



Social Work 09:910:220
Introduction to Social Work & Social Justice
Core Requirement: CCD
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
Master Syllabus
BASW Online

910:220 **Introduction to Social Work & Social Justice**

Instructor:

Office Hours:

E-mail:

Term: Spring 2023

Office:

Telephone:

Course Outline

I. Catalog Course Description

Overview of social work values, ethics, arenas of practice, and social problems through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems. Includes a twenty-hour (20) experiential learning (volunteer placement or civic engagement) within a social service agency that promotes social justice by analyzing contemporary social justice issues and unbalanced social power systems. Understanding that social justice is at the core of social work, everything done in this course will focus on social, economic, racial, and environmental justice by analyzing diversity and differences, privilege and oppression that shape individual and group experiences of, and perspectives on, contemporary issues.

II. Course Overview

This course is designed to provide students with an overview of the social work profession and exposure to the social justice environment in which social services, human services, and human rights are provided. The historical underpinnings of our current social welfare system and key

Updated July 2022

areas of social welfare provision are presented by analyzing contemporary social justice issues and unbalanced social power systems. 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 through a social justice lens, which focuses on equal rights, opportunities, and treatment for different groups related to race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections.

III. Place of Course in Program:

Course 220 is offered on a university-wide basis as a CORE course in the Contemporary Challenge: Diversities and Social Inequalities [CCD-1] category. As such we will examine the social work profession, its role, and its functions in American society through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems. There are no pre-requisites for this course. The course will also count as elective credit for the social work major.

Please see the following link for other information on the Social Work degree.

<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) used 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 use the 2022 Education Policy and Accreditation Standards (EPAS) and 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and

apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the

intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies and 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, racial, and environmental justice through the study of the history of social work policy and services in the United States and the evolution of the social work profession through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing contemporary social justice issues and unbalanced social power systems.

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

- a. Demonstrate an understanding of the social work profession, its role, and its functions in American society through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.
- b. Develop a beginning awareness of historic and current dimensions of social welfare through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.
- c. 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 through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.
- d. Conceptualize the helping process as one requiring self-awareness and professional knowledge and skill through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

- e. 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 through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.
- f. Develop an awareness of the demands, expectations, and rewards of a career in social work through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

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:

- a. Demonstrate Ethical and Professional Behavior;
- b. Engage Diversity and Difference in Practice; and
- c. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Diversity Statement

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. Required Texts:

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

National Association of Social Workers. (2021). Code of ethics. Washington, DC: NASW Press.
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Highlighted-Revisions-to-the-Code-of-Ethics>

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).

IX. 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 or civic engagement) assignment through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems. Students must also 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.

- a. **Assignments:** All assignments are due on or before 11:59 P.M. Eastern on the posted dates. There will be the following assignments:

Assignment	Percentage of Final Grade	Due Date
Virtual experiential learning (volunteer placement or civic engagement) through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing	30%	Agency Journal <ul style="list-style-type: none"> ● Module 3 ● Module 4 ● Module 6 ● Module 9 Agency Analysis Paper <ul style="list-style-type: none"> ● Module 10
unbalanced social power systems.		
Threaded Discussions and module “Wrap Ups”	30%	Module 1 Module 2 Module 4 Module 5 Module 8 Module 11 Module 12
Midterm Exam	15%	Module 7 (Opens Friday and Closes Sunday)
Final Exam	25%	Module 14 (Opens Friday and Closes Sunday)

b. Assignment Descriptions:

- i. **Threaded Discussions Due day 3** (Thursday) and day 7 (Monday) of

Updated July 2022

each corresponding Module (30% of final grade)

1. Discussion posts aim to develop your ability to reflect both objectively and subjectively. This includes developing your ability to understand the perspectives of others and taking risks in speaking honestly to support your own learning and growth. In support of these aims, students are expected to respect confidentiality; personal information or student comments should not be shared beyond this course. It is also expected that students respond to posts with respect; students should use "I statements" (such as "I believe") and not use generalizations.
2. It is highly recommended that you post early in the week and allow yourself time to return and respond to others' posts later. Late assignments will only be accepted with instructor approval PRIOR to the due date and under very compelling circumstances.
3. Criteria for Posts:
 - a. An objective response to the discussion question, which MUST include information from the article, video, or case study through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.
 - b. A subjective response to this question, examining your own thoughts, beliefs, values through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.
 - i. The purpose of this part of the assignment is to help you begin evaluating your own biases. Every social worker needs to constantly evaluate his or her own beliefs to understand how this might impact his/her work with clients.
 - ii. For this piece, you might want to discuss a story from your personal life, professional life, experiences, or religious/spiritual values.
 - c. Respond to a classmate's post.
 - i. All responses must be done with respect and courtesy. It is not acceptable to criticize others' beliefs. You might ask your classmates to clarify why they believe a particular point, where the belief came from, or whether they have considered this issue from another perspective.
 - ii. You can also share a personal story that relates to another classmate's post, share your own thoughts, or share how you might react in a similar situation.
4. Criteria for "Wrap ups"
 - (1) These responses are your own to explore your progress in the course and will not be shared with your classmates
 - (2) Be as honest as possible, using your ability to self-reflection and explore your learning needs and strengths

ii. Virtual Experiential Learning (volunteer placement or civic engagement)

(30%) The chosen social work agency must have an online presence (Twitter, website, Instagram) and be identified by Module 3, Day 5 (Saturday). See below related points for journal entries (15%) and agency analysis (15%).

1. Journal Entries (15% - 4 entries) – Due day 7 (Monday) of each corresponding week.
 - a. Maintain a journal of your virtual visits and activities, submitted in Canvas.
 - b. Journal entries should be 650 - 700 words and are due in Modules 3, 4, 6, and 9
 - c. These entries should include:
 - i. A brief description of your daily activities through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.
 - ii. Your thoughts, feelings, reactions to these activities and why is this of interest and significant to you through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.
 - iii. Connection to topics from the course, such as social work values, your role (e.g., facilitator, educator), agency analysis, policy analysis, policies within the agency, national or state laws, etc. through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.
 - iv. Examine and describe how the agency has addressed COVID-19, diversity, equity, and inclusion in regard to service provision through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.
 - v. Examine and describe the agency's commitment to dismantling white supremacy (referenced in Module 3's lecture) through continuing education opportunities for staff, public statements accompanied by explicit actions, etc. through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.
 - vi. While this assignment is somewhat informal, your final document should be spell checked and proofread to make sure it is easily readable.

2. **Agency Analysis (15%) - Due by Module 10, Day 7 (Monday).**
 - a. Write a 3–5-page Virtual Agency Analysis Paper analyzing the virtual experiential learning experience through a social justice lens, which focuses on equal rights, opportunities, and treatment by engaging and reflecting through critical thinking and analyzing unbalanced social power systems. Analyze diversity and differences, privilege and oppression that shape individual and group experiences of, and perspectives on, contemporary issues. It is important to dig deeper. How exactly is the agency doing this? Who is included and who is left out? Demonstrate your understanding of the social justice issues that are being addressed by the agency.
 - b. Full paper outline and expectations provided within Canvas.
- iii. **Midterm (15%) – Module 7 Open Day 4 (Friday) and closes Day 6 (Sunday).**
- iv. **Final Exam (25%) – Module 13 Open Day 4 (Friday) and closes Day 6 (Sunday).**

XIII. Grading Standards:

A = Exceptional or outstanding work; student demonstrates full understanding of material through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems; 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 through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems. 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 through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems; 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) through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems. 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) through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social

power systems. Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

D = Poor work, has significant problems in applying the concepts and techniques to own work, fails to cover some important point(s) through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems. Significant problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

F = Unacceptable work, fails to apply the concepts and techniques to own work, fails to cover some important point(s) through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems. 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)

<i>Grading Scale (grades are rounded up at .5)</i>	
90 - 100	A
85 - 89	B+
80 - 84	B
75 - 79	C+
70 - 74	C
60 - 69	D
0 - 59	F

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 (Patricia Findley at pfindley@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	Read/Review/Watch/Listen	Assignment(s) Due
<p>Module 1: Introduction to Social Work & Social Welfare through a social justice lens, which focuses on equal rights, opportunities, and treatment by critical thinking and analyzing unbalanced social power systems.</p> <p>Estimated Time to Complete: 14 hours</p>	<p>Review:</p> <ul style="list-style-type: none"> 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/ <p>Read: Leamnson (2002) Learning (Your First Job) https://www1.udel.edu/CIS/106/iaydin/07F/misc/firstJob.pdf</p> <p>Watch:</p> <ul style="list-style-type: none"> Legacies of Social Change: 100 Years of Professional Social Work in the United States 	<p>Threaded Discussions through a social justice lens, which focuses on equal rights, opportunities, and treatment by critical thinking and analyzing unbalanced social power systems:</p> <ul style="list-style-type: none"> Meet Your Classmates History of Social Work & Social Welfare Timeline <p>Wrap up: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <ul style="list-style-type: none"> Read the article and share your thoughts and identify 3 points you took away from it.
<p>Module 2: Generalist Social Work Practice through a social justice lens, which focuses on equal rights, opportunities,</p>	<p>Read:</p> <ul style="list-style-type: none"> Watson, C. (2014, June 9). Generalist social work: A unified approach to practice. <i>Social Justice Solutions</i>. Retrieved from http://www.socialjusticesolutions.org/2014/06/09/generalist-social-work-unified-approach-practice/ 	<p>Threaded Discussions through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems:</p> <ul style="list-style-type: none"> The Generalist Model in Social Work
<p>and treatment by analyzing unbalanced social power systems.</p>	<ul style="list-style-type: none"> Miller, S. E., Tice, C. J., & Hall, D. M. H. (2008). The generalist model: Where do the micro and macro converge? <i>Advances in Social Work</i>, 9(2), 79-90. 	<p>Wrap up: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power</p>

<p>Estimated Time to Complete: 8 hours</p>	<ul style="list-style-type: none"> Bent-Goodley, T., Fairfax, C. N., & Carlton-LaNey, I. (2017). The significance of African-centered social work for social work practice. <i>Journal of Human Behavior in the Social Environment</i> 27(1–2), 1–6. 	<p>systems.</p> <ul style="list-style-type: none"> Watch the Powtoon video and share your thoughts and identify 3 points you took away from it.
<p><u>Module 3:</u> Social Work and Social Systems through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <p>Estimated Time to Complete: 10 hours</p>	<p>Read:</p> <ul style="list-style-type: none"> Smith, M. (2018). Integrating micro, mezzo, and macro practice in interdisciplinary work with Rhode Island’s homeless community. <i>Reflections: Narratives of Professional Helping</i>, 24(1), 141-154. Retrieved from https://www.reflectionsnarrativesofprofessionalhelping.org/index.php/Reflections/article/view/1512 Jewell, J., & Owens, A. (2017). Confronting carceral power through experiential learning in macro social work practice. <i>Social Work Education</i>, 36(4), 403–413. doi.10.1080/02615479.2017.1297785 <p>Watch:</p> <ul style="list-style-type: none"> Smith, J. (Director). (2012). <i>Human behavior and the social environment</i>, 	<p>Virtual Experiential Learning/Civic Engagement</p> <p>Journal Entry: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems. Analyze diversity and differences, privilege and oppression that shape individual and group experiences of, and perspectives on, contemporary issues.</p> <p>Wrap Up: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing</p>
	<p><i>Social systems Theory: Macro Systems</i> [Video file]. Judith Smith. Retrieved from Academic Video Online: Premium database. https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C2661227</p> <ul style="list-style-type: none"> Introduction to Social Work 	<p>unbalanced social power systems.</p> <ul style="list-style-type: none"> Indicate your academic goals for this course (provide 2 -3 goals you hope to achieve this semester in this course) Provide 2-3 strategies you plan to use in order to achieve your goals
	<p>Watch:</p> <ul style="list-style-type: none"> The Powtoon Video located in the media gallery titled “Meet John” 	

	<ul style="list-style-type: none"> ● Valore, S.. (2015, February 9). Generalist Social Work Practice and Concepts [Video]. YouTube. https://www.youtube.com/watch?v=m9VWTL5EmY&feature=emb_logo ● A Day in the Life of a Social Worker 	
<p>Module 4: The Social Service Delivery System through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <p>Estimated Time to Complete: 7 hours</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Nykänen I., Rissanen T.H., & Hartikainen S. (2014). Meals-on-wheels with individual dietary counseling can improve nutritional status in older people. <i>J Nutrition Health Food & Science</i> 2(4): 1-4. doi.org/10.15226/jnhfs.2014.00129 ● Weller, C. (2020, June 18). Systemic Racism Makes Covid-19 Much Deadlier For African-Americans. Forbes. https://www.forbes.com/sites/christianweller/2020/06/18/systemic-racism-makes-covid-19-much-more-deadly-for-african-americans/?sh=619c9faf7feb <p>Listen:</p> <ul style="list-style-type: none"> ● Hannah-Jones, N. (Host). (2019, September 13). How the bad blood started (No. 4) [Audio podcast episode]. In 1619. The New York Times. https://podcasts.apple.com/us/podcast/episode-4-how-the-bad-blood-started/id1476928106?i=1000449718223 	<p>Journal Entry: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <p>Threaded Discussions: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <ul style="list-style-type: none"> ● Race and Health Disparities <p>Wrap Up: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems. On a scale from 1-5 how confident are you feeling about the content you have learned over the last 4 weeks? (with 1 being not at all confident and 5 being very confident)</p>
<p>Module 5: Values and Ethics in Social Work through a</p>	<p>Read:</p> <ul style="list-style-type: none"> ● National Association of Social Workers. (2021). Code of ethics. Washington, DC: NASW Press. 	<p>Threaded Discussions: through a social justice lens, which focuses on equal rights, opportunities, and treatment</p>

<p>social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <p>Estimated Time to Complete: 9.5 hours</p>	<p>https://www.socialworkers.org/about/ethics/code-of-ethics</p> <ul style="list-style-type: none"> ● Institutional Racism & The Social Work Profession: A Call to Action ● NASW-Racial Equity ● Voshel, E. H., & Wesala, A. (2015). Social media & social work ethics: Determining best practices in an ambiguous reality. <i>Journal of Social Work Values and Ethics</i>, 12(1), 67-76. ● Ethical Decision Making Meets the Real World of Field Work <p>Watch:</p> <ul style="list-style-type: none"> ● Cultural Humility 	<p>by analyzing unbalanced social power systems.</p> <ul style="list-style-type: none"> ● Ethics and Social Media <p>Wrap Up: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <ul style="list-style-type: none"> ● Your midterm is in two weeks. Briefly explain how you intend to prepare for the exam.
<p>Module 6: Social Work Functions and Self-Care through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <p>Estimated Time to Complete: 6.75 hours</p>	<p>Watch:</p> <ul style="list-style-type: none"> ● TED. (2015, April 10). Social workers as super-heroes [Video file]. Retrieved from https://www.youtube.com/watch?v=A27QjpQ_Ieo ● What is CASE MANAGEMENT? <p>Read:</p> <ul style="list-style-type: none"> ● East J. F., & Roll, S. J. (2015). Women, poverty, and trauma: An empowerment practice approach. <i>Social Work</i>, 60(4), 279–286. doi:10.1093/sw/swv030 ● Gitterman, A. & Knight, C. (2016). Empowering clients to have an impact on their environment: Social work practice with groups. <i>Families in Society: The Journal of Contemporary Social Services</i>, 97(4), 278-285. doi: 10.1606/1044-3894.2016.97.34 ● 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. <i>CareSearch Alliedhealth News</i>. Retrieved from https://www.caresearch.com.au/Caresearch/Portals/0/Documents/PROFESSIO 	<p>Threaded Discussions: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <p>Journal Entry: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <p>Wrap Up: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <ul style="list-style-type: none"> ● Your midterm is in one week, on a scale from 1-5 how confident are you feeling about your strategies you intend to use to prepare to take it (with 1 being not at all

	<p><u>NAL-GROUPS/Allied-Health/AHH_Nov2014.pdf</u></p> <p>Listen:</p> <ul style="list-style-type: none"> • https://socialworkpodcast.blogspot.com/2018/03/selfcare.html 	<p>confident and 5 being very confident)</p>
<p><u>Module 7:</u> Human Rights Work and Social Justice through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <p>Estimated Time to Complete: 7.25 hours</p>	<p>Read:</p> <ul style="list-style-type: none"> • 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. <i>Vox</i>. 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/ • 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 <p>Karlsson, S. G., & Jönsson, J.,H. (2020). Forced migration, older refugees and displacement: Implications for social work as a human rights profession. <i>Journal of Human Rights and Social Work</i>, 5(3), 212-222. doi:http://dx.doi.org.proxy.libraries.rutgers.edu/10.1007/s41134-020-00120-6</p>	<p>Midterm Exam</p> <p>Wrap Up: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <ul style="list-style-type: none"> • You completed your midterm is this week, on a scale from 1-5 how confident were you feeling about how you answered the questions? (with 1 being not at all confident and 5 being very confident) • Identify any strategies (1-2) you intend to change or add to be successful in this course.

<p><u>Module 8</u>: Anti-Racism and Bias through a social justice lens, which focuses on equal rights,</p>	<p>Read:</p> <ul style="list-style-type: none"> ● <i>Choose an article from:</i> Battle, D., Curran, L., & Jones, S. (2022). (Guest Eds). Challenging anti-Black racism across the social work curriculum. [Special Issue] <i>The Journal of Teaching in Social Work</i>, 42(2/3). https://www.tandfonline.com/toc/wtsw20/42/2-3?nav=tocList ● Curran, L., Battle, D., & Jones, S. (2022). Challenging anti-Black racism across the curriculum: Situating the social work legacy and moving forward. <i>Journal of Teaching in Social Work</i>, 42(2-3), 102-119. Challenging Anti-Black Racism ● Howard, C., T., & Navarro, O. (2016). Critical Race Theory 20 years later: Where do we go from here? <i>Urban Education</i>, 51(3), 253 – 273. 	<p>Threaded Discussions: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p>
<p>opportunities, and treatment by analyzing unbalanced social power systems.</p> <p>Estimated Time to Complete:</p> <p>14 hours</p>	<p>https://doi.org/10.1177/0042085915622541</p> <ul style="list-style-type: none"> ● Corley, N.A. & Young, S. (2018). Is social work still racist? A content analysis of recent literature. <i>Social Work</i>, 63(4), 317-326. https://www.researchgate.net/publication/327162633_Is_Social_Work_Still_Racist_A_Content_Analysis_of_Recent_Literature 	<ul style="list-style-type: none"> ● Is Social Work Still Racist? <p>Wrap Up: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <ul style="list-style-type: none"> ● Reflect on your threaded discussion posts. What thoughts and feelings did you experience writing this post and response to others?

	<p>Watch:</p> <ul style="list-style-type: none"> ● Color blind or Color Brave? ● Alexander Street (Producer). (2016). <i>Overcoming personal biases in social work</i> [Video file]. Retrieved from Academic Video Online: Premium database: https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C3328190 ● TEDTalks: Dr. Keith Stanley Brooks "Critical Race Theory - Fact vs. Feeling" 	
	<p>Listen:</p> <ul style="list-style-type: none"> ● Black Power, Black Liberation & Social Work: Back to the Beginning of the National Association of Black Social Workers 	
<p>Module 9: Social Work and Criminal Justice through a social justice lens, which focuses on equal rights, opportunities,</p>	<p>Read:</p> <ul style="list-style-type: none"> ● #SayHerName Report <p>Listen:</p> <ul style="list-style-type: none"> ● Singer, J. (2020). Both and or either or: Social work and policing. The Social Work Podcast retrieved from 	<p>Journal Entry: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p>
<p>and treatment by analyzing unbalanced social power systems.</p>	<p>https://socialworkpodcast.blogspot.com/2020/07/socialworkpolicing.html</p> <ul style="list-style-type: none"> ● Kids Dream Bigger w/ Armin Salek <p>Watch:</p> <ul style="list-style-type: none"> ● https://tedxseattle.com/talks/lets-get-to-the-racial-injustice/ 	<p>Wrap Up: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p>

<p>Estimated Time to Complete:</p> <p>9 hours</p>		<ul style="list-style-type: none"> ● Your virtual agency analysis is due in one week, on a scale from 1-5 how confident are you feeling about your strategies you intend to use to prepare to write it (with 1 being not at all confident and 5 being very confident) ● Describe 2-3 strategies you intend to use to complete this paper
<p><u>Module 10:</u> Social Work and Social Policy through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <p>Estimated Time to Complete:</p> <p>11.5 hours</p>	<p>Read:</p> <ul style="list-style-type: none"> ● 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. <i>American Journal Of Public Health, 107</i>(S250-S255). doi:10.2105/AJPH.2017.304002 ● Herrick, J. M. (2014, June updated; 2013, June). Social Policy: Overview. Retrieved from doi:10.1093/acrefore/9780199975839.013.607 ● Wilson, D. B., Solomon, T. A., & McLane-Davison, D. (2020). Ethics and Racial Equity in Social Welfare Policy: Social Work’s Response to the COVID-19 Pandemic. <i>Social Work in Public Health, 35</i>(7), 617-632. <p>Watch:</p> <ul style="list-style-type: none"> ● Disentangling Disproportionality in the Child Welfare System 	<p>Virtual Agency Analysis Paper through a social justice lens, which focuses on equal rights, opportunities, and treatment by engaging and reflecting through critical thinking and analyzing unbalanced social power systems. Analyze diversity and differences, privilege and oppression that shape individual and group experiences of, and perspectives on, contemporary issues. It is important to dig deeper. How exactly is the agency doing this? Who is included and who is left out? Demonstrate your understanding of the social justice issues that are being addressed by the agency.</p>

		<p>Wrap Up: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <ul style="list-style-type: none"> Your agency analysis is due this week, on a scale from 1-5 how confident are you feeling about your strategies you used to prepare to write it (with 1 being not at all confident and 5 being very confident)
<p><u>Module 11:</u> Poverty and Homelessness through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <p>Estimated Time to Complete: 5.5 hours</p>	<p>Read:</p> <ul style="list-style-type: none"> Stoeffler, S. W. (2019). Social work and poverty: A critical examination of intersecting theories. <i>Social Development Issues</i>, 41(20), 21-32. https://search.proquest.com/docview/2295417718/fulltextPDF/858949B209974E0APQ/1?accountid=13626 Aykanian, A., & Wonhyung, L. (2016). Social work's role in ending the criminalization of homelessness: Opportunities for action. <i>Social Work</i>, 61(2), 183-185. doi:10.1093/sw/sww011 Makhubele, J., Mabasa, A. & Mogorosi, L. (2018). Interfacing of Folklore as Societal Cultural Capital and Social Welfare: Implications for Practice Initiatives. <i>Southern African Journal for Folklore Studies</i> 28(1), 1-16. <p>Play:</p> <ul style="list-style-type: none"> http://www.makingtoughchoices.org/ 	<p>Threaded Discussions: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <ul style="list-style-type: none"> Social Work's Response to Poverty and Homelessness
<p><u>Module 12:</u> Social Work in Health & Mental</p>	<p>Read:</p> <ul style="list-style-type: none"> Greer, T. & Cavalhieri K.E. (2019). The role of coping strategies in 	<p>Threaded Discussion: through a social justice lens, which focuses on equal rights,</p>

<p>Health through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <p>Estimated Time to Complete:</p> <p>8.25 hours</p>	<p>understanding the effects of institutional racism on mental health outcomes for African American men. <i>Journal of Black Psychology</i> 45(5), 405–433. https://journals.sagepub.com/doi/pdf/10.1177/0095798419868105</p> <ul style="list-style-type: none"> ● 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/ ● Pockett, R., & Beddoe, L. (2015). Social work in health care: An international perspective. <i>International Social Work</i>, 60(1), 126-139. doi.10.1177/0020872814562479 ● Gee, G. C., Hing, A., Mohammed, S., Tabor, D. C., & Williams, D. R. (2019). Racism and the life course: Taking time seriously. <i>American Journal of Public Health</i>, 109(S1), S43-S47. <p>Listen:</p> <ul style="list-style-type: none"> ● Emergency Medical Responders Confront Racial Bias 	<p>opportunities, and treatment by analyzing unbalanced social power systems.</p> <ul style="list-style-type: none"> ● Institutional Racism, Mental Health, and COVID-19 <p>Wrap up: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <ul style="list-style-type: none"> ● You have received back your analysis paper. Please review the grade and any feedback you received and provide a self-reflection (a few sentences) on how you felt you did on the assignment. What additional strategies might want to use in the future when writing a paper to help you succeed in that task?
<p><u>Module 13:</u> Social Work with Families and Youth through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Roberts, D. (2020). Abolishing police also means abolishing family regulation. <i>Chronicle of Social Change</i>. https://chronicleofsocialchange.org/child-welfare-2/abolishing-policing-also-means-abolishing-family-regulation/44480 ● Bent-Goodley, T. (2017). Challenges facing today’s families and why social work matters. <i>Social Work</i>, 62(3), 197–199. doi:10.1093/sw/swx031 ● Austin, A. (2018). Transgender and gender diverse children: Considerations 	<p>Wrap up: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <ul style="list-style-type: none"> ● As we come to the close of the semester, please reflect on what you feel you have achieved in this course. Did reach your goals listed at the start of the semester? Please explain.

<p>Estimated Time to Complete:</p> <p>7.5 hours</p>	<p>for affirmative social work practice. Child and Adolescent. <i>Social Work Journal</i>, 35(1), 73–84. doi:10.1007/s10560-017-0507-3</p> <p>Watch:</p> <ul style="list-style-type: none"> ● Child and Family Social Worker 	
<p>Module 14: Aging and Disability Services through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <p>Estimated Time to Complete:</p> <p>10.25 hours</p>	<p>Read:</p> <ul style="list-style-type: none"> ● Frederick, A. & Shifrer, D. (2019) Race and disability: From analogy to intersectionality. <i>Sociology of Race and Ethnicity</i>, 5(2) 200–214. https://journals.sagepub.com/doi/pdf/10.1177/2332649218783480 ● Teater, B., & Chonody, J. (2017). Promoting actively aging: Advancing a framework for social work practice with older adults. <i>Families in Society</i>, 98(2), 137. doi:10.1606/1044-3894.2017.98.19 ● Forssell, E., Torres, S., & Olaison, A. (2015). Care managers' experiences of cross-cultural needs assessment meetings: The case of late-in-life immigrants. <i>Ageing and Society</i>, 35(3), 576-601. doi:10.1017/S0144686X13000901 ● Browne, C. V., Mokuau, N., & Braun, K. L. (2009). Adversity and resiliency in the lives of Native Hawaiian elders. <i>Social Work</i>, 54(3), 253-261. <p>Listen:</p> <ul style="list-style-type: none"> ● Black Disability, Disabled Women of Color, Empowerment, Advocacy 	<p>Final Exam</p> <ul style="list-style-type: none"> ● Opens Day 4 (Friday) and closes Day 6 (Sunday). <p>Wrap Up: through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.</p> <ul style="list-style-type: none"> ● Please list 3- 5 main concepts you have learned in this course.

Module 1 Introduction to Social Work & Social Welfare Assignment Descriptions

1. Threaded Discussion: Meet Your Classmates

Instructions: This assignment will be completed via VoiceThread. 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.

2. History of Social Work & Social Welfare Timeline

Instructions: Use the Social work – social welfare history project to:

- Create a timeline for each of the 9 eras in the history of social work and social welfare through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems and;
- Identify a social worker from each of those time periods.
- Identify two (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 (BIPOC).

Module 1: 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](https://doi.org/10.1017/S1537592717004248)

Module 2 *Generalist Practice Social Work* Assignment Descriptions

- Threaded Discussion: The Generalist Model in Social Work

Instructions: After engaging with all the content in the module, please answer the following through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems:

- 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-level social worker practitioners respond to social problems today?
- What did you learn from the videos 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.

Module 2 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 Audiopedia. (2017, October 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* Assignment Descriptions

1. Journal Entry through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.
2. Selection of Virtual (Experiential Learning or Civic Engagement) Agency through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

Module 3 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](https://doi.org/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](https://doi.org/10.1080/02615479.2017.1297785)

Module 4 *The Social Service Delivery System* Assignment Descriptions

1. Journal Entry through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.
2. Threaded Discussion: Race and Health Disparities through a social justice lens, which

Updated July 2022

focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

Instructions: Listen to Hannah-Jones (2019) and read Weller (2020) to answer the following:

- 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?

Module 4 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
 - Social Care Institute for Excellence. (July 2018) Retrieved from <https://www.scie.org.uk/assets/elearning/communicationskills/cs03/resource/html/object3/index.htm>
-

Module 5 *Values and Ethics in Social Work* Assignment Descriptions

1. Threaded Discussion: Ethics and Social Media through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

Instructions: Read the articles and websites from this module and answer the following:

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

Module 5 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 *Social Work Functions and Self-Care* Assignment Descriptions

1. Journal Entry through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

Module 6 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, M., A., 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>
- 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 7 *Human Rights Work and Social Justice* Assignment Descriptions through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

1. Midterm Exam

Module 7 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/bew133](https://doi.org/10.1093/bjsw/bew133)

Module 8: *Anti-Racism and Bias* Assignment Descriptions through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

1. Threaded Discussion: Is Social Work Still Racist?

Instructions: Engage with the content from the module and answer the following through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems:

- What are some of the ways that social workers are challenging anti-Black racism across the social work curriculum?
- What is the historical legacy of social workers challenging anti-Black racism?
- How can we identify biased, dominant worldview messages that influence the way we view the world and may adversely affect our social work practice?
- 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?
- What can social workers do to combat the structural mechanisms that perpetuate racism in the profession?

Module 8 Additional Resources:

- Battle, D., Curran, L., & Jones, S. (2022). (Guest Eds). Challenging anti-Black racism across the social work curriculum. [Special Issue] *The Journal of Teaching in Social Work*, 42(2/3). <https://www.tandfonline.com/toc/wtsw20/42/2-3?nav=tocList>
- 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
- [An Overview of Critical Race Theory](#)
- [Derrick Bell, founder of CRT](#)

Module 9 *Social Work and Criminal Justice* Assignment Descriptions

1. Journal Entry through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

Module 9 Additional Resources:

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

Module 10 *Social Work and Social Policy* Assignment Descriptions

1. Virtual Agency Analysis Paper through a social justice lens, which focuses on equal rights, opportunities, and treatment by engaging and reflecting through critical thinking and analyzing unbalanced social power systems. Analyze diversity and differences, privilege and oppression that shape individual and group experiences of, and perspectives on, contemporary issues. It is important to dig deeper. How exactly is the agency doing this? Who is included and who is left out? Demonstrate your understanding of the social justice issues that are being addressed by the agency.

Module 10 Additional Resources:

- Detlaff, A. (2014). The Evolving Understanding of Disproportionality and Disparities in Child Welfare. *Handbook of Child Maltreatment*, pp.149-168. Springer, Dordrecht.
- 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.

Module 11 *Poverty and Homelessness* Assignment Descriptions

1. Threaded Discussion: Social Work's Response to Poverty and Homelessness through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

Instructions: After engaging with the content in this module, answer the following through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems:

- How can social workers address institutional racism to address poverty and promote economic self-sufficiency?
- 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.
- Discuss the difference residual and institutional social work, as well as how social workers may stigmatize individuals and families.

Module 11 Additional Resources:

- 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* Assignment Descriptions

1. Threaded Discussion: Institutional Racism, Mental Health, and COVID-19 through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

Instructions: After engaging with the content in this module, answer the following through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

- Explain how racism and not race is the risk factor for mental health disparities.
- What is the role of social workers in supporting patients and first responders during COVID-19?

Module 12 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>
- Mfofo-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

Module 13 *Social Work with Families and Youth* Assignment Descriptions through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

Module 13 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

Module 14: *Aging and Disability Services* Assignment Descriptions through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems.

1. Final Exam: Opens Day 4 (Friday) and closes Day 6 (Sunday).

Module 14 Additional Resources:

- 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 inclusion. Retrieved from: <https://www.rutgers.edu/news/rutgers-alumna-named-national-social-worker-year>

VIII. Academic Resources

1. **Library Research Assistance: Julia Maxwell** is the social work librarian on the New Brunswick Campus. Her email is jam1148@libraries.rutgers.edu 848-932-6124; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu p. 856-225-2830. They are all available to meet with students.
2. **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.
 - a. **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-services/writing-tutoring>
 - b. **Camden Campus:** The Camden learning center provides writing assistance for BASW students on the Camden Campus: <http://learn.camden.rutgers.edu/writing-assistance>
3. **Additional Online Resources**
 - a. **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.
 - i. The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>
 - ii. APA Style Guide: <http://www.apastyle.org/learn/faqs/index.aspx>
 - b. **Purdue OWL Mechanics, grammar, organization:** <https://owl.english.purdue.edu/owl/section/1/>
 - c. **Email Etiquette for Students:** <https://owl.english.purdue.edu/owl/resource/694/01/>
4. **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.

5. 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>.