

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number

SOWK 2043

Course Title

Introduction to Social Work

Course Description

Generalist social work practice and its application in a variety of social work settings. An introduction to (1) social welfare and the development of social work as a profession; (2) the knowledge, value, and skill base of social work; and (3) special populations and concerns in social work.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

Critical Thinking

Responsibility

Communication

ACTS Course

Program Course

ACTS Outcomes

Program Outcomes

COURSE OBJECTIVES AND SOCIAL WORK CORE COMPETENCIES

The following matrix illustrates the connection between CSWE social work core competencies and the course objectives

Social Work Core Competency Course Objective

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and use supervision and consultation. 3, 4

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

- recognize and manage personal values in a way that allows professional values to guide practice;
- 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;
- tolerate ambiguity in resolving ethical conflicts; and apply strategies of ethical reasoning to arrive at principled decisions. 1, 3, 4

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. 1 – 5

Educational Policy 2.1.4—Engage diversity and difference in practice.

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and view themselves as learners and engage those with whom they work as informants. 1 – 5

Educational Policy 2.1.5—Advance human rights and social and economic justice.

- understand the forms and mechanisms of oppression and discrimination;

- advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice. 1, 3, 4, 5
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
- critique and apply knowledge to understand person and environment. 1, 3, 4, 5
Educational Policy 2.1.9—Respond to contexts that shape practice.
- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. 1, 2, 4, 5

Course Learner Outcomes

CLO #	Course Learner Outcomes (CLO)	Unit Outcomes/ Competencies	ACTS Outcomes	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	1. Apply social work foundational theoretical frameworks to client situations experiencing frequently encountered social problems.	1,3			CT 1, CT 3			Exam, Research Paper
CLO 2	2. Describe the philosophical roots of social welfare services in the United States and the impact on disenfranchised and at-risk populations.	2			CT 1		R1	Exam
CLO 3	3. Apply ethical standards used in the social work profession to professional situations that assist social workers resolve ethical dilemmas.	3					R3	
CLO 4	4. Describe generalist skills and competencies used by social workers in different levels of social work practice with a range of at-risk populations experience significant social problems.	3-12			CT 1 CT 3			Exam, Research Paper

CLO 5	5. Describe how globalization is impacting at-risk populations on a global scale and ways in which social workers can respond effectively.	13			CT 1, CT 3		R1	Exam
CLO 6								

Unit Outcomes/ Competencies/ Objectives

The following matrix includes a description of course objectives and student learning outcomes adapted from the learning objectives associated with each chapter

Course Objective	Key Chapter(s)
1 Apply social work foundational theoretical frameworks to client situations experiencing frequently encountered social problems.	1, 3
2 Describe the philosophical roots of social welfare services in the United States and the impact on disenfranchised and at-risk populations.	2
3 Apply ethical standards used in the social work profession to profession-al situations that assist social workers resolve ethical dilemmas.	3
4 Describe generalist skills and competencies used by social workers in different levels of social work practice with a range of at-risk populations experience significant social problems	3-12
5 Describe how globalization is impacting at-risk populations on a global scale and ways in which social workers can respond effectively.	13

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Assessment Description(s)

The Research Paper and proctored exams will serve as the primary summative assessments.

Materials and Technological Requirements

Martin, M.E. (2015). Introduction of Social Work: Through the Eyes of Practice Settings (1/e). New Jersey, NJ: Pearson Education.

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student’s responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of “WE” if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week 2 absences
- Courses that meet twice per week 3 absences
- Courses that meet four times per week 5 absences

Summer Session

- Courses that meet four times per week in a five week session 3 absences
- Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of

existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262
BRT@southark.edu

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