list of possible agencies will be distributed in class. You will interview a BSW or MSW social worker employed at the agency. (Under some circumstances, you may do your volunteer work in an agency that provides social services but does not have a social worker currently on staff. Consult with the instructor before beginning your volunteer work, if this is the case.) It is highly advisable to begin the process of finding an agency and beginning your volunteer hours as soon as possible to ensure that you can complete this assignment. A paper about this experience is required, as well as a completed Volunteer Verification Form. The paper is to be typed, 6-8 pages long, based on #12 Times New Roman font and double spacing, with correct spelling, grammar and referencing. The paper needs to include (but may not be limited to):
• the goals and purposes of the agency
• how the agency is funded and licensed or accredited (when applicable)
• types of clients; types of problems
• recruiting or outreach to assure a client base
• observations of methods used to help clients
• examples of the utilization of Social Work Code of Ethics
• description of what you did at the agency
• description of professional and non-professional staff and their activities
• analysis of your feelings while at the agency; advantages and disadvantages of working within such an agency; identification of sources of (potential) challenges and satisfaction, stressors, limitations of workers and yourself; how comfortable you would feel about working in the agency and with the agency’s clientele.

Note: The grade earned for this paper will depend upon inclusion of each of the 9 areas described above. The above will serve as your grading rubric, be sure to use spell check and Standard English grammar. Points will be deducted if any section is omitted.

Online Coursework:
The majority of your grade will come from your active weekly on-line participation. I will demonstrate during our first class the format you need to follow. Check weekly for course documents, questions and assignments.
**Attendance and Participation:**

Attendance via CANVAS is mandatory. We will have 2 face to face meetings held on **Aug.26 and Oct.7**. It is expected that you participate weekly via CANVAS. More than one absence or repeated non participations will negatively impact experiential aspects of learning and, thus, **will negatively affect your grade**. Use of INDIVIDUAL ACADEMIC SUPPORT IN THE COURSE is encouraged as students determine it to be helpful. It is anticipated that students will find a meeting with the instructor to be clarifying. *If a student is working within a disability that requires special accommodation or attention, you are expected to notify the instructor at the OUTSET of the course, to ensure a successful learning environment.*
## Class Schedule

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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Aug. 26</td>
<td>Face to face meeting Room A203A from 3-5PM</td>
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<td>Introduction-selves and course, syllabus, course objectives</td>
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<td>CANVAS/discussion board, course requirements, &amp; assignments.</td>
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<td>Sept. 2</td>
<td>Class held on line/look under modules for PowerPoint</td>
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<td>See discussion board for directions for assignments.</td>
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<td>Answer questions assigned and answer two classmates regarding their posts.</td>
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<td>All CANVAS assignments due by Sunday at midnight</td>
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<td>The Profession of Social Work</td>
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<td>Social Work - The Process of Generalist Practice</td>
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<td>Practice Settings</td>
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<td>Kirst-Ashman, Ch.1, 2 &amp; 3</td>
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<td>An Overview of Social Welfare and Social Work History</td>
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<td>Social Work Roles and Interventions</td>
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<td>The History of the Profession, Values/Ethics</td>
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<td>Kirst-Ashman, Ch.4, 5</td>
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<td>All CANVAS assignments due by Sunday at midnight</td>
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<td>Social Work Policy</td>
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<td>Policy Analysis, Policy Practice and Policy Advocacy</td>
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<td>Kirst-Ashman Ch, 7</td>
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<td>Sept. 30</td>
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<td>Policies to Combat Poverty</td>
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<td></td>
<td>Kirst-Ashman Ch.8</td>
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Practice Settings (use for journal review ideas)

Oct. 7  Meeting face to face in the classroom A203A
     Quiz (covering chapters 1-5)
     Social Work Values & Ethics
     Handout (electronic): Ehrenreich article

Oct. 14 Class held via CANVAS /look under modules for PowerPoint
     See discussion board for directions for assignments.
     Answer questions assigned and answer two classmates regarding their posts.
     Social Work Services for Children and Families    Kirst-Ashman Ch.9

Oct. 21 Class held via CANVAS /look under modules for PowerPoint
     See discussion board for directions for assignments.
     Answer questions assigned and answer two classmates regarding their posts.
     Social Work and Services for Older Adults    Kirst-Ashman Ch.10
     **Scholarly journal review due**

Oct. 28 Class held via CANVAS /look under modules for PowerPoint
     See discussion board for directions for assignments.
     Answer questions assigned and answer two classmates regarding their posts.
     Social Work and Services for People with Disabilities    Kirst-Ashman Ch.11

Nov. 4   Class held via CANVAS /look under modules for PowerPoint
     See discussion board for directions for assignments.
     Answer questions assigned and answer two classmates regarding their posts.
     Social Work and Services in Health Care    Kirst-Ashman Ch.12

Nov. 11 Veterans Day Holiday! Enjoy, no CANVAS required

Nov. 18 Class held via CANVAS /look under modules for PowerPoint
     See discussion board for directions for assignments.
     Answer questions assigned and answer two classmates regarding their posts.
     C O S and Settlement Houses continued

Nov. 25 Class held via CANVAS /look modules under for PowerPoint
See discussion board for directions for assignments.
Answer questions assigned and answer two classmates regarding their posts.
Social Work and Policy Advocacy        Kirst-Ashman, Ch 7

Dec.2       Class wrap-up
Student Discussions of Volunteer Experience via CANVAS
Class evaluations via the computer

Thank you for a great class learning about the proud profession of Social Work!

VOLUNTEER EXPERIENCE PAPER DUE! (Email please)

GENERAL REFERENCE BIBLIOGRAPHY

Cliffs, NJ: Prentice-Hall.


conflict in social work. Cambridge, Mass.: Schenkman Publishing Co., Inc.
Association of Social Workers.
Allyn & Bacon.