

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
Master Syllabus
BASW Synchronous Remote**

910:220 Introduction to Social Work & Social Justice

Instructor:

Office Hours:

E-mail:

Term: Fall, 2020

Office:

Telephone:

Course Outline

I. Catalog Course Description:

Overview of social work values, ethics, arenas of practice, and problem areas. Includes forty-hour (40) experiential learning/ volunteer placement/ civic engagement within a social service agency.

II. Course Overview:

This course is designed to provide students with an overview of the social work profession and exposure to the environment in which human services are provided. The historical underpinnings of our current social welfare system and key areas of social welfare provision are presented. There is an introduction to social work values and ethics; the needs of various client groups; and a range of settings in which social work is practiced.

III. Place of Course in Program:

Course 910:220 is offered on a University-wide basis as an elective. It is required of all social work majors as a prerequisite to 910:332 - Professional Development Seminar.

Course 910:220 is one of the required courses for the Social Work & Social Justice Minor that is offered to all Rutgers Camden undergraduate students. Please see the following link for other information on the Social Work & Social Justice minor:

<https://socialwork.rutgers.edu/academics/bachelor-arts-social-work-basw>

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The BASW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) for accreditation of baccalaureate social programs. These accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum.

These competences serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers: (1) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; (2) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; (3) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; (4) use technology ethically and appropriately to facilitate practice outcomes; and (5) use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of

difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: (1) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; (2) present themselves as learners and engage clients and constituencies as experts of their own experiences; and (3) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (2) engage in practices that advance social, economic, and environmental justice.

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses ethical and professional behavior, diversity and difference in practice, as well as human rights and social, economic and environmental justice through the study of the history of the history of social work policy and services in the United States and the evolution of the social work profession.

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of the social work profession, its role, and its functions in American society.
2. Develop a beginning awareness of historic and current dimensions of social welfare.
3. Identify the essential role of ethics and values in social work and the significance of the profession's commitment to promote social, economic, and environmental justice.
4. Conceptualize the helping process as one requiring self-awareness and professional knowledge and skill.

5. Examine the types of settings in which generalist social workers practice, the varying needs they address, and the range in size and level of systems in which they intervene.
6. Develop an awareness of the demands, expectations, and rewards of a career in social work.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the Rutgers School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Diversity Statement (optional, can be modified as appropriate to the course)

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

VIII. Academic Resources

Library Research Assistance

Dr. Karen Hartmann is the social work librarian on the New Brunswick Campus karen.hartman@rutgers.edu p. 848-932-6104 ; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu p. 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in undergraduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All New Brunswick BASW students are eligible to access writing assistance at the New

Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

Camden Campus

The Camden learning center provides writing assistance for BASW students on the Camden Campus: <http://learn.camden.rutgers.edu/writing-assistance>

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). It can be purchased at APA Manual 7th Edition. The Purdue OWL website also provide assistance with APA style

<https://owl.english.purdue.edu/owl/resource/560/01/>

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>

APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization

<https://owl.english.purdue.edu/owl/section/1/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

IX. Office on Violence Prevention and Victim Assistance:

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs. /day, 7 days a week.

X. Active Shooter Resources:

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

XI. Required Texts:

This is an open textbook course. The readings are included in the course modules.

National Association of Social Workers. (2017). Code of ethics. Washington, DC: NASW Press.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

The course readings will be open sourced and listed from week to week. There are no texts required for this course.

Other required readings can be accessed through the RU Libraries electronic reserve system at: <https://www.libraries.rutgers.edu/>. In the QuickSearch box on the [Libraries homepage](#), type the Course NAME or the Course Number (Social Welfare Policy and Service 1 19:910:504) and select Course Reserves in the autofill drop down).

XII. Course Requirements:

Students are expected to complete all assigned readings, videos, and case studies; participate in all threaded discussions; submit a weekly journal entry for the experiential learning/volunteer placement/civic engagement assignment; and complete other assignments in the course. The weekly assignments count for class attendance. The final grade will be lowered for failure to meet the weekly assignments requirement each week. Students missing three weekly assignments on time will have their final grade reduced by ½ letter grade. Students missing four weekly assignments on time will have their final grade reduced by a full letter grade (for example, a B becomes a C). Students missing five or more weekly assignments on time will receive a failing grade (F) for the course.

All assignments are due on or before 11:59 P.M. on the required dates.

There will be the following assignments:

1. **Final Exam (35%)** – Module 13 Open Day 4 (Friday) and closes Day 6 (Sunday).
2. **Virtual Experiential Learning/Civic Engagement –Agency Analysis (35%)** - This is a 3-5-page paper analyzing the virtual experiential learning experience through a social justice lens: access, equity, rights, and participation. You should also examine and describe how the agency has addressed COVID-19 in regards to service provision.
 - i. Submit paper via Canvas
 - ii. This is a formal assignment. Proper grammar, citations, and spelling are mandatory.
 - iii. References and citations should be included and must be APA style.
3. **Weekly synchronous remote reflections Due day 7 (30%)** (Wednesday of each corresponding week). This is a discussion about how an anti-racism lens can best impact the article or podcast for the respective module.

XIII. Grading Standards:

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+=More acceptable work. Some problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

XIV. Grading Criteria: (Faculty/PTLs please note difference from MSW scale)

Grade	Percent
A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	0-59

*Scores to be rounded up at .5

XV. Course Evaluation:

There will be an anonymous evaluation to be completed by all students on or about the next to last week of class. The instructor might also choose to conduct a mid-point evaluation.

XVI. Academic Integrity Policy

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student either facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized

source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: *On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.*

XVII. Disability Accommodation

"Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>."

XVIII. Attendance/Participation Policy:

Although this is an online class, students are expected to attend all classes; that is, posting and completing work on time. If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Please note: The policy for late or missing work and exams is included in the Course Requirements section above.

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions... In

addition, students are expected to take leadership roles in class discussions and exercises.

XIX. Course Outline:

Required Reading Assignments are listed by Modules (see below). Each week you are to read the required article, case study, and/or watch the accompanying video. Threaded Discussion Questions are listed below the required readings, case studies, and/or videos assigned for the various Modules. Additional resources are also provided in the Modules.

Module 1: Meet Your Classmates and History of Social Work & Social Welfare

Required Assignments:

Answer threaded discussion: Meet your classmates

The participatory nature of the social work field and social work classes is difficult to recreate using an entirely web interface. To facilitate a sense of engagement and community each student should reply with the following:

Name
Year
Major (if declared)
Reason you took this class
Fun fact about yourself.

Synchronous Remote Assignment 1:

Use the Social work – social welfare history project and complete the assignments below:
History of social work & social welfare

Hansan, J. E. (Developer) (2017). Social work – social welfare history project. Virginia Commonwealth University: VCU Libraries. Retrieved from <https://socialwelfare.library.vcu.edu/programs/social-work/>

Create a timeline for each of the 9 eras in the history of social work and social welfare, and identify a social worker from each of those time periods.

Answer the threaded discussion: History of social work & social welfare

Identify 2 of the social workers you included in your timeline above and tell why they are important to the history of social work. At least one of the two people you mention should be Black, Indigenous, Latinx, and/or Person of Color.

Additional Resources:

Delton, A. W., Petersen, M. B., DeScioli, P. and Robertson, T. E. (2017). Need, compassion, and support for social welfare. *Political Psychology*. doi:[10.1111/pops.12450](https://doi.org/10.1111/pops.12450)

Glicken, M. D. (2011). A brief history of social work: From the English Poor Laws to the progressive policies of President Barack Obama. In *Social work in the 21st century: An introduction to social welfare, social issues, and the profession* (2nd ed., pp. 23-42). Thousand Oaks, CA: SAGE Publications, Inc. Retrieved from https://us.sagepub.com/sites/default/files/upm-binaries/38142_Chapter2.pdf

International Federation of Social Workers. (2018). Global definition of social work. Retrieved from <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>

Weir, M., & Schirmer, J. (2018). America's two worlds of welfare: Subnational institutions and social assistance in metropolitan America. *Perspectives on Politics*, 16(2), 380-399. doi:10.1017/S1537592717004248

Module 2: Generalist Practice Social Work

Required Assignments:

Read articles: The Generalist Model in social work

Watson, C. (2014, June 9). Generalist social work: A unified approach to practice. *Social Justice Solutions*. Retrieved from <http://www.socialjusticesolutions.org/2014/06/09/generalist-social-work-unified-approach-practice/>

Miller, S. E., Tice, C. J., & Hall, D. M. H. (2008). The generalist model: Where do the micro and macro converge? *Advances in Social Work*, 9(2), 79-90.

What is the Generalist Model? Be sure to identify the main perspective, different approaches, and steps using this model.

What skills are at the core of generalist social work practice? Identify how social work pioneers from the Progressive Era responded to poverty. How should generalist practice social workers respond to social problems today?

Watch Video: Generalist practice social work

https://video.search.yahoo.com/yhs/search;_ylt=AwrB4T5tXl9bpTEAnLoPxQt.?p=generalist+practice+social+work&fr=yhs-itm-001&fr2=piv-web&hspart=itm&hsimp=yhs-001&type=pdf_mundmedgdn_18_31_ssg00#id=1&vid=b7723e145b976f870eea07cb4724986c&action=view

What did you learn from the video about using the Generalist Practice approach when working with clients? Provide an example of how you would use this approach in working with a specific client.

Additional Resources:

Cox, L. E., Tice, C. J., & Long, D. D. (2019). Generalist social work practice. In *An introduction to social work: An advocacy approach* (chapter 3). Los Angeles: SAGE Publications, Inc.

The Audopedia. (2017, Oct. 22). What is social work? What does social work mean? social work meaning, definition & explanation. Retrieved from <https://www.youtube.com/watch?v=xj5-Vdh1B3E>

Module 3: Social Work and Social Systems

Required Assignments:

Be prepared to discuss in class:

Identify the virtual experiential agency that you will follow and analyze. Is it a public or private agency? What client populations are served? What services are offered? Identify the agency atmosphere – describe the agency setting. What did it feel like when you looked at their website and social media presence?

Read article: Integrating micro, mezzo, and macro practice

Smith, M. (2018). Integrating micro, mezzo, and macro practice in interdisciplinary work with Rhode Island's homeless community. *Reflections: Narratives of Professional Helping*, 24(1), 141-154. Retrieved from <https://www.reflectionsnarrativesofprofessionalhelping.org/index.php/Reflections/article/view/1512>

What are the different levels of social systems in the environment? What would be an example of a social system at each of these levels?

Watch Video: "Human Behavior and the Social Environment, Social Systems Theory: Macro Systems"

Smith, J. (Director). (2012). *Human behavior and the social environment, Social systems Theory: Macro Systems* [Video file]. Judith Smith. Retrieved from Academic Video Online: Premium database. https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C2661227

How does the social work profession make use of systems theory in social work practice with macro systems? Provide an example of a macro system.

Synchronous Remote Assignment 2:

Makhubele, J., Mabasa, A. & Mogorosi, L. (2018). Interfacing of Folklore as Societal Cultural Capital and Social Welfare: Implications for Practice Initiatives. *Southern African Journal for Folklore Studies* 28(1), 1-16.

- Residual
 1. People are lazy, unable to take care of themselves (can't get themselves up by bootstraps)
 2. People who receive this must be watched and controlled
 3. <https://www.fns.usda.gov/snap/eligible-food-items>
- Institutional
 1. Acceptable services by government

Using the article above discuss the difference between residual and institutional social work, as well as how social workers may stigmatize individuals and families.

Additional Resources:

Harrison, J., VanDeusen, K., & Way, I. (2016). Embedding social justice within micro social work curricula. *Smith College Studies in Social Work*, 86:3, 258-273.
doi.10.1080/00377317.2016.1191802

Jewell, J., & Owens, A. (2017). Confronting carceral power through experiential learning in macro social work practice. *Social Work Education*, 36(4), 403–413.
doi.10.1080/02615479.2017.1297785

Module 4: The Social Service Delivery System

Required Assignments:

Read article: The social service delivery system

Nykänen I., Rissanen T.H., & Hartikainen S. (2014). Meals-on-wheels with individual dietary counseling can improve nutritional status in older people. *J Nutrition Health Food & Science* 2(4): 1-4. doi.org/10.15226/jnhfs.2014.00129

Why is the social service delivery system important to social work practice? *What are some of the social service settings where social services are delivered? What are the typical funding sources for social services?*

Synchronous Remote Assignment 3:

Listen to the 1619 podcast and read the article below:

<https://www.nytimes.com/2019/09/13/podcasts/1619-slavery-healthcare.html>

<https://www.forbes.com/sites/christianweller/2020/06/18/systemic-racism-makes-covid-19-much-more-deadly-for-african-americans/#1ea1024b7feb>

Compare and contrast the social service delivery in health care historically and presently. How are they the same and different for Black and People of Color?

Additional Resources:

Lu, J. (2015). Which nonprofit gets more government funding? *Nonprofit Management and Leadership*, 25(3), 297–312. doi:10.1002/nml.21124

Lin, W., & Wang, Q. (2016). What helped nonprofits weather the great recession? *Nonprofit Management and Leadership*, 26(3), 257–276. doi:10.1002/nml.21197

Use the online tool below and on the following case study and answer threaded discussion: Effective and empowering communication in social work

Social Care Institute for Excellence. (July 2018) Retrieved from <https://www.scie.org.uk/assets/elearning/communicationskills/cs03/resource/html/object3/index.htm>

What did you learn about effective and empowering communication in social work after completing this exercise?

Module 5: Values and Ethics in Social Work

Required Assignments:

Read NASW Code of Ethics: Code of ethics

National Association of Social Workers. (2017). Code of ethics. Washington, DC: NASW Press. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Where does the social work profession gain its Code of Ethics? What is the significance of this Code? Why was it important to revise the NASW Code of Ethics?

Synchronous Remote Assignment 4:

Read the call to action document below:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=SWK1aR53FAk%3D&portalid=0>

How do the NASW Call to Action and the more recent proposed changes to the NASW Code of Ethics promote anti-racism?

Read article and answer threaded discussion: Social media & social work ethics

Voshel, E. H., & Wesala, A. (2015). Social media & social work ethics: Determining best practices in an ambiguous reality. *Journal of Social Work Values and Ethics*, 12(1), 67-76. <https://socialwork.uic.edu/wp-content/uploads/2016/01/67-JSWVE-12-1-SocialMediaandEthics-BestPractices.pdf>

What are the ethical concerns when using social media in social work practice? What suggestions would you make on the ethical use of social media in social work practice?

Additional Resources:

Carey, M. & Prynallt-Jones, A. K. (2018). Using codes of ethics for disabled children who communicate non-verbally – some challenges and implications for social workers. *Ethics and Social Welfare*, 12:(1), 78-83. doi:10.1080/17496535.2018.1430159

Groshong, L., & Phillips, D. (2015). The impact of electronic communication on confidentiality in clinical social work practice. *Clinical Social Work Journal*, 43(2), 142-150. doi:10.1007/s10615-015-0527-4

McDonald, D., Boddy, J., O'Callaghan, K. & Chester, P. (2015). Ethical professional writing in social work and human services. *Ethics and Social Welfare*, 9(4), 359-374. <https://doi.org/10.1080/17496535.2015.1009481>

Module 6: Human Rights Work and Social Justice

Required Assignments:

Read the following articles: Human rights work and social justice

Lind, D. (2018, June 15). The Trump administration's separation of families at the border, explained: Why children are being sent to "foster care or whatever" while their parents are sent to jail. *Vox*. Retrieved from <https://www.vox.com/2018/6/11/17443198/children-immigrant-families-separated-parents>

International Federation of Social Workers. (2012, February 10). Human Rights. Retrieved from <https://www.ifsw.org/human-rights-policy/>

Discuss the current practice of separating immigrant families through the social justice lens, the social work principles, and the human rights standards identified by IFSW that guide social work practice.

What are the effects of injustice? What is the social work profession's mandate for protecting and promoting human rights and social justice? Give an example of where you have seen injustice.

Synchronous Remote Assignment 5:

Read the following articles: Family separation policy:

Vinson, L. (2020). Family separation policy continues two years after Trump administration claims it ended. Retrieved from <https://www.splcenter.org/news/2020/06/18/family-separation-policy-continues-two-years-after-trump-administration-claims-it-ended>

Additional Resources:

Jeyapal, D. (2017). The evolving politics of race and social work activism: A call across borders. *Social Work, 62*(1), 45-52. <https://doi.org/10.1093/sw/sww069>.

PBS (2016, March 8). *Focus on... a vision for social justice in the 21st* [Video file]. Retrieved from <https://www.pbs.org/video/focus-focus-social-justice>

Russell Rickford, R. (2015). Black Lives Matter: Toward a modern practice of mass struggle. *New Labor Forum, 25*(1), 34-42. [doi:10.1177/1095796015620171](https://doi.org/10.1177/1095796015620171)

Turner, W. G., & Crane, B. (2016). Sexually silenced no more, adults with learning disabilities speak up: A call to action for social work to frame sexual voice as a social justice issue. *The British Journal of Social Work, 46*(8), 2300-2317. [doi.10.1093/bjsw/bcw133](https://doi.org/10.1093/bjsw/bcw133)

Module 7: Anti-Racism and Social Work

Required Assignments:

Read article: Critical Race Theory

REQUIRED READING ASSIGNMENT

Howard, C., T., & Navarro, O. (2016). Critical Race Theory 20 years later: Where do we go from here? *Urban Education, 51*(3), 253 – 273. <https://doi.org/10.1177/0042085915622541>

What is critical race theory and why it is valuable to the field of social work? What are cultural diversity, cultural identity, and cultural pluralism and why are they important to social work?

Synchronous Remote Assignment 6:

Read the following articles: Is social work still racist?

Corley, N.A. & Young, S. (2018). Is social work still racist? A content analysis of recent literature. *Social Work, 63*(4), 317-326. https://www.researchgate.net/publication/327162633_Is_Social_Work_Still_Racist_A_Content_Analysis_of_Recent_Literature

Watch Video: Overcoming personal biases in social work

Alexander Street (Producer). (2016). *Overcoming personal biases in social work* [Video file]. Retrieved from Academic Video Online: Premium database.

Link: https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C3328190

How can we identify biased, dominant worldview messages that influence the way we view the world and may adversely affect our social work practice?

Additional Resources:

Larsen, K., & Rinkel, M. (2016). What does religion and spirituality mean to a racially diverse group of social work practitioners? *Journal of Religion & Spirituality in Social Work: Social Thought*, 35(3), 200–221. doi:10.1080/15426432.2016.1185990

Microtraining Associates (Producer). (2015). *Social & cultural diversity: Counseling transgender clients* [Video file]. Retrieved from Academic Video Online: Premium database. https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C3168591

Nesteruk, O., Helmstetter, N., Gramescu, A., Siyam, H., A., & Price, A. C., (2015). Development of ethnic identity in young adults from immigrant families: “I want to hold onto my roots, but I also want to experience new routes.” *Marriage & Family Review*, 51(5), 466-487. doi:10.1080/01494929.2015.1060288

Module 8: Empowerment Social Work Practice

Required Assignments:

Read article: Empowerment social work practice

East J. F., & Roll, S. J. (2015). Women, poverty, and trauma: An empowerment practice approach. *Social Work*, 60(4), 279–286. doi:10.1093/sw/swv030

How does the social worker use the Generalist Approach to help empower clients as they seek solutions in personal and environmental systems?

Synchronous Remote Assignment 7:

Read article: Internalized Racism and its consequences

David, E.J.R., Schroeder, T.M., & Fernandez, J. (2019). Internalized racism: A systematic review of the psychological literature on racism’s most insidious consequence. *Journal of Social Issues*, 75(4), 1057. doi: 10.1111/josi.12350

<https://spssi.onlinelibrary.wiley.com/doi/pdf/10.1111/josi.12350>

How does internalized racism disempower social work clients? How should this be addressed from the client's perspective and from the social worker's perspective?

Additional Resources:

Read article: Empowering clients

Gitterman, A. & Knight, C. (2016). Empowering clients to have an impact on their environment: Social work practice with groups. *Families in Society: The Journal of Contemporary Social Services*, 97(4), 278-285. doi: 10.1606/1044-3894.2016.97.34

How can social workers empower clients to have an impact on their environments? Provide examples?

Papell, C. P. (2015) An approach to the human group in social work practice. *Social Work with Groups*, 3(3-4), 255-267. doi:10.1080/01609513.2014.951000

Turner, S. G. & Maschi, T. M. (2015) Feminist and empowerment theory and social work practice. *Journal of Social Work Practice*, 29:2, 151-162. doi:10.1080/02650533.2014.941282

Module 9: Social Work Functions and Roles

Required Assignments:

Watch the TED Talk below: Social workers as super-heroes

TED. (2015, April 10). Social workers as super-heroes [Video file]. Retrieved from https://www.youtube.com/watch?v=A27QjpQ_Ieo

Do you consider social workers to be heroes? Provide personal examples or reasons for your answer. What are some of the different roles that social workers practice?

Read the case study: Role of social work

Russell, L. (2014, November). Case study: Dan and Sharon - Role of social work with a focus on supporting parents and children within a palliative care service. *CareSearch Alliedhealth News*. Retrieved from https://www.caresearch.com.au/Caresearch/Portals/0/Documents/PROFESSIONAL-GROUPS/Allied-Health/AHH_Nov2014.pdf

How did the social worker use the Generalist Practice Model in working with the clients in this case study? Be sure to identify the client system and the different aspects of the Generalist Practice Model.

Additional Resources:

PBS News Hour (2015, Jan. 28). *Library social worker helps homeless seeking quiet refuge* [Video file]. Retrieved from <https://www.pbs.org/newshour/show/library-social-worker-helps-homeless-seeking-quiet-refuge>

Pugh, G. L. (2016). Job satisfaction and turnover intent among hospital social workers in the United States. *Social Work in Health Care, 55*:7, 485-502. doi:10.1080/00981389.2016.1186133

Wagaman, A., M., Geiger, M., J., Shockley, C., Segal, A., E. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. *Social Work, 60*(3), 201–209. <https://doi.org/10.1093/sw/swv014>

Module 10: Social Work and Social Policy

Required Assignments:

Read article: Social work's role in Medicaid reform

Bachman, S. S., Wachman, M., Manning, L., Cohen, A. M., Seifert, R. W., Jones, D. K., & Riley, P. (2017). Social work's role in Medicaid reform: A qualitative study. *American Journal Of Public Health, 107*S250-S255. doi:10.2105/AJPH.2017.304002

What role should social workers perform in Medicaid reform? Be sure to connect your answer to the history and function of social work in American society.

Synchronous Remote Assignment 8:

Listen to the podcast below: Social Work and policing

Singer, J. (2020). Both and or either or: Social work and policing. The Social Work Podcast retrieved from <https://socialworkpodcast.blogspot.com/2020/07/socialworkpolicing.html>

How does policing connect with social work values? Should social workers work alongside police in responding to community concerns?

Additional Resources:

Detlaff, A. (2014). The Evolving Understanding of Disproportionality and Disparities in Child Welfare. *Handbook of Child Maltreatment*, pp.149-168. Springer, Dordrecht. <https://www.youtube.com/watch?v=XAFtrqC2Olo>

Herrick, J. M. (2014, June updated; 2013, June). Social Policy: Overview. Retrieved from doi:10.1093/acrefore/9780199975839.013.607

Leon-Guerrero, A. (2019). *Social problems: Community, policy, and social action*. Thousand Oaks, CA: Sage Publications, Inc.

Popple, P. R. (2018). *Social work practice and social welfare policy in the United States: A history*. New York, NY: Oxford University Press.

Social Work Policy Institute. (2018). <http://www.socialworkpolicy.org/>

Module 11: Poverty and Criminal Justice

Required Assignments:

Synchronous Remote Assignment 9:

Read article: Social work's response to poverty

Stoeffler, S. W. (2019). Social work and poverty: A critical examination of intersecting theories. *Social Development Issues*, 41(20), 21-32.

<https://search.proquest.com/docview/2295417718/fulltextPDF/858949B209974E0APQ/1?accountid=13626>

How can social workers address institutional racism to address poverty and promote economic self-sufficiency?

Read article: Ending criminalization of homelessness

Aykanian, A., & Wonhyung, L. (2016). Social work's role in ending the criminalization of homelessness: Opportunities for action. *Social Work*, 61(2), 183-185.
doi:10.1093/sw/sww011

What underlying social and economic justice issues are related to the root problems of homelessness? Identify the countries that have the highest rates of imprisonment?

Additional Resources:

Barish, H., DuVernay, A., & Averick, S. (Producers), & DuVernay, A. (Director). (2016). *13th* [Motion picture]. USA: Kandoo Films.

Gates, L., Koza, J., & Akabas, S. (2017). Social work's response to poverty: From benefits dependence to economic self-sufficiency. *Journal of Social Work Education*, 53(1), 99-117.

Karger, H. (2015) Curbing the financial exploitation of the poor: Financial literacy and social work education, *Journal of Social Work Education*, 51(3), 425-438,
doi:10.1080/10437797.2015.1043194

Module 12: Social Work in Health & Mental Health

Required Assignments:

Experiential Learning Assignments: including final journal and agency analysis. Due day 7.

Synchronous Remote Assignment 10:

Read article: Institutional racism mental health

Greer, T. & Cavalhieri K.E. (2019). The role of coping strategies in understanding the effects of institutional racism on mental health outcomes for African American men. *Journal of Black Psychology* 45(5), 405–433. <https://journals.sagepub.com/doi/pdf/10.1177/0095798419868105>

Explain how racism and not race is the risk factor for mental health disparities.

Read article: Supporting patterns and first responders during COVID-19

Herrian, K. (2020). Social work amid social distancing: How to support patients and first responders. Retrieved from: <https://www.firerescue1.com/coronavirus-covid-19/articles/social-work-amid-social-distancing-how-to-support-patients-and-first-responders-bitjoNb2NBdxres7/>

What is the role of social workers in supporting patients and first responders during COVID-19?

Additional Resources:

Farmer, L., Davis, T., Richards, J., Fonseca, F., Bates, H., Faircloth, P. K., & Cates, K. (2017). Deinstitutionalization in Alabama: A mental health crisis. *The Alabama Counseling Association Journal*, 41(2), 82-103. <http://alabamacounseling.org/pdf/journal/spring2017.pdf#page=82>

Mfoafo-M'Carthy, M. (2016). “Improving long-term psychiatric care: Bring back the asylum”: Implications for ethnic minority individuals. *Journal of Ethnic & Cultural Diversity in Social Work*, 25:1, 68-74. doi:10.1080/15313204.2015.1121419

How has deinstitutionalization benefited or harmed people living with mental illness? How would the asylum system impact ethnic minorities? What role can social workers play in the mental health rights movement?

Pockett, R., & Beddoe, L. (2015). Social work in health care: An international perspective. *International Social Work*, 60(1), 126-139. doi.10.1177/0020872814562479

Module 13: Social Work with Families and Youths

Required Assignments:

Read article: Challenges facing today's families

Roberts, D. (2020). Abolishing police also means abolishing family regulation. *Chronicle of Social Change*. <https://chronicleofsocialchange.org/child-welfare-2/abolishing-policing-also-means-abolishing-family-regulation/44480>

Discuss in class: How is policing related to child welfare and the state's efforts to regulate families?

Bent-Goodley, T. (2017). Challenges facing today's families and why social work matters. *Social Work*, 62(3), 197–199. doi:10.1093/sw/swx031

Identify some strengths and challenges experienced by different types of families. What factors must be considered when protecting the child versus preserving the family? What contributes to resiliency and vulnerability in youth?

Final Exam (25%) – Module 13 Open Day 4 (Friday) and closes Day 6 (Sunday).

Additional Resources:

Fulton, K. (Producer), & Fulton, K., & Pepe, L. (Directors). (2016). *The bad kids* [Motion picture]. USA: Netflix.

Jessica D. Strong & Eugenia L. Weiss (2017) U.S. military-connected families in service to our country: A call to social workers. *Journal of Family Social Work*, 20:1, 1-4. doi: 10.1080/10522158.2017.1289028

Austin, A. (2018). Transgender and gender diverse children: Considerations for affirmative social work practice. *Child and Adolescent Social Work Journal*, 35(1), 73–84. doi:10.1007/s10560-017-0507-3

Module 14: Aging and Disability Services

Required Assignments:

Read article: Race and Disability

Frederick, A. & Shifrer, D. (2019) Race and disability: From analogy to intersectionality. *Sociology of Race and Ethnicity*, 5(2) 200–214.

<https://journals.sagepub.com/doi/pdf/10.1177/2332649218783480>

Discuss in class: The intersectionality of race and disability.

Teater, B., & Chonody, J. (2017). Promoting actively aging: Advancing a framework for social work practice with older adults. *Families in Society*, 98(2), 137. doi:10.1606/1044-3894.2017.98.19

How can social workers promote actively aging in their practice with older adults? What personal examples do you have of actively aging older adults?

Additional Resources:

Forssell, E., Torres, S., & Olaison, A. (2015). Care managers' experiences of cross-cultural needs assessment meetings: The case of late-in-life immigrants. *Ageing and Society*, 35(3), 576-601. doi:10.1017/S0144686X13000901

Matthews, S. A. O., & Reynolds, J. (2015). Bruising in older adults: What do social workers need to know? *The Journal of Adult Protection*, 17(6), 351-359. Retrieved from <https://search.proquest.com/docview/1734734198?accountid=13626>

Perillo, L. (May 6, 2011). Rutgers Alumna Named National Social Worker of the Year: Jackie Jackson, disabled by multiple sclerosis, empowers others with disabilities to seek inclusio. Retrieved from: <https://www.rutgers.edu/news/rutgers-alumna-named-national-social-worker-year>