

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
FALL 2015-2016  
SW 210 INTRODUCTION TO SOCIAL WORK**

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**Academic Term and Year:**

**Course Prefix and Number:** SW 210

**Course Title:** Introduction to Social Work

**Days, Time and Location of class:** William Sutton Administration Room

**Professor:**

**Office Location:** William Sutton Administration Suite 218

**Office Hours:**

**Office Phone Number:**

**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 areas. The Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally.

## **BSW 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 which incorporates the values and ethics of the profession.

## **COMPETENCIES**

**EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.

**EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.

**EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.

**EPAS Competency: 2.1.4** Engage diversity and difference in practice.

**EPAS Competency: 2.1.5** Advance human rights and social and economic justice.

**EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.

**EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.

**EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.

**EPAS Competency: 2.1.9** Respond to contexts that shape practice.

**EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Rural Competency: 2.1.11:** Use interventions that recognize the needs and strengths present in rural communities.

**Rural Competency: 2.1.12:** 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.

**EXPECTED PRACTICE BEHAVIORS**

Course Competencies	Course Practice Behaviors	Assessment of Practice Behaviors
<p><b>EPAS Competency: 2.1.1</b> Identify as a professional social worker and conduct oneself accordingly.</p>	<p>Advocate for client access to the services of social work.</p> <p>Engage in career-long learning</p> <p>Demonstrate professional demeanor in behavior, appearance, and communication.</p>	<p>1. Community Resource Directory assignment</p> <p>2. Class discussions</p>
<p><b>EPAS Competency: 2.1.2</b> Apply social work ethical principles to guide professional practice.</p>	<p>Recognize and manage personal values in a way that allows professional values to guide practice.</p> <p>Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.</p>	<p>1. Value Clarification Exercise</p> <p>2. Class discussions</p> <p>3. Exams</p>
<p><b>EPAS Competency: 2.1.3</b> Apply critical thinking to inform and communicate professional judgments.</p>	<p>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</p>	<p>1. Community Resource Directory</p> <p>2. Class discussions</p>

<p><b>EPAS Competency:</b> <b>2.1.4</b> Engage and difference in practice.</p>	<p>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</p> <p>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</p>	<p>1. Value Clarification Exercise</p> <p>2. Class discussions</p> <p>3. Exams</p>
<p><b>EPAS Competency:</b> <b>2.1.5</b> Advance human rights and social and economic justice.</p>	<p>Understand the forms and mechanisms of oppression and discrimination.</p> <p>Advocate for human rights and social and economic justice.</p>	<p>1. Value Clarification Exercise</p> <p>2. Class discussions</p>
<p><b>EPAS Competency:</b> <b>2.1.6</b> Engage in research-informed practice and practice-informed research.</p>	<p>Use research evidence to inform practice.</p>	<p>1. Research Project on selected fields of practice</p>
<p><b>EPAS Competency:</b> <b>2.1.7</b> Apply knowledge of human behavior and the social environment.</p>	<p>Critique and apply knowledge to understand person and environment.</p>	<p>1. Research Project on selected fields of practice</p> <p>2. Class discussions</p>
<p><b>Rural Competency:</b> <b>2.1.11</b> The students will use interventions that recognize the needs and strengths present in rural communities</p>	<p>Understand and use the appropriate intervention needed to address the strengths of individuals, families, groups, and communities in rural communities.</p>	<p>1. Class discussions</p> <p>2. Exams</p>
<p><b>Rural Competency:</b> <b>2.1.12 –</b> The students will coordinate interventions with social workers, related professions, leaders and citizens in</p>	<p>Demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.</p>	<p>1. Class discussions</p> <p>2. Exams</p>

rural areas in order to develop resources and programs that enhance services for rural clients		
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## COURSE REQUIREMENTS

### Required Textbooks:

Kirst-Ashman, K.K. (2013). *Introduction to social welfare: Critical thinking perspectives*. (4<sup>th</sup> ed.) Pacific Grove: Cengage Learning.

### Supplemental Texts:

The Student Handbook of the Baccalaureate Program, Department of Social Work (ON- LINE).

### Class Attendance Policy:

Class attendance is required. Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

### Policy and Procedure on Cheating and Plagiarism:

#### Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

#### Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

#### Definitions

**Cheating** is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent

of this definition that the term “cheating” not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

**Plagiarism** is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one’s own ideas or works.

### **Academic Sanctions for Cheating or Plagiarism**

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of “0” or “F” for the work submitted, assigning an “F” for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

### **Make-up Examination Policy:**

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

### **Teaching/Learning Strategies:**

Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing. guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

### **Required Tasks/Activities:**

1. Each student will research his/her community to locate community resources. Each student will analyze (4) cases.
2. Each student will research a field of practice.
3. Each student is required to take a syllabus quiz.
4. Each student will participate in an in-class exercise on value clarification.

5. 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. Appropriate forms will be provided. As part of the service learning experience, each student must keep a journal of his/or her service learning experience and perhaps orally present those experiences in class.

6. Each student (Social Work Majors Only) must complete the admission process for the Department of Social Work.

7. Other assignments maybe given.

### **Evaluation Procedures:**

Case Studies	100 points
Field of Practice	100 points
Social Work Application	100 points
Community Service Learning	100 points
Syllabus quiz	50 points
Institutional/Residual quiz	25 points
Value clarification exercise	25 points
Chapter exams (including midterm and final exams) 5 @100	500 points
Black History assignment	100 points

### **Performance Standards:**

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.

The final grade assessed for each student will be determined using the following scales:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = Below 60

### **AMERICANS WITH DISABILITIES ACT: Services for Students with Disabilities (SSD)**

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](mailto:billy.benson@mvsu.edu).

## COURSE ACTIVITIES

<p><b>Week One</b></p>	<p>Review of course syllabus and assignments</p> <p>Assigned Readings: Chapter 1 of Kirst-Ashman Text Defining Social Work and Social Welfare</p> <ul style="list-style-type: none"> <li>-What is Social Work?</li> <li>- Purposes of Social Work</li> <li>- Values and skill of social work</li> <li>- Levels of social work education/licensing</li> <li>- The role of critical thinking in social work</li> </ul> <p>Students will select a field of practice to research.</p>	<p>Class discussion</p>
<p><b>Week Two</b></p>	<p>Assigned Readings: Chapter 1 Kirst-Ashman Text</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>Class discussion</p>
<p><b>Week Three</b></p>	<p>Assigned Readings: Chapter 2 of Kirst-Ashman The NASW Code of Ethics</p> <ul style="list-style-type: none"> <li>- The class will discuss the value base of social work practice.</li> </ul>	<p>Critical thinking exercises will include discussions of professional vs. personal values in controversial subjects (gay marriages, capital punishment etc.)</p>



<b>Week Four</b>	Assigned Readings: Chapter 3 of Kirst-Ashman - Social and Economic Justice - Adversity - Populations at risk - Empowerment and Strengths Perspectives - Cultural competence in social work practice definitions and limitations	Class discussion
<b>Week Five</b>	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	Class discussion
<b>Week Six</b>	Assigned Readings: Chapter 5 of Kirst-Ashman - Practice Settings: Students will gain knowledge about different practice settings, including micro, mezzo and macro levels.	Class discussion
<b>Week Seven</b>	Assigned Readings: Chapter 6 of Kirst-Ashman - A more detailed view of social work and social welfare history	Class discussion
<b>Week Eight</b>	Assigned Reading: Chapters 7 & 8 of Kirst-Ashman - Policy Practice as a field of practice in social work and policies/programs to address	Critical Thinking exercises on the liberal-conservative continuum. Progress reports on field of practice research

	poverty	
<b>Week Nine</b>	Mid-term examination  Students will work on community resource assignment.	Exam
<b>Week Ten</b>	Assigned Reading: Chapter 9 of Kirst-Ashman - Social Work with Children and Families	Class discussion
<b>Week Eleven</b>	Assigned Reading: Chapter 10 of Kirst-Ashman - Social work with the elderly	Class discussion
<b>Week Twelve</b>	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.	Class discussion
<b>Week Thirteen</b>	Assigned Readings: Chapters 12 & 13 of Kirst-Ashman - Social Work in Health and Mental Health Settings.	Class discussion  Community resource assignment
<b>Week Fourteen</b>	Assigned Readings: Chapters 14 of Kirst-Ashman	Class discussion
<b>Week Fifteen</b>	Chapter 15 of Kirst-Ashman - Social Work in Criminal Justice Settings	Class discussion
<b>Week Sixteen</b>	Final exam will be given at scheduled time	Exam

## BIBLIOGRAPHY

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