


**WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

		
Foundations of Human Services		
SWRK 101-M71 (3 credit hours) Online		SUMMER 2016
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Class Meeting Times/Dates: May 16 – June 3, 2016		
Location: Online		

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.

You are responsible for being sure your computer is compatible with WKU blackboard. Go to this link if you want to check what is compatible. Click on “browser compatibility”.

https://blackboard.wku.edu/webapps/portal/frameset.jsp?tab_tab_group_id=303_1

Essentially, as you can see from the table, it will be best if you use one of the browsers that is certified. That includes IE 9 or 10 depending on the version of Windows being used, all versions of Firefox, Google Chrome, and most versions of Safari.

Required Text

Zastrow, C. (2014). *Foundations of human services: Social work & social welfare*. Custom Edition for Western Kentucky University. ISBN-13: 978-1-285-89013-5 or ISBN-10: 1-285-89013-2 Adapted from Zastrow, C. (2014). *Introduction to social work and social welfare: Empowering people*. California: Brooks/Cole-Thomson Learning ISBN-10: 1-285-07717-2 or ISBN-13: 971285077178

Additional readings

Kemp, A. (1998). *Abuse in the Family: An introduction*. California: Brooks/Cole-Thomson Learning. p. 221-267

Van Wormer, K. (2006). *Introduction to social welfare and social work: The U.S. in global perspective*. California: Brooks/Cole-Thomson Learning. p. 171-205

***These readings will be posted on Blackboard.

Recommended Text

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

BSW Mission Statement

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

The Council on Social Work Education 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)

2015 Competencies Addressed in Course	Behaviors Addressed in Course	Course Learning Outcomes	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	<ul style="list-style-type: none">• Recognize and manage personal values in a way that allows professional values to guide practice	<ul style="list-style-type: none">• Reflection Paper• Student Learning Assignment• Blackboard Student Discussions• Exam

	additional codes of ethics as appropriate to context;	<ul style="list-style-type: none"> Practice personal reflection and self-correction to assure continual professional development Attend to professional roles and boundaries Demonstrate professional demeanor in behavior, appearance, and communication 	
	<ul style="list-style-type: none"> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 		
	<ul style="list-style-type: none"> Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication; 		
	<ul style="list-style-type: none"> Use technology ethically and appropriately to facilitate practice outcomes; and 		
	<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; 	<ul style="list-style-type: none"> Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or 	<ul style="list-style-type: none"> Reflection Paper Student Learning Assignment Blackboard Student Discussions Exam

	<ul style="list-style-type: none"> • 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. 	<p>create/enhance privilege and power.</p> <ul style="list-style-type: none"> • Recognize and manage personal values in a way that allows professional values to guide practice 	
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 the individual and system levels; and • Engage in practices that advance social, economic, and environmental justice. 	<ul style="list-style-type: none"> • Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities • Critically analyze, monitor, and evaluate interventions 	<ul style="list-style-type: none"> • Reflection Paper • Student Learning Assignment • Blackboard Student Discussions • Exam

Learning Outcomes

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

Knowledge

- Demonstrate professional demeanor in behavior, appearance, and communication
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

Values

- Recognize and manage personal values in a way that allows professional values to guide practice
Analyze the impact of intra- and intergroup conflict on organizations and communities (Case Studies, Exams, and Environmental Justice Group Project & Presentation).
- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create/enhance privilege and power.

Skills

- Practice personal reflection and self-correction to assure continual professional development
- Critically analyze, monitor, and evaluate interventions

Units of Study	
Unit 1	Introduction, Historical Development and Understanding of Social Welfare and Poverty
	<ul style="list-style-type: none">• Zastrow – Chapter 1 – Social Welfare: Its Business, History, and Future• Zastrow – Chapter 2 – Poverty and Public Welfare• Zastrow – Chapter 3 – Racism, Ethnocentrism, and Strategies for Advancing Social and Economic Justice Exam – Unit 1
Unit 2	Services to Families and Children
	<ul style="list-style-type: none">• Zastrow – Chapter 4 – Family Problems and Services to Families• Zastrow – Chapter 5 – Problems in Education and School Social Work• Zastrow – Chapter 6 – Ageing and Gerontological Services• Kemp – Abuse in the Family: An Introduction Exam – Unit 2
Unit 3	Health and Disability
	<ul style="list-style-type: none">• Zastrow – Chapter 7 – Emotional/Behavioral Problems and Counseling• Zastrow – Chapter 8 – Health Problems and Medical Social Services• Zastrow – Chapter 9 – Physical and Mental Disabilities and Rehabilitation Exam – Unit 3
Unit 4	Substance Abuse, Criminal Justice, and International Social Work
	<ul style="list-style-type: none">• Zastrow – Chapter 10 – Drug Abuse and Drug Treatment• Zastrow – Chapter 11 – Crime, Juvenile Delinquency, and Correctional Services• Van Wormer – Introduction to Social Welfare and Social Work: The U.S. in Global Perspective Exam – Unit 4

Course Assignments

Examinations (50 points X 4 exams = 200 points) (40% of final grade)

Four examinations will be given during the course. The exams may contain multiple choice, matching, and true/false. All the exams will be open on the first day of class and they will be posted on Blackboard. *Each exam is due no later than midnight (CT) on the due date.* The exams are timed – the equivalent to 90 seconds per question. In other words, if an exam has 50 questions, you have a total of 75 minutes to complete the exam. Exams can only be taken once. Exams are to be taken individually and not as a group. No make-up exams are provided. See the course calendar for due dates. *It is your responsibility to follow the calendar and complete the tests on the due dates.*

Service Learning (50 points) (10% of final grade)

Completion of 15 hours of service learning at an *approved* social welfare service agency. *Service learning hours must be completed during the course. Credit will not be given if service-learning hours are*

completed at a site that is not approved by your instructor. Students will demonstrate an ability to understand the social problem, client group, and intervention approaches related to their service learning agency through a written assignment. Service learning hours are due when paper is submitted. Verification of service learning by a family member or friend will not be accepted. You cannot do your service learning at a place of employment without special approval by your instructor. All service learning hours must be completed, no partial credit. The agency will be contacted to verify completion of hours in addition to submission of verification form. *Instructor MUST approve this agency before you begin your hours.* Day Care Centers are not approved unless it is a Head Start program.

Reflection Paper- Service Learning (100 points) (20% of final grade)

Students will complete a reflective paper on their service learning experience. The paper will integrate the learning concepts, terms and understanding of the social problem and impact of Social Services on client systems. Specifically, the student will process their activities and observations, be able to identify and discuss the service and client component of the agency structure, and identify intervention approaches. Research and discussion of specific social problem will be included in this paper. Minimum of a 5-page paper required. Further information on the specifics of this assignment will be posted on Blackboard. No papers will be accepted after the last day of class. 10% deduction per day penalty for papers submitted late. *You will not get credit for your paper if service learning is unable to be verified.*

Chatroom/Bulletin Board Participation (10 points X 3 questions = 30 points) (6% of final grade)

Course learning methods will stress student discussion. Students are expected to respond to discussion questions related and integrate learning from readings. Each discussion question is worth 10 points. A rubric for discussion is posted on blackboard. You are to answer the questions posed and respond to at least two other student postings. *You have 48 hours to post your two responses to posting from the discussion board due date. Late work will not be accepted without written excuse approved by instructor.*

Online Experiential Activities (25 points X 2 activities = 50 points) (10% of final grade)

Components of the class will also consist of online activities in addition to on-line discussions.

Professionalism (70 points) (14% of final grade)

See Professionalism rubric.

Course Assignments

Examinations	200 points (40%)
Service Learning Hours	50 points (10%)
Reflection Paper – Service Learning	100 points (20%)
Chatroom/Bulletin Board Participation	30 points (6%)
Online Experiential Activities	50 points (10%)
Professionalism	<u>70 points (14%)</u>
Total	500 points

Grading Scale

90 – 100 points A

80 – 89 points	B
70 – 79 points	C
60 – 69 points	D
Below 60 points	F

Course Requirements, Policies, & Expectations:

Please note the following general guidelines concerning shared responsibilities of the instructor and students in this course:

1. Students should submit assignments by e-mail or Blackboard by 11:59pm (CT) on the due date. All times are on Central Time. You may submit assignments early. No partial credit given for the completion of the Service Learning assignment. A 10% deduction from the student's final grade for each day an assignment is late (including weekends) and no assignment is accepted after three days. No assignment will be accepted after the last day of class. No makeup opportunities for late exams. Discussion board assignments and activities are due on the due date and will not be accepted late. No work to be submitted in WordPerfect.
2. The instructor reserves the right to make announced changes in course requirements and assignments due to extenuating circumstances. The course schedule may be revised according to the time structure of the class. Students will assume responsibility for their own learning by being prepared for discussions, activities and exams. You are expected to complete all readings and assignments on time. You are responsible to referring to the timeline that will be provided to you at the beginning of class.
3. Students are expected to take exams when offered and to be sure their computer is compatible with WKU Blackboard.
4. You should have a back up computer available to you in case you are having computer difficulties that contributes to incomplete assignments. Please follow instructions to be sure your computer is compatible for tests. This is your responsibility to be sure this is done. The exams will be open on the Blackboard course during a set time. You will need to allow enough time to take the exam during the period offered. You are urged not to wait until the last minute to complete assignments. Unexpected computer problems may interfere with completing your assignment in a timely manner.
5. Falsifying volunteer experiences in any way will result in an "F" for your final grade and is considered for referral for academic dishonesty.
6. You are expected to participate in all online discussion activities. These are graded activities.
7. You are expected to post your own work and constructively critique postings of two other students for each chapter. Criteria for grading will be provided in a supplement to the syllabus and posted on Blackboard.
8. All assignments and postings are due by 11:59pm (CT) on the day specified.
9. You will be expected to spell check all written assignments.
10. No incompletes will be given in this class except for extreme circumstances and the instructor have given prior approval.
11. All email should be sent with "101" in the subject heading
12. All written material assignments should be posted via Blackboard unless instructed otherwise.

Technology Management

You are responsible for managing the technology needed for this class. It is your responsibility to be sure you have the software that is compatible to the University. Standard e-mail and knowledge of how to use Blackboard technology is necessary. WKU offers tutorials for all necessary tasks and it will be your responsibility to access these if you are not familiar with the basic technology needs for the class. It is your responsibility to have your computer and related equipment working properly. Not submitting an assignment or completing an exam due to equipment problems on your end is not an excuse for late or incomplete work. You should always have access and means to use another computer in case you have difficulty. Online classes require more dedication, self-motivation, organization, and planning than most traditional classes.

A supplement will accompany this syllabus. This supplement will outline important, tentative dates and assignment descriptions.

Academic Integrity

The WKU 2015-2016 Undergraduate Catalog (<https://www.wku.edu/undergraduatecatalog/>) provided the following information in the section on Student Life Policies.

Academic Offenses

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 Ombudsman Officer 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 possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs 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 Type of Academic Dishonesty

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

Professionalism and Attendance Rubric- 100 pts

Expectation	Evidence					Score
	5	4	3	2	1	
Engagement In Class	Student proactively contributes to class AND small group by offering ideas and asking questions more than once per class.	Student proactively contributes to small group activities, and contributes to class at least once every other class meeting.	Student contributes to every small group but only contributes to class every 3 rd class, on average.	Student occasionally contributes to small group and class by offering ideas and asking questions OR occasionally dominates the discussions in small group or class.	Student rarely or never contributes to class by offering ideas and asking questions.	/25
Listening Skills	Student listens to others and consistently incorporates or builds off of others ideas.	Student usually listens & incorporates or builds off of the ideas of others (i.e., comments are generally informed but may lack comprehensiveness).	Questions or comments occasionally indicate student has not been listening (i.e., comments may be marginally informed).	Questions or comments sometimes indicate student has not been listening (i.e., comments may be uninformed).	Questions or comments frequently indicate student has not been listening (i.e., comments may be spontaneous and uninformed)	/25

Expectation	Evidence					Score
Behavior	Student never displays disruptive behavior during class or only a very minor incidents. Phone is never a distraction.	Student has 2-3 minor incidents of disruptive behavior OR Engages in side conversations 1-2 times. Phone is never a distraction.	Student has met criteria listed on left AND has left class on more than 2 occasions without indicating a reason to instructor OR uses phone on rare occasions.	Student is often using phone OR engaging in side conversations OR has gone in and out of class on more than 3 occasions.	Student is often distracted by phone AND engaging in side conversations OR has gone in & out of class 4 or more times.	/25
Cultural competence	Student always demonstrates openness to cultural differences AND uses affirming, strengths-based language in oral and written communication.	Student almost always demonstrates openness to cultural differences AND uses affirming, strengths-based language in oral and written communication	Student occasionally demonstrates a closed view of cultural differences OR uses deficit-based language in oral and written communication BUT works to correct this when provided with feedback.	Student occasionally demonstrates a closed view of cultural differences OR uses biased/stereotypical language in oral and written communication BUT works to correct this when provided with feedback.	Student repeatedly demonstrates a closed view of cultural differences, uses deficit-based, or biased/stereotypical language in oral and written communication AND fails to correct this when provided with feedback.	/25
						/100

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](#) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on the website) for help scheduling an appointment.

Learning Assistance at The Learning Center (270.745.6254 or <http://www.wku.edu/tlc/>)

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. 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.

- TLC @ DUC
 - Sunday 4:00 pm – 9:00 pm
 - Monday – Thursday 8:00 am – 9:00 pm
 - Friday 8:00 am – 4:00 pm
- TLC @ FAC
 - Monday – Tuesday 1:00 pm – 7:00 pm
 - Wednesday – Thursday 9:00 am – 5:00 pm
 - Friday 2:00 pm – 4:00 pm
- TLC @ Keen
 - Sunday – Thursday 6:00 pm – 11:00 pm
- TLC @ McCormack
 - Sunday – Thursday 6:00 pm – 11:00 pm

- TLC @ PFT
Sunday – Thursday 6:00 pm – 11:00 pm
(PFT residents and their guests only)

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. For further information, go to: http://www.wku.edu/library/dlps/ext_camp.htm Turn-around time can be anywhere from a few days to two weeks, so plan ahead

Disclaimer

Instructor reserves the right to change dates for activities and assignments as needed.

SWRK 101-M71 (Online)
Class Schedule
Summer 2016

Due to the class being condensed, there are no assignments accepted late. I urge you not to wait until the last minute to complete your work. You should have a backup computer available to use so that lack of computer access is not a reason given for incomplete work. Do not complete work in WordPerfect. My contact information is on the syllabus. Be sure to follow directions to make your computer compatible to WKU blackboard. Information is posted on syllabus and through IT. This is your responsibility.

Week One	Topic & Assignments	Due Date
Monday, May 16	<ul style="list-style-type: none"> • Introductions, questions, class orientation. • Read syllabus & course calendar • Read Zastrow, chapter 1 • Review PowerPoint and other supportive material posted on Blackboard. • Begin pursuing service learning opportunities if you have not done so already. Make plans to begin. List of possibilities and social service agencies are posted under assignments. These are placement options that in the past have agreed to provide opportunities for students. You are not limited to these sites. You can complete your service learning in your own community. Some of these locations require you to complete criminal records checks, so, due to our limited time in the summer term, you may want to avoid these agencies. • Partial credit for incomplete service learning hours is not provided. You are expected to complete all the hours and provide proof of completion by the due date. I must approve all sites. The services are linked to the reflection paper. The two assignments make up a significant portion of your grade, so, be sure to read the paper requirements before selecting a service learning site. Failure to complete the service learning activity means you are unable to complete the reflection paper. You will not receive credit for paper if you service learning are not verified. 	<ul style="list-style-type: none"> • Introduction on Blackboard due by 11:59pm (CT)
Tuesday, May 17	<ul style="list-style-type: none"> • Read Zastrow, chapter 2 • Poverty Assignment 	<ul style="list-style-type: none"> • Poverty assignment due by 11:59pm (CT)
Wednesday, May 18	<ul style="list-style-type: none"> • Read Zastrow, chapter 3 • Blackboard Discussion Question #1 	<ul style="list-style-type: none"> • Complete discussion question 1 by

	<ul style="list-style-type: none"> Final approval of service learning site 	<ul style="list-style-type: none"> 11:59pm (CT) Obtain approval for service learning site.
Thursday, May 19		<ul style="list-style-type: none"> Complete Exam 1 by 11:59pm (CT)
Friday, May 20	<ul style="list-style-type: none"> Read Zastrow, chapter 4 Provide at least two responses to discussion question 1 on Blackboard 	<ul style="list-style-type: none"> Complete responses to discussion question 1 by 11:59pm (CT)

Week Two	Topic & Assignments	Due Date
Monday, May 23	<ul style="list-style-type: none"> Read Kemp (posted on Blackboard) Blackboard Discussion Question #2 	<ul style="list-style-type: none"> Complete discussion question 2 by 11:59pm (CT)
Tuesday, May 24	<ul style="list-style-type: none"> Read Zastrow, chapter 5 Provide at least two responses to discussion question 2 on Blackboard 	<ul style="list-style-type: none"> Complete responses to discussion question 2 by 11:59pm (CT)
Wednesday, May 25	<ul style="list-style-type: none"> Read Zastrow, chapter 6 	<ul style="list-style-type: none"> Complete Exam 2 by 11:59pm (CT)
Thursday, May 26	<ul style="list-style-type: none"> Read Zastrow, chapter 7 	
Friday, May 27	<ul style="list-style-type: none"> Read Zastrow, chapter 8 Ethics Assignment 	<ul style="list-style-type: none"> Complete Ethics assignment by 11:59pm (CT)

Week Three	Topic & Assignments	Due Date
Monday, May 30	<ul style="list-style-type: none"> Read Zastrow, chapter 9 	<ul style="list-style-type: none"> Complete Exam 3 by 11:59pm (CT)
Tuesday, May 31	<ul style="list-style-type: none"> Read Van Wormer (posted on Blackboard) Blackboard Discussion Question #3 	<ul style="list-style-type: none"> Complete discussion question 3 by 11:59pm (CT)
Wednesday, June 1	<ul style="list-style-type: none"> Read Zastrow, chapter 10 Verification of Service Learning Hours Service Learning Reflection Paper 	<ul style="list-style-type: none"> Provide verification of service learning hours by 11:59pm. Service Learning Reflection paper due by 11:59pm (CT)
Thursday, June 2	<ul style="list-style-type: none"> Read Zastrow, chapter 11 Provide at least two responses to discussion question 3 on Blackboard 	<ul style="list-style-type: none"> Complete responses to discussion question 3 by 11:59pm (CT)
Friday,		<ul style="list-style-type: none"> Complete Exam 4 by

June 3		11:59pm (CT)
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All class schedules, activities, and calendar are subject to change in the event of extenuating circumstances.

Appendix
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 l