

**SOCW 2361: Introduction to Social Work and Social Welfare
Master Syllabus for Core Course Proposal**

COURSE DESCRIPTION

An introduction to the broad field of social work, with an overview of the history and development of the profession and of social welfare in the US. Exploration of the ideology, values, and ethics core to the profession, fields of practice, and issues of professionalism.

PREREQUISITE

None

COURSE OBJECTIVES

Social & Behavioral Sciences Core Learning Objectives

1. Evaluate assumptions and develop defensible conclusions based on interpretation and analysis of information relevant to course content.
2. Synthesize and deliver organized and well-constructed arguments about course content using multiple modalities (including written, oral, and visual formats) to include the use of technology.
3. Analyze or interpret empirically derived information and infer logical conclusions.
4. Apply theory or findings from empirical research to a contemporary social problem.
5. Identify the interplay among individuals, groups, institutions, and events within the context of society and culture.

Course-Specific Learning Objectives

- 6) The historical development of the field of social work.
- 7) The historical development of social welfare programs and services in the U.S.
- 8) The current fields of practice and delivery systems in social work in the U.S.
- 9) The values and ethics of the profession; and
- 10) The function of values and ethics in the profession.

TEXTBOOKS

Kirst-Ashman, K. (2012). *Introduction to Social Work & Social Welfare: Critical Thinking Perspectives*, 4th ed. Brooks/Cole. (ISBN-13: 978-0840028662)

Ehrenreich, B. (2002). *Nickel and dimed: On (not) getting by in America*. (ISBN-13: 978-0312626686)

COURSE REQUIREMENTS

- **Exams (50%):** Tests #1 (25%) and #2 (25%) will cover all reading and course material to date, with specific attention to the appropriate application of generalist social work practice techniques with diverse and urban populations. Exams may also contain practice questions from the Licensure Practice Exam, specifically as they relate to course learning objectives. Exam items may be multiple choice, true-false, matching, short answer, and/or essay. (Meets LOs 3-10)
- **Quizzes/Discussion Board Posts/ Participation (20%):** There will be a minimum of five quizzes and/or discussion posts including an orientation quiz in the class.
 - **Quizzes:** Quizzes will be posted in BlackBoard Learn. Quiz items may be multiple choice, true-false, matching, short answer, and/or essay. (Meets LOs 3-10)
 - **Discussion Board Posts:** You will be required to make **at least three substantive responses** to each discussion board post that I will pose to the class (i.e., you will respond directly to my post, then you will respond to at least two of your classmates' posts). Your responses should be thoughtful, grammatically-correct, and reference (and cite) the course lectures and assigned readings. As a rule of thumb, each of your responses should consist of 2-3 well-written paragraphs (at minimum). Responses will be graded based on their overall quantity and quality (e.g., responses essentially consisting of "I agree with Student X," without providing evidence or citing sources will not earn credit.) You may use some quotes, if cited properly using APA 6th edition style. (Meets LOs 1, 2, 6-10)
 - **Participation:** You are required to respond to all discussion questions and quizzes before the assignment due date. Your participation grade also consists of visiting the Blackboard site and viewing the course material in a timely manner. (Meets LOs 1-10)
- **Service Learning Project (30%): Service Learning Hours:** During the semester, you are required to provide **at least eight hours** of service in a social service agency of your choice and prepare a corresponding paper. These hours should primarily involve **direct contact** with agency clients (and does not include any mandatory agency training). **I must approve this agency and you must complete mandatory UHD paperwork before performing the service hours.** This agency must be other than your place of work or an agency familiar to you (i.e., you should not have an existing volunteer/service relationship with the agency). Students will select an agency from a list provided in Blackboard Learn. In very limited cases, students may select an "off-list" agency; however, they must provide a detailed explanation for why they desire to perform their service learning hours at this agency and receive instructor permission before performing their hours. **Service Learning Paper:** Detailed information regarding this 3-5 page paper will be posted in Blackboard Learn and discussed

in class. **Service Learning Video Presentation:** Detailed information and tutorials regarding this video presentation will be posted in Blackboard Learn and discussed in class. Part of the grading rubric is that you follow the posting requirements on Blackboard. (Meets LOs 1, 2, 4, 8-10)

GRADE BREAKDOWN

<u>Assignment</u>	<u>Percentage of Final Grade</u>
Quizzes/Discussion Board Posts/Participation	20%
Exam #1	25%
Exam #2	25%
Service Learning Project	30%

Final Grade Structure

A=90-100%

B=80-89.9%

C=70-79.9%

D=60-69.9%

F=0-59.9%

Academic Honesty:

Please refer in general to the University's academic honesty policy in the University catalog at <http://www.uhd.edu/campus/handbook0405/policies.htm#academic>. Plagiarism specifically (<http://www.uhd.edu/library/guides/plagiarism.html>) is the use of the work of others without giving proper credit. For the purposes of this class, plagiarism will be defined as four or more consecutive words taken directly from a source (e.g., website, brochure, journal or newspaper article) without being placed in quotation marks, and/or without citing the source, and/or overusing a particular source. Cheating includes turning in work done partially or wholly by someone else or copying your or another's work in whole or in part (this includes extra credit assignments and papers completed for other courses).

Grades of "Incomplete":

You are expected to fulfill all course requirements within the semester. It is not my preference to assign "incompletes" for a final grade. If some extraordinary circumstance occurs that will impact your academic performance during the semester, please make an appointment to discuss the situation with me as early in the semester as possible so that we can make an action plan. **Grades of "Incomplete" ("I") are only assigned to students who: 1) have documented university excused absences and have not violated the course attendance policy; 2) completed the majority of coursework (≥70%) and still need to complete a paper or other major course activity; and 3) have an action plan in place prior to the final exam period of the enrolled semester.**

The Americans with Disabilities Act (ADA) Notice:

The University of Houston-Downtown complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA

guidelines, UHD strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a documented disability requiring academic adjustments/auxiliary aids, please contact the Office of Disability Services, One Main St., Suite 409-South, Houston, TX 77002. (Office) 713-226-5227 (Website) www.uhd.edu/disability/ (Email) disabilityservices@uhd.edu

GRADING

As assignments and examinations are graded, grades will be posted on UHD Blackboard. Students can log on to UHD Blackboard to view your grades once they have been entered. Final grades will be posted according to the University schedule. If you ever have a concern about your grade(s) please don't hesitate to speak with me.

GENERAL TOPICS TO BE COVERED:

Overview of Social Work and Social Work History

An overview of key historical trends and figures shaping the principles and practice of contemporary social work.

Generalist practice

An introduction to models and principles guiding generalist social work practice at the BSW-level.

Empowerment Theory

An introduction to the major practice theory of empowerment, particularly as it pertains to traditionally underrepresented and vulnerable populations.

Values & Ethics

An introduction to the core values and ethics of the social work profession, including the Code of Ethics.

Specific Arenas of Practice

A more in-depth exploration of specific arenas of practice, including key challenges, populations, and settings.

Poverty

Children & Families

Older Adults

Individuals with Intellectual and Developmental Disabilities

Health Care

Substance Use, Abuse & Dependence

Social and Behavioral Sciences Worksheet

SOCW 2361: Introduction to Social Work and Social Welfare

The state requires that all classes in this component area “focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture” and must teach “Critical Thinking Skills; Communication Skills; Empirical and Quantitative Skills; and Social Responsibility.” The faculty-led committee for this component area has decided that these goals will be met with the five learning outcomes listed below. For each, describe how your class will teach them and how you will evaluate them. If the proposal is accepted, every section of the class must adhere to these teaching and evaluation strategies.

Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome:	Method by which students’ mastery of this outcome will be evaluated: (See Appendix A)
LO #1: Evaluate assumptions and develop defensible conclusions based on interpretation and analysis of information relevant to course content.	<p>Through readings, lecture, videos, and/or class discussion students will evaluate their assumptions about and working with traditionally underrepresented and vulnerable populations. For example, addressing myths and misinformation about individuals living in poverty, older adults, and individuals with intellectual and developmental disabilities..</p> <p>In preparation for and participation in class discussion, students will interpret and analyze course material, such as those related to the impact of social trends on receipt and delivery of social services.</p>	<p>Students will demonstrate this by participating in a class discussion regarding assumptions about and working with traditionally underrepresented and vulnerable populations.</p> <p>Students will demonstrate this through their participation in high-impact service learning experiences and through a written assignment and video presentation.</p>

<p>LO #2: Synthesize and deliver organized and well-constructed arguments about course content using multiple modalities (including written, oral, and visual formats) to include the use of technology.</p>	<p>Through reading, viewing videos, participating in class discussion, and reviewing lecture material, students will prepare for course assignments across multiple modalities.</p>	<p>Students will demonstrate this by participating in class discussions about course content.</p> <p>Students will demonstrate this through their participation in high-impact service learning experiences.</p> <p>Students will demonstrate this by completing tutorials on use of software and technology for constructing digital/multimedia presentations.</p> <p>Students will demonstrate this through a service learning paper and video presentation.</p>
<p>LO #3: Analyze or interpret empirically derived information and infer logical conclusions.</p>	<p>Through readings, lecture, videos, and/or class discussion students will be exposed to evidence-based social work practices. Students will also examine the impact of social trends on receipt and delivery of social services.</p>	<p>Students will demonstrate their ability to analyze and interpret evidence-based social work practices through participating in class discussions about course content; written assignments such as the discussion board posts; and/or responses to quiz and exam items.</p>
<p>LO #4: Apply theory or findings from empirical research to a contemporary social problem.</p>	<p>Through readings, lecture, videos, and/or class discussion students will be introduced to various arenas of practice, key challenges, populations, and settings.</p>	<p>Students will demonstrate their ability to apply theory or findings from empirical research through participating in class discussions about course content; written assignments such as the discussion board posts and service learning paper; service learning video; and/or responses to quiz and exam items.</p>
<p>LO#5: Identify the interplay among individuals, groups,</p>	<p>Through readings, lecture, videos, and/or class discussion</p>	<p>Students will demonstrate this through participating in class</p>

institutions, and events within the context of society and culture.	students will identify how the historical roots of social work and social welfare influence contemporary social work fields of practice and delivery systems.	discussions about course content; written assignments such as the discussion board posts; and/or responses to quiz and exam items.
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APPENDIX A

Major Assignment Examples

Instructors must assess all learning objectives (LOs). Instructors will do so by selecting a combination of the following assignments. LOs met could be slightly altered given the topic and structure of the assignment.

Grades/Assignments:

Your final course grade will be computed based on the following:

A (100-90) B (89-80) C (79-70) D (69-60) F (59-0)

Your final grade will be determined by your performance as follows:

Quizzes/Discussion Board Posts/Participation = 20%; Exam #1 = 25%; Exam #2 = 25%; Agency visit (service learning project and paper) = 30%

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(Meets LOs 1-10)

- **Service Learning Project (30%): Service Learning Hours:** During the semester, you are required to provide **at least eight hours** of service in a social service agency of your choice and prepare a corresponding paper. These hours should primarily involve **direct contact** with agency clients (and does not include any mandatory agency training). **I must approve this agency and you must complete mandatory UHD paperwork before performing the service hours.** This agency must be other than your place of work or an agency familiar to you (i.e., you should not have an existing volunteer/service relationship with the agency). Students will select an agency from a list provided in Blackboard Learn. In very limited cases, students may select an “off-list” agency; however, they must provide a detailed explanation for why they desire to perform their service learning hours at this agency and receive instructor permission before performing their hours. **Service Learning Paper:** Detailed information regarding this 3-5 page paper will be posted in Blackboard Learn and discussed in class. **Service Learning Video Presentation:** Detailed information and tutorials regarding this video presentation will be posted in Blackboard Learn and discussed in class. Part of the grading rubric is that you follow the posting requirements on Blackboard. (Meets LOs 1, 2, 4, 8-10)

APPENDIX B

Service Learning Project

During the semester, you will be provided with a list of local social service agencies. You are required to provide **at least 8 hours** or more of service in a social service agency of your choice from this list. You will then prepare a paper based on your experiences, which incorporates key social work concepts and principles from the course.

The agency you select must be an agency other than your place of work or one familiar to you. In other words, you should not be an employee or have a pre-existing volunteer relationship with the agency. Once you identify a social service agency from the approved agency list, you will post this selection on Blackboard (5% of final project grade). You will then contact the agency and make arrangements to complete their volunteer application and training. Time spent in mandatory volunteer orientation will not count towards the 8-hour requirement. You will also need to submit a UHD Release Form prior to beginning your service hours (5% of final project grade). After completing the service learning hours, you will need to obtain a signed letter (on agency letterhead) confirming the date(s)/time(s) of your service to the agency (10% of final project grade).

By (the due date), you must have selected one social service agency, completed at least 8 hours of service to this agency, and submitted a corresponding paper and video presentation regarding your experience. You will submit these assignments online in Blackboard Learn (upload into the appropriate assignment submission sites in the Service Learning Project Folder).

Paper formatting instructions: When preparing your paper, please use APA 6th edition formatting (i.e., title and reference page; double spaced; 12 pt. font (even for the title) in Times New Roman; and 1.0 inch margins on each page, without bolding or color).

Paper content instructions: In 3-5 pages (not including title or reference pages), please provide the following information regarding your service:

- Provide the basic information about the agency where you spent your 8 hours to include: who they are and what types of services they provide to the community, who they serve in the community, where they are located, and the basic history of the agency. In addition, please provide the name of your contact/supervisor in the agency (including how you contacted them). This section should be no more than one double-spaced page.
- In 2-4 pages: Provide a brief description of exactly what you did during your six hours in the agency. Based on these experiences, provide detailed discussion of three or more course-relevant issues that were evident, or that you experienced, in your agency. Course-relevant issues might include, but are not limited to, social work values and ethics, generalist practice, theory, and target populations. You should tie this material to course-related concepts and principles by citing the textbook, course materials, and peer-reviewed literature (Wikipedia is NOT a credible source). This section should be two or more double-spaced pages in length.

Video presentation instructions: Your service learning presentation is based on your paper and should be 3-5 minutes long. You will use digital presentation software (i.e., iMovie or MovieMaker) in creating your presentation. **No PowerPoint presentations!**

The presentation will also need to include the following elements:

- Opening credits (Title of presentation, Student's name, Course name, and number)
- At least one slide describing each of the following: the service learning agency's history, mission/vision, target population(s), and programs/services; the nature of your service learning experience and how it relates to 3-5 key concepts/principles in generalist social work practice.

Slides **containing** pictures/images related to the culture and issue the student selected

- Appropriate background music or sound selection(s). You may use a voice over in lieu of music/sound.
- Closing credits (References, Artwork and music credits)

Grading Rubric:

- Service Learning Hours (25 points maximum):
 - 5% of your project grade will be determined by timely postings of your Agency Declaration on Blackboard (Due by XXX).
 - 5% of your project grade will be determined by timely posting of your Release Form (Due by XXX).
 - 10% of your project grade will be determined by timely completion of your service learning hours, as confirmed by submission of the Service Learning Letter from the agency (Due by XXX).
- Service Learning Paper (50 points maximum):
 - This component of the project will be graded based on the following elements: 1) grammar/syntax, APA, spelling, and clarity of writing, and 2) the content of your paper—Did you answer fully the questions provided in the paper instructions above?
- Service Learning Video Presentation (25 points maximum):
 - This component of the project is based on the service learning paper content. Additional instructions will be provided in Blackboard Learn.