



SW 2000

Introduction to Social Work



Spring, 2021

This course is a survey of the profession of social work from an historical and contemporary perspective, which examines how social workers seek to improve the well-being of people and communities as they are affected by a wide range of social issues. The profession's commitment to social justice in a rapidly changing, multicultural world will also be explored.

Jan Ligon, PhD, LCSW

Associate Professor & BSW Program Director
School of Social Work
Faculty Affiliate – Honors College
Office: 55 Park Place, # 578
[o] 404 413 1066 [f] 404 413 1075 [e] jligon@gsu.edu



ANDREW YOUNG SCHOOL
SCHOOL OF SOCIAL WORK

Course Goal:

Use a culturally competent, inclusive, and strengths-based approach to identify social problems and solutions to address them from a social justice perspective.

Course Objectives:

1. Comprehend the underpinning tenets of social work and social welfare.
2. Understand the profession's core values and ethical principles.
3. Identify key social problems targeted by social workers and methods used to help.
4. Demonstrate the ability to integrate social problems, poverty, social justice and privilege when viewing social work involvement in society.



COUNCIL ON SOCIAL WORK EDUCATION

Social Work education programs are accredited by the Council on Social Work Education. BSW and MSW programs are based on the following nine core competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

Performance & Evaluation



Participation

(14 Weekly Discussions and Online Activities @ 10 Points Each)

47%



Quizzes

(14 Graded Weekly Quizzes @ 5 Points Each)

23%



Online Benefits Application Assignment (45 Points)

15%



Online Mandated Reporter Course (45 Points)

15%

Quizzes

There will be 14 weekly online quizzes posted on iCollege (access via *Assessments* tab). Quizzes will be based on required readings and each will consist of 5 questions with a 10 minute time limit and 2 attempts. Questions will be made up of multiple-choice, matching, fill in the blanks, and true/false items.

Please pay attention to the following when taking quizzes on iCollege:

- Select an answer for every question. Unanswered questions will be scored as zero.
- After you have answered all questions, Click the **Save All Responses** and **Submit Quiz** buttons after answering all items.
- Under “Quiz Submission Confirmation”, Click the **Submit Quiz** button. (You select Submit Quiz **twice**)
- You will have two attempts for each quiz, the highest score of the two will be posted in your grades, and no quiz is accessible after the closing date/time of 10:00 PM each Sunday.

Discussions

There will be 14 weekly online discussions, completed in iCollege via the Discussions tab. which will always be due at 10:00 PM each Sunday on the dates noted, **with no further posts accepted after the deadline.** For each discussion, please follow this procedure:

- View Topic
- Start a Thread
- Enter Topic (type the topic here)
- Type your post being sure to address what is required in the assignment.
- Select “Post” **then you will be able to see your post in the thread with other students.**

Please refer to the grading rubric for guidance on how points are determined .

Missed Quizzes and Discussions

Students will have one week to complete the online quizzes and discussions. Therefore, excuses for not completing the weekly tasks will be highly scrutinized. Approvals for making up missed work will be rare and only for clear and compelling circumstances. For this reason, students are encouraged to complete work early each week and not wait until the due date. Details about the two course assignments will be provided separately later in the semester.

Free Pass for One Missed Quiz or Discussion

Miss a Quiz or a Discussion ? Not a problem as you will receive full credit for one missed Quiz or one missed Discussion for the semester.

Plus/Minus Grading Policy – School of Social Work

Final Course Letter Grade:	Total Points
A+	291-300
A	270-290
A-	264-269
B+	258-263
B	240-257
B-	234-239
C+	228-233
C	210-227
D	180- 209
F	179 or below

Make-up Policy: Assignments

Assignments should be completed *on the dates in the syllabus and/or on iCollege*. If extenuating circumstances prevent this, alternative plans must be negotiated with the instructor *prior to the due dates*. *Students who do not complete an assignment on time without prior permission of the instructor will have a reduction in their grade for that assignment*. The amount of grade reduction will be equivalent to 10% of the total assignment score for each day the assignment is late.

How to Successfully Complete the Course

- ✓ Demonstrate time management skills.
- ✓ Complete all assigned readings.
- ✓ Complete and submit weekly quizzes and assignments by the posted due dates.
- ✓ Participate in online discussions and demonstrate ‘active learning.’
- ✓ Put in consistent effort throughout the whole semester.


Required Textbook and Course Materials

There are no course materials (or textbook) to purchase for this course; all course materials will be provided.

Course Schedule & Assignments

Week Number	Topic	See iCollege for assignment details	Assignments due:
1	Course Introduction		10:00 PM Sunday, 1/17
2	Social Welfare, A Response to Human Need		10:00 PM, Sunday, 1/24
3	Beliefs, Values, & Culture		10:00 PM Sunday, 1/31
4	Social Justice, Privilege, Power, and Oppression		10:00 PM Sunday, 2/7
5	History and Values of Social Work		10:00 PM Sunday, 2/14
6	Settings and Careers in Social Work		10:00 PM Sunday, 2/21
7	Social Programs and Social Work		10:00 PM Sunday, 2/28
8	Literacy, Social Justice, and Social Work		10:00 PM Sunday, 3/7
9	Social Work in Child and Family Welfare		10:00 PM Sunday, 3/14
10	Medical Social Work	Benefits Application Assignment Due	10:00 PM Sunday, 3/28
11	Social Work in Mental Health Services		10:00 PM Sunday, 4/4
12	Social Work in Substance Abuse		10:00 PM Sunday, 4/11
13	Social Work and Mandated Child Abuse Reporting	Mandated Reporter Assignment Due	10:00 PM Sunday, 4/18
14	Adult and Aging Services		10:00 PM Sunday, 4/25

Grading Rubric for Online Discussions

	Excellent	Proficient/Acceptable	Needs Improvement	Unsatisfactory
Assignment Specific Grading Items (Up to 8 points)	Assignment questions and required items are addressed comprehensively, accurately and specifically. Offers strong support for arguments or points.	Most questions and requirements are addressed accurately and specifically. Support for arguments or points may be weak.	Missing answers to questions or doesn't address many requirements. Support for arguments or points is weak.	Does not address questions or requirements, or attempts are largely inaccurate.
Writing & Clarity (Up to 2 points)	Posts are clear, wellwritten and free of grammatical and spelling mistakes.	Posts are clear, a few grammatical and spelling mistakes.	Posts are clear but have many spelling and grammatical mistakes.	Posts are unclear or difficult to understand. They have many spelling and grammatical mistakes.
				

Support Statements

Inclusivity Statement

We understand that students in our program represent a variety of backgrounds and perspectives. The Social Work program is committed to providing a learning environment that respects diversity. To build this community we ask all members to:

- Share their unique experiences, values and beliefs
- Be open to the views of others
- Honor the uniqueness of their colleagues
- Appreciate the opportunity that we have to learn from each other in this community
- Value each other's opinions and communicate in a respectful manner
- Keep confidential discussions that the community has of a personal (or professional) nature

Students with Disabilities

Students who wish to request accommodation for a disability may do so by registering with the Office of Access and Accommodations. Students may only be accommodated upon issuance of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors for all classes in which an accommodation is sought (<https://access.gsu.edu/>)

Remote Academic Coaching

The Office of Disability Services also offers free remote academic coaching. To learn more go to disability.gsu.edu/services or watch a [Coaching Video](#)

Veterans & Serving Military



Georgia State honors its military and veteran men and women returning to pursue their education. Students who are veterans, serving in the military, their dependents, and the survivors of serving military are encouraged to avail themselves of a full range of college services and activities through the Military Outreach Center (MOC).

For assistance or guidance while attending GSU on campus or online, contact the Atlanta Campus Military at 404-413-2331. Also, please be sure and let me know ASAP if or when there is any possibility of you being activated and deployed. Thank You For Your Service!

For more information contact the GSU Military Outreach Center : <https://military.gsu.edu/>

Phone: (404) 413-2331

Address: Sparks Hall, Room 234, Gilmer St SE Suite 200, Atlanta, GA 30303

Policies

Academic Integrity

All students at Georgia State University are expected to engage in academic pursuits on their own with complete honesty and integrity. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

From the Policy on Academic Honesty:

Plagiarism. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration. Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or with assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

Students should refer to the GSU Policy on Academic Honesty for additional information.

<http://www2.gsu.edu/~wwwfhb/sec409.html>

Writing

Writing is a major part of the social work profession. Papers written for this class should meet the following standards, as these standards will be assessed during grading assignments:

Structure: identifiable purpose or thesis statement, logical organization, transition between paragraphs, ample paragraphs, and effective summary or conclusion.

Content: significant content related to purpose of paper, appropriate content to support the purpose of the paper or the thesis, documentation of sources as per APA.

Presentation or style: correct voice, tense, person, variety in sentence structure, as appropriate.

Mechanics: correct punctuation, grammar, standard English, spelling.

Reference style: The APA (American Psychological Association) Publication Manual 6th Edition should be used as the writing and reference style for all written assignments. This is the only reference style that will be accepted in Social Work courses. I urge all students to purchase an APA Manual.

Additionally, you may access an on-line guide at

<http://owl.english.purdue.edu/owl/resource/560/01/>. Minimally, all papers must have 1 inch margins on each side of the page, in 12 point Times New Roman Font. If using headings and numbering, they should be used as per the APA Publication Manual 6th Edition. Since written communication is an important skill, assignments should be clearly written and professionally presented.

Acceptable Sources: Only academic references will be accepted. Wikipedia is NOT an acceptable source for academic papers. Given the collaborative nature of Wikipedia writing and editing, there is no guarantee that a Wikipedia article is completely accurate. In general, encyclopedias, many websites, and unpublished student-written papers found online are also unacceptable. You are responsible for the reliability and quality of your sources. If you have questions, please consult your instructor.

GSU Policy Prohibiting Students from Posting Instructor-Generated Materials on External Sites

The selling, sharing, publishing, presenting, or distributing of instructor-prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting any materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class, and is prohibited.

Professional Competence

From the School of Social Work's *Student Handbook*:

Georgia State University's School of Social Work has the goal of educating competent social work practitioners. If a student fails to meet the standards set by the National Association of Social Workers and/or the School of Social Work, corrective action may be taken. Corrective action is intended to provide students and faculty with the opportunity to openly discuss problems and issues identified, and to seek a solution to correct the situation or problem presented. Dismissal from the program is an option and may supersede any discussion of corrective action. Professional incompetence signifies that a student is not adequately or appropriately performing at the respective BSW or MSW program level.

The field placement is a critical component of the student's development as a professional social worker, particularly as it reflects the student's ability to internalize academic course content and to combine professional knowledge and skill with a professional demeanor appropriate for practice. The student must maintain a professional demeanor that separates personal problems/issues from practice in order to engage successfully in one's professional responsibilities to clients, the agency, and the community. Should a student's personal problems, psychological well-being, lack of maturity or lack of learning readiness in the student intern role impair the student's field performance and responsibilities to clients, the agency, and/or the community, the field supervisor and the faculty liaison have the responsibility to intervene.

The following criteria will be used to determine the basis of professional competence:

- 1. Academic performance:** see BSW and MSW academic competence criteria set forth in

the School of Social Work's *Student Handbook*.

- 2. Field placement experience:** The agency field supervisor, the faculty liaison, and/or the Director of Field Education's evaluation of the student will be reviewed. Concerns around the student's professional competence may arise due to the student's inability to: (1) establish and maintain positive and constructive interpersonal relationships with clients and field supervisors, (2) poor performance in the field (see mid-semester and final evaluation criteria), and/or (3) lack of professional demeanor. Any of these concerns will be assessed within the developmental framework of the student's social work education and experiences. Lack of professional demeanor may be evidenced by the student's:

 - Lack of commitment to professional growth and development
 - Tardiness or absenteeism at the field placement
 - Failure to adhere to agency policies, standards, and guidelines
 - Lack of appropriate professional dress and appearance
 - Failure to enact appropriate behaviors with clients
 - Failure to meet project/task/assignment deadlines
 - Inability to accept constructive feedback from the field supervisor
 - Failure to exhibit maturity or learning readiness
 - Failure to maintain professional boundaries
 - Failure to exhibit ethical behavior
- 3. Unprofessional behavior or ethical misconduct:** Failure to comply with the ethics, values, and principles of the social work profession as defined by the NASW Code of Ethics; exploitation of clients, engaging in sexual activities with clients; participation in dishonesty, fraud, deceit or misrepresentation; and/or involvement in illegal activities (conviction of a felony, breaking the law, specific criminal behavior such as trafficking in and/or possession of drugs).
- 4. Inability to function within the role of a student:** Inappropriate classroom behavior (disruptiveness, tardiness, inattentiveness, behaviors that undermine the work or morale of faculty and students). The student demonstrates an inability to accept feedback and effectively utilize the problem solving process.
- 5. Negative attitude:** Demonstrates a negative attitude/lack of enthusiasm toward the social work program, the social work profession, and/or the field placement, to such a degree that it impairs the student's ability to actively participate in the learning experience.
- 6. Personal problems:** This may include either physical, emotional, or life-related problems that interfere with a student's ability to meet both the academic and professional standards and requirements and/or raise questions about suitability for profession. This may include evidence of psychological/emotional problems such as mental illness, emotional instability, emotional disturbance, overt psychosis, irrational behavior, substance abuse, and addictive behavior.
- 7. Student Social Media Conduct & Policy:** Social Media Conduct is not limited to

Facebook, LinkedIn, twitter, Instagram, etc. It is important to note that what we do and say reflects directly on the University, the School of Social Work, and you personally as a budding professional social worker. Please note that it is crucial that you think twice about posting negative comments about the University, the Social Work program, field placement organizations on any social media account. One thing to remember is that once it is out there, you cannot take it back regardless of how many restrictions you place on your social media accounts.

- 8. Electronic Communication with Faculty:** Faculty members all have their own unique preference with regards to communication with students. It is imperative that you understand what form of communication works best for your particular faculty member whether that be iCollege or GSU email. Please remember to be professional when addressing faculty members in all communication just as you would with a future client or organization.
- 9. Failure to comply with the policies and procedures** of Georgia State University and/or the Andrew Young School of Policy Studies and/or the School of Social Work and/or the field placement organization.
- 10. Failure to comply with the policies and procedures** of Georgia State University and/or the Andrew Young School of Policy Studies and/or the School of Social Work and/or the field placement agency.

Code of conduct: Students are expected to comply with the GSU code of conduct:

<http://codeofconduct.gsu.edu/>. Please note from the Code (p. 21):

Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.

Student Course Evaluations

Your constructive assessment of this course plays an indispensable role in shaping improvements of all courses within this program and your educational experiences at Georgia State. Please take time to fill out the online course evaluations. We appreciate honest, open and constructive feedback.

AYS Career Services & Alumni Office

The Andrew Young School provides career support and leadership development services to all current AYS students and alumni. If you are interested in career building activities and are in the Atlanta area go to career.aysps.gsu.edu or if you are out of the area, please contact the office to schedule a phone or online consultation with the Career Services department.