

**DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY**



**Foundations of Human Services
SWRK 101 (3 Credit Hours) – Spring 2023**

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Office Hours: TBA

Astrological Sign: Aquarius

Class Meeting Dates/Times:

All Online

1/17-5/4

Course Description:

SWRK 101: Foundations of Human Services (3 hours) meets the five learning objectives included in the Social and Behavioral Sciences Exploratory section of the Colonnade Plan. Students explore the human experience using theories of the social and behavioral sciences with an emphasis on values and ethics that form the foundation for the social work profession. This course requires students to analyze various social problems and conceptualize the ways in which individual and societal values, economic forces, and political influences impact social welfare policy development and service delivery. Through classroom interaction and service learning, students increase knowledge and self-awareness related to many aspects of diversity as it relates to social policy development, intervention and delivery of services.

SWRK 101 is conceptualized as a class that prepares students for the first semester of classes in the social work major. These classes include SWRK 301: Social Work Practice for Diversity, Equity, and Inclusion, SWRK 330: Human Behavior in the Social Environment, and SWRK 375: Social Work Practice I. These three classes begin the process of equipping future practitioners with relevant theory and competence in applying professional knowledge and skills when working with clients.

SWRK 101 has no prerequisites. The course itself is a prerequisite for admission to the social work major. Once a student is accepted into the major, SWRK 101 counts toward the 54 hours needed to complete the social work major. For more information about admission to the social work major, go to www.wku.edu/socialwork

Required Text:

Ambrosino, R., Ambrosino, R., Heffernan, J., & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction*. (8th ed.). Boston: Cengage Learning. Student Copy ISBN: 978-1-305-10190-6.

Additional readings may be posted on blackboard.

Mission Statement of Western's BSW Program:

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who can work with diverse, multi-generational populations and client systems of various sizes. The program promotes a commitment to social justice and lifelong learning in order for students to work successfully in a global society.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education:

CSWE defines Generalist Practice as the following:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (EPAS, 2015, p. 11).

Required Core Competencies for BSW Education:

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx (see pages 7 to 9).

Learning Outcomes:

Upon successful completion of this course, students should be able to:

Knowledge

1. Demonstrate professional demeanor in behavior, appearance, and communication.
2. Identify the historical foundation of the social work profession and explain how it impacts social work practice.
3. Explain various roles of the generalist social work practitioner that are used with various client systems at all levels of the ecosystem in both the domestic and global context.
4. Demonstrate an understanding of the planned change process that recognizes the challenges and resources that may impact social work practice with diverse client systems of all sizes.
5. Recognize levels of social work practice with individuals, families, groups, organizations, and communities.

Values

6. Recognize and manage personal values in a way that allows professional values to guide practice.
7. Analyze the impact of intra- and intergroup conflict on organizations and communities.
8. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create/enhance privilege and power.

Skills

9. Practice personal reflection and self-correction to assure continual professional development.

10. Apply professional values and basic ethical principles of the social work profession.

11. Illustrate an understanding of social work practice interventions.

2015 Competencies Addressed in Course	Behaviors Addressed in Course	Course Learning Outcome	Course Assignments Assessing Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 	1. Demonstrate professional demeanor in behavior, appearance, and communication.	<ul style="list-style-type: none"> AutoBio Paper Interview Paper Discussion Board Assignments Exams
	<ul style="list-style-type: none"> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 	6. Recognize and manage personal values in a way that allows professional values to guide practice.	
	<ul style="list-style-type: none"> Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication; 	9. Practice personal reflection and self-correction to assure continual professional development.	
	<ul style="list-style-type: none"> Use technology ethically and appropriately to facilitate practice outcomes; and 	10. Apply professional values and basic ethical principles of the social work profession.	

2015 Competencies Addressed in Course	Behaviors Addressed in Course	Course Learning Outcome	Course Assignments Assessing Behaviors
	<ul style="list-style-type: none"> Use supervision and consultation to guide professional judgment and behavior. 		
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 	6. Recognize and manage personal values in a way that allows professional values to guide practice. 8. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create/ enhance privilege and power.	<ul style="list-style-type: none"> AutoBio Paper Interview Paper Discussion Board Assignments Exams
	<ul style="list-style-type: none"> Present themselves as learners and engage clients and constituencies as experts of their own experiences; and 		
	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Apply their understanding of social, economic, and environmental justice to advocate for human rights at 	5. Recognize levels of social work practice with individuals, families, groups, organizations,	<ul style="list-style-type: none"> AutoBio Paper Interview Paper Discussion Board Assignments Exams

2015 Competencies Addressed in Course	Behaviors Addressed in Course	Course Learning Outcome	Course Assignments Assessing Behaviors
	the individual and system levels; and	and communities.	
	<ul style="list-style-type: none"> Engage in practices that advance social, economic, and environmental justice. 	<p>7. Analyze the impact of intra- and intergroup conflict on organizations and communities.</p> <p>11. Illustrate an understanding of social work practice interventions.</p>	
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> Assess how social welfare and economic policies impact the delivery of and access to social services. 	2. Identify the historical foundation of the social work profession and explain how it impacts social work practice.	<ul style="list-style-type: none"> AutoBio Paper Interview Paper Discussion Board Assignments Exams
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. 	3. Explain various roles of the generalist social work practitioner that are used with various client systems at all levels of the ecosystem in both the	<ul style="list-style-type: none"> AutoBio Paper Interview Paper Discussion Board Assignments Exams

2015 Competencies Addressed in Course	Behaviors Addressed in Course	Course Learning Outcome	Course Assignments Assessing Behaviors
		domestic and global context.	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. 	4. Demonstrate an understanding of the planned change process that recognizes the challenges and resources that may impact social work practice with diverse client systems of all sizes.	<ul style="list-style-type: none"> Interview Paper Discussion Board Assignments Exams

Units of Study:

Unit 1: Understanding Social Work and Social Welfare (Learning Outcomes 1, 2, 6, 8, 9, & 10)

Chapters

1. Social Welfare, Past and Present
2. Social Work and Other Helping Professions
3. The Ecological/Systems Perspective
4. Diversity and Social Justice

Exam 1 – Chapters 1 to 4

Unit 2: Social Work Practice – Methods of Intervention (Learning Outcomes 1, 3, 4, 5, 6, 7, 9, 10, & 11)

Chapters

5. Social Work Practice with Individuals, Families, and Group

6. Social Work Practice with Agencies and Communities

Chapters

- 7. Poverty, Income Assistance, and Homelessness
- 15. Social Work in the Workplace

Exam 2 – Chapters 5 to 7, 15

Unit 3: Fields of Practice and Populations Served by Social Workers (Learning Outcomes 1, 3, 4, 6, 7, 8, 9, 10, & 11)

Chapters

- 9. Mental Health, Substance Abuse, & Disability
- 10. The Needs of Children, Youth, and Families
- 11. Services to Children, Youth, and Families
- 13. Criminal Justice

Exam 3 – Chapters 9 to 11, 13

Evaluation & Grading:

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

<u>Assignment</u>	<u>Percentage of Grade</u>
Exams (3)	30 % (10 percent each)
Autobiographical Paper	25 %
Discussion Board Exercises	10 %
Interview Paper	25%
Participation/Professionalism	10 %
Total	100%

***All grades will be calculated using the weighted mean formula.**

****All Assignments must be submitted in order to pass the class!**

Grading Scale:

- A – 90 to 100
- B – 80 to 89
- C – 70 to 79
- D – 60 to 69
- F – 59 and below

The professor reserves the right to make announced changes in the course due to extenuating circumstances

Description of Course Assignments:

Examinations

Three examinations will be administered during the semester. The exams will be taken online and contain multiple choice and true/false questions.

Autobiographical Paper

SWRK 101 Autobiographical Paper Directions

Your attitudes, values, and views of ethnicity, race, gender, sexual orientation, age, and other aspects of individual's lives are influenced by your own past experiences, deeply held values and beliefs, and the environment you grew up in. The purpose of this assignment is for you to examine how you perceive yourself today (as well as what has influenced your development) so you can gain a greater appreciation of how one's socialization and past experiences impact how one views social issues and problems. This is important as a social worker and in other professions because it helps us identify biases and stereotypes that we might hold that might influence our work with others.

To assist you in writing this paper-Dr. J will model responses to each of these questions in class.

Please address each of the following seven questions:

1. What is your racial and/or ethnic identification? What are your feelings about this identification? How do others perceive your being a part of this group(s)? How does this make you feel?
2. How do you self-identify in terms of gender? What are your feelings about this gender identification? What are some positive and negative things you have experienced as a result of your gender?
3. Do you consider yourself to be upper, middle, or lower class in terms of socioeconomic status? How do you feel about this? How do others perceive you in terms of this status?
4. How did your family see itself as like or different from others families where you grew up (in terms of race/ethnicity, sexual orientation, age, gender, SES, or other variables)? How did this perception influence your view of yourself growing up?

5. What are your earliest images of color, gender, ethnicity, religion, and socioeconomic status as a factor in differences among people? How do you think that impacted how you viewed others who were different than you growing up?
6. How has your past and your upbringing influenced how you view social issues/problems such as racism, domestic violence, homelessness, child abuse, poverty, perceptions of older people, and/or homophobia? (You can pick two to focus on).
7. As a professional social worker or as a professional in another field, how (today) do you think you will interact with others different than yourself-based on your thoughtful answers to the above questions? How would you address issues pertaining to social justice as it applies to ethnicity, class, gender, sexual orientation, and other cultural variables in your proposed professional career? (Feel free to focus on one in depth).

The paper should be **6 pages minimum** (excluding cover page) and should be written in APA 7 style. Order your section headings by question numbers to make it easier for me to grade. It is perfectly fine to use first person language (e.g. I, We, They, Us) in writing this paper. Citations are **not required** unless you cite an external book or article (this is optional). Make sure to also have an APA 7 Style Cover Page.

Interview a Social Worker Paper

Along with completing an introductory human services course and learning about the social work profession, talking with practicing social workers* is an excellent strategy for learning about the social work profession.

- *Remember you are interviewing a social worker. As a social worker, **she/he must have either a BSW or MSW degree.**
- *In your paper (Social Worker Profile), please **include your social worker's phone number & email address.**

Purpose: This assignment is intended to enable students to:

1. Develop a deeper curiosity and understanding of social work and a particular role within the social services field.
2. Recognize the social, political, and economic challenges encountered by diverse populations who utilize social services and those practitioners who choose to work with them.

3. Explore the ideas, perceptions, and the field of social work through exposure to a professional practitioner who currently works in the social service arena.
4. To gain insight into how professional social workers analyze challenges before them and how they integrate theory and skills into micro and macro practice.
5. Develop understanding of values and ethics of professional practice.

Directions for the Paper:

1. Consider an area of social work that interests you: health/medical, child welfare (foster care & adoption), gerontology, policy, advocacy, law/justice, substance abuse treatment, community organizing mental health, children & families, domestic violence, administration, school social work, forensic social work, etc.
2. Select a professional practitioner who currently works in social work field.
3. Contact that person (by telephone). Very important-part of the project is the student seeking out a social worker-using contacts, social media, resources, etc.
It is not the professor's job to find the social worker for the student to interview. If you need help after making a significant effort-then I will be happy to help-but you need to try hard first.
4. Arrange an interview time (@ 1 hour in duration).
5. Prepare questions to use during interview (and probe beyond... this is your chance to utilize some basic questioning skills. Be creative and inquisitive.).
6. Confirm interview a few days prior to talking and send the questions to the interviewee prior to talking (to most effectively use the 1 hour).
7. Consider recording the interview (this will assist with your reflection paper). **If you do this- make sure you have the permission of the person you are interviewing to do so.**
8. Don't forget to send a simple handwritten thank you note to your interviewee.
9. Complete your interview reflection paper.

Required Questions (feel free to add more)

Agency Profile

- What year was the organization was founded?
- What is the mission? And, how does it influence your practice?
- How is the agency funded? Is it a for profit, nonprofit, or government agency?
- How has your agency and your social work practice been affected by the current economic climate?
- How would you classify the size of your agency (small, medium, large) and by what metric are you using to calculate this (e.g. funding, budget)?

Social Worker's Profile (include person's name, phone#, and email address)

- What is your academic background (undergraduate & graduate) education level?
- Tell me about your journey into social work. What about social work appealed to you? How did you decide that the field was for you?
- What prepared you-what experiences were vital--for the role of social worker?
- What social work experiences have you had, including practical and paid employment?
- How did you determine the area that you wanted to work in?
- What are your greatest social work skill strengths and how do you leverage these?
- What are your greatest social work skill limitations and how do you address them?
- What are your day-to-day functions as a social worker?
- What do you believe are the qualities of a good social worker?
- Do you have any particular theories that you favor or utilize?
- How do the NASW core values play into your practice?
- What are your personal organizational habits?
- What books do you recommend I read to better prepare me to be an effective social work practitioner (social work related and not)?

Use the following section headers in your paper:

- **APA 7 Style Cover Page (see Sample from Autobiography Paper)**
- **Introduction-brief summary of your paper (couple of paragraphs ok)**
- **Brief profile of the agency – brief ½ page** (i.e. the agency mission, type of agency & funding stream, relationship to the community, etc.)
- **Summary of Social Work Practitioner Interview 3-4 pages** (summarize the answers from the social worker's profile questions).
 - **Lessons Learned by Student –1 page** (describe what you learned about the profession of social work from the interview.

The paper can be written without references-however if you do use references then add a reference page.

Paper should be a **minimum of 6 pages long** (including cover page and excluding a reference page-if you have one) and should be written in APA 7 style. For further examples of APA 7 style, please see the Purdue OWL website-where there is a sample paper showing you exactly how to format the paper.

Discussion Board Exercises

Three discussion board exercises are expected of each student during the class. Students will complete discussion boards on pertinent topics in the text/from video lectures. These assignments are expected to be detailed in content (e.g. not just brief responses).

Participation/Professionalism

Attendance & Participation for this class are required. An emphasis will be placed on:

1. Engagement in Class
2. Professional Behavior (including Emails to Professor)
3. Cultural Sensitivity

The "FN" grade (failure due to nonattendance) is given for students who do not officially withdraw from a course, but who stop attending PRIOR to or on the 60% point of the semester.

Class participation is required and includes taking part in class discussions through active reading and/or written comments (Discussion Boards).

Students are expected to behave professionally in the classroom (including the online classroom), handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions and comment with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.

Other Course Requirements, Policies, & Expectations:

1. Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to use **APA 7 style format** for citing and listing references. If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.

Students are expected to submit work that is written at the college level. Students are encouraged to make use university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the instructor reserves the right to heavily penalize written work that is of poor quality. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Evidence that students have read

and thought logically and critically about topics under discussion is expected.

2. Late assignments are penalized 10% per day. Late work will not be accepted any later than 5 days after the assignment is due. Assignments are to be submitted on Blackboard (DBs) and papers are to be emailed to the professor.

All assignments must be submitted in order to pass the class (no exceptions here)!

3. Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty. This type of behavior will result in a zero for the assignment/exam and/or failure for the course.
4. This course is conducted entirely online-so it is the student's responsibility to secure a computer (and internet) that is reliable in terms of accessing and completing course assignments. **Failure to do so is not an excuse for not completing required work on time. If students encounter computer difficulties, then can call the IT Helpdesk.**

Academic Integrity

The WKU Undergraduate Catalog provides the following information in the sections on Student Conduct Policies:

<https://www.wku.edu/undergraduatecatalog/>

Specifically. . .

https://www.wku.edu/undergraduatecatalog/documents/18_19_ugrad_catalog/student_conduct_policies.pdf

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 745-6169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without the possibility of withdrawal. The faculty member may also present the case to

the Office of Student Conduct for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Other Types of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Student Conduct at (270) 745-5429 for judicial sanction.

Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see the WKU Student Handbook <http://wku.edu/handbook/>). These behaviors WILL result in a zero for the assignment/exam and/or failure for the course. This instructor reserves the right to turn in cases of plagiarism, cheating, and/or academic dishonesty to the judicial board at WKU.

Academic Support:

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

- **STUDENT ACCESSIBILITY RESOURCE CENTER**
In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.
- **WRITING CENTER ASSISTANCE**

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the web site of The Writing Center (<https://www.wku.edu/writingcenter/>) for making online or face-to-face appointments. Or call (270) 745-5719 during operating hours (also listed on the website) for help scheduling an appointment.

The Learning Center Peer Tutoring Services

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

- **LEARNING ASSISTANCE**

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, A330) provides free supplemental education programs for all currently enrolled WKU students (The Learning Center 270-745-6254). TLC @ Downing Student Union and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has four satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in FAC, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment.

- **OFF CAMPUS LIBRARY SUPPORT** The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. Turn-around time can be anywhere from a few days to two weeks, so plan ahead.

<https://www.wku.edu/library/services/access/ill/>

- **Title IX Misconduct/Assault Statement:**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>

and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA Accommodation Statement:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement on Diversity (Adopted by Dr. Gabbard from Dr. Kim Green)

Recognition and respect are core aspects of diversity, equity, and inclusion (DEI). The way we value and respond to facets of DEI is critical to our personal, academic, and professional growth. Every person in this class contributes to its diverse composition. We each contribute to the class by way of our being, values, thoughts, and experiences. While we may not always agree with or understand these factors and constructs, we are all responsible for maintaining a **respectful environment for sharing and learning**. I am committed to providing a teaching and learning environment conducive to fostering this recognition and respect!

Professor's Statement on Commitment to Students

The professor promises to give students **100 percent effort** during the semester and return Assignments in a timely manner. If you are struggling-reach out to me-I'm here to help!

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

WKU Covid Statement

All students are strongly encouraged to [get the COVID-19 vaccine](#). In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

APPENDIX 1

Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

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 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:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- 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:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 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:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective

reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.