

Colonnade Program Course Proposal: Exploration Category
SWRK 101 Proposal

1. The Department of Social Work plans to offer SWRK 101- Foundations of Human Services to meet the Social and Behavioral Sciences requirement under the Exploratory Category.

2. SWRK 101 will meet the specific learning objectives of Social and Behavioral Sciences by meeting each of the following objectives

Social and Behavioral Sciences (3 hours)

LEARNING OBJECTIVE 1: Demonstrate knowledge of at least one area of the social and behavioral sciences.

Students in SWRK 101 will be introduced to the fields of social welfare, social work and human services and will be able to define these terms and understand their relationship to such other disciplines as sociology, psychology, and economics. Students will acquire knowledge of the historical development of social welfare, social work and various social services. Students leave the class with the knowledge and understanding of current programs and policies on poverty, substance abuse, mental health, aging, criminal and juvenile justice, family service, domestic violence, health, and disabilities. The goal of developing an understanding of society and human behavior as it relates to these social issues is accomplished through a review of the broad and diverse array of social services. Attention is given to major social institutions and the distribution of resources to public and private service delivery systems.

Student interest in social welfare, human services and social work is promoted by completion of service learning in the field of social welfare and social work. By completing 15 hours of service learning at an approved social service agency students gain an understanding of the social service process and how it helps people increase their personal, interpersonal, socioeconomic and political strength by improving their circumstances. The experiential component of the course also helps students understand how the process of empowerment applies to work with individuals, families, organizations, and communities.

LEARNING OBJECTIVE 2: Apply knowledge, theory and research, ethics to analyze social problems.

Theory and practice in the fields of Social Work and Human Services form the core content of the course. Students will integrate professional knowledge and values; they will learn to engage in critical evaluation processes used by human services disciplines/professions in understanding social problems, intervention and service delivery, and areas of practice across different setting and client systems. Students will understand theories of poverty and the effects of poverty on society;

they will also develop an understanding of the strengths and empowerment perspectives of social work and apply them to situations of poverty. They will identify, compare and contrast key societal and social work values and ethics and identify the importance of those values in the practice of social service delivery. They will be able to identify and understand theories related to other social problems such as domestic violence, substance abuse, aging, criminal and juvenile justice and mental health.

Students will demonstrate a beginning understanding of the impact of individual and societal values on individual citizens, social policies, and program development. Students will recognize how oppression and discrimination affect individuals, communities and the social welfare system as a whole, while also understanding how societal values, economic forces and political influences positively impact social welfare policy development.

Students will understand the value base of the profession and its ethical standards and principles and develop an understanding of the ways in which values affect professional practice, in both individual and societal settings. Students will examine their own value system and develop an understanding of the implications of their value system on professional practice. Students will identify and analyze ethical dilemmas.

LEARNING OBJECTIVE 3: Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes the human experience.

Students will demonstrate knowledge of the importance of professional practice with respect to client's color, culture, ethnicity, family structure, gender, race, national origin, religion, and sexual orientation. Students will recognize and understand the disparity in social services resulting from discrimination and oppression and demonstrate an understanding of the impact of discrimination and oppression of minority groups as related to the configuration of social problems and delivery of services. Students, through their service learning, will observe how their agency delivers service to diverse client populations. Through a written assignment and class discussion they will reflect, discuss, and analyze what they have observed. Students will discuss and become aware of how their values and the values of ethnic sensitive practice are important to delivery of service and competent professional practice. Students will begin to articulate an understanding of the importance of the selection and application of appropriate service across diverse settings.

Students will acquire (a) an international perspective of social problems and (b) recognition of social services on a global basis by exploring national and international issues of equal rights and social welfare. They will be able to articulate the impact of racism and discrimination and how it severely damages the promotion of human rights worldwide.

Students will identify strategies to combat discrimination, oppression and economic deprivation while demonstrating a beginning respect for diversity and a

beginning understanding of the importance of ethnic sensitive practice and cultural competency for professionals, who work with diverse, multi-generational populations and client systems of various sizes. Upon completion of the course students' knowledge and self-awareness, toward all aspects of diversity, will have increased, particularly as it relates to social policy development, intervention, and delivery of services

LEARNING OBJECTIVE 4: Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal and public importance.

Students will examine major social institutions for the purpose of recognizing the inequalities in the distribution of resources and also the importance of efforts to promote social justice on a national and international level. They will identify key historical events that have had an impact on the development of social welfare programs.

Through the completion of their service learning students will explore and identify diverse populations served. Upon completion of their service learning project, they will display beginning development of a professional commitment to the common good. Students will recognize strategies for advancing social and economic justice including mass media appeals; increased interaction among races; civil rights legislation; organized activities on the part of citizens, such as marches and protests; and affirmative action programs. Students will identify gaps in service and strategies for advancing social and economic justice.

LEARNING OBJECTIVE 5: Communicate effectively using language and terminology germane to at least one area of the social and behavioral sciences.

Students will effectively communicate, both in writing and through structured classroom discussion, an understanding of the topics and issues addressed in the course. Specific to their service learning, each student will describe events and insights gained in his or her service learning experience, and relate this to concepts and principles acquired in class. This assignment is a written assignment in the form of a major paper. Included in the assignment are such topics as identification and description of the services offered by the agency, the agency mission, and personal reflection on service delivery that demonstrates an understanding of funding and also the related social problems. Written assignments will follow APA format and include a literature review of the identified social problem addressed by the agency.

Students will participate in several in-class activities requiring them to demonstrate their oral skills in order to effectively communicate with other students to achieve the specific outcomes related to the particular class assignment. Students reflect on chapter learning through classroom discussions but also participate in, and further reflect on group activities such as the privilege walk, health and ethics committee simulation and budgeting worksheet. Reflection and

guided discussion also occur after presentations by guest speakers and the viewing of videos.

3. Syllabus statement of learning outcomes for SWRK 101.

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.

4. Assessment of learning objectives.

For SWRK 101, the assessment of course objectives will occur through three assessment means.

A. Class attendance including individual and group work exercises and discussion.

Class attendance is integrated into the assessment process. As many teaching tools include not only lectures, but also classroom discussion and experiential activities attendance is considered an essential component of learning. Lack of attendance results in students missing this content.

At the end of each year, instructors will report attendance results. It will be expected that 50% of the students will miss no more than 2 classes on a two day a week class schedule or 3 on a three day class schedule. Throughout the year 80% will miss no more than 4 for a two-day a week schedule or 5 for a three-day schedule. If attendance records are higher after a year's review, faculty will discuss and develop a plan to amend this assessment tool. If a student does not regularly attend class their content knowledge will be affected.

B. Service Learning

Students will, through their 15 hours of service learning, be exposed to a social service agency and be able to develop an understanding of the social problem addressed through the service learning agency and understand the impact of the structure of social service organizations and social problems addressed through the mission of the agency. Completion of the full 15 hour at an approved agency will be

an ungraded element of the assessment process. No partial credit is given. It is expected that 95% of the class will complete their service learning hours.

Once a year the faculty that teach SWRK 101 will submit to the lead faculty the percentage of students completing the service learning hours and if there is less than 95% completion the faculty will meet to discuss the trends for service learning and strategize methods for getting students to complete their service learning hours.

C. Service Learning paper

With service learning exposure, students will articulate their understanding and learning through a written paper, which requires a literature review and integration of their research and critical reflections. Students, in written form, identify appropriate, relevant, and current information that reflects learning from service work making reference to activities, external readings, and related social problem topics. Students also articulate their observations on how their agency delivers service to diverse client populations. Students will be assessed on APA format, grammar and syntax, content, and learning outcomes.

At the end of the year scores from all papers will reflect 95% of students will complete the service learning requirement and of those students 80% of students will receive a satisfactory assessment.

5. The Department of Social Work plans to offer three sections of SWRK 101 each semester with one course offered during each Winter and Summer session.

6. Sample syllabus attached.

WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SWRK 101

Instructor:

Office:

Term:

Class/Hour:

Phone:

Class Location:

Fax:

Office Hours:

E-mail:

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.

Required Text:

Foundations of Human Services: Social Work & Social Welfare

Sub Title: Custom Edition for Western Kentucky University

Zastrow, C. (2010). Introduction to social work and social welfare: Empowering people.

California: Brooks/Cole-Thomson Learning

Additional readings:

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

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

These additional readings will 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.

Goals:

Program Goal 1: To prepare generalist social workers who are culturally competent and adept at integrating professional knowledge, values, and skills for practice with diverse populations and multigenerational client systems of various sizes.

Program Goal 2: To foster a respect for diversity and a commitment to the common good through the advancement of social justice.

Program Objectives:

Program Objective 1 Apply critical thinking skills within the context of professional social work practice.

Program Objective 2 Understand the value base of the profession and its ethical standards and principles, and practice accordingly

Program Objective 3 Practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, racial status, national origin, race, religion, sex, and sexual orientation.

Course Objectives:

Course Objective 1 Students will be introduced to and acquire knowledge of the historical development in the fields of social welfare, social work and human services and will be able to define these terms and understand their relationship to such other disciplines as sociology, psychology, and economics. They will develop an understanding of society and social issues.

Course Objective 2 While integrating professional knowledge and values; students will demonstrate competency in the critical evaluation of current programs, service delivery and policies on poverty, substance abuse, mental health, aging, criminal and juvenile justice, family service, domestic violence, health, and disabilities. They will be able to identify and understand theories related to social problems while demonstrating a beginning understanding of the impact of individual and societal values on individual citizens, social policies, and program development.

Course Objective 3: Students will demonstrate beginning competency in selecting and applying appropriate services across diverse settings and client systems while developing an understanding of the impact of individual and societal values on individuals, communities, and the social welfare system. Students will develop a beginning cultural competence and respect for diversity.

Course Objective 4: Students will recognize the inequalities in the distribution of resources and the importance of efforts to promote social justice on a national and international level. Students will identify gaps in service and strategies for advancing social and economic justice and recognize strategies for advancing social and economic justice while exploring their values and the importance to ethnic sensitive practice and competent professional practice.

Course Objective 5: Students will effectively communicate, both in writing and through structured classroom discussion, an understanding of the topics and issues addressed in the course.

UNITS OF STUDY

Unit I Introduction, Historical Development and Understanding of Social Welfare and Poverty (Course Objectives 1, 2, 3, 4, 5)

Assigned Text Readings

Zastrow, C. (2010). Chapter 1 – Social welfare: Its business, history and future. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 2 – Poverty and public welfare. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 3: Racism, ethnocentrism and strategies for advancing social and economic justice. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Exam 1 over Unit I

Unit II Services to Families and Children (Course Objective 1, 2, 3, 4, 5)

Assigned Text Readings

Zastrow, C. (2010). Chapter 4– Family problems and services to families. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 5– Problems in education and school social work. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Additional Assigned Reading:

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

Exam 2 will be over Unit II

Unit III Health and Disability (Course Objectives 1, 2, 3, 4, 5)

Assigned Text Reading

Zastrow, C. (2010). Chapter 6 – Emotional/behavioral problems and counseling. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 7- Health problems and medical social services. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 8 - Physical and mental disabilities and rehabilitation. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 9 - Drug abuse and drug treatment. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Exam 3 over Units III

Units IV Criminal and Juvenile Justice and Aging (Course Objectives 1,2,3,4,5)

Assigned Text Readings

Zastrow, C. (2010). Chapter 10- Crime, juvenile delinquency, and correctional services. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Zastrow, C. (2010). Chapter 11 - Aging and gerontological services. In Introduction to social work and social welfare. California: Brooks/Cole-Thomson Learning.

Assigned additional reading:

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.

Final Exam over Units IV

Grading Scale:

A final course grade will be based upon the total number of points accumulated by a student on the above evaluations.

A =	180 - 200	D =	120 - 139
B =	160 - 179	F =	119 or less
C =	140 - 159		

Paper Point Values

A=27-30
B=26-24
C=23-21
D=20-18
F=18 or less

Description of Course Assignments:

Examinations - 4 (25 points each, 15% of grade for each exam, 60% of final grade)

Four examinations will be given during the course. The exams may contain multiple choice, matching, and true/false. You will be given several days to complete these exams. They will be posted on blackboard. No make-up exams unless a written excuse approved by the instructor is provided. See calendar for dates. It is your responsibility to follow the calendar and complete the tests on the due dates.

Service Learning - (20 points-10% of final grade) Ungraded. All hours must be completed, no partial credit. The agency will be contacted to verify completion of hours in addition to submission of verification form. You must receive approval in the selection of your agency before you begin your hours. Day Care Centers are not approved unless it is a Head Start program.

Completion of 15 hours of service learning at an **approved** social welfare service agency. **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 identify an ability to understand the social problem, client group and intervention approaches related to this agency through written assignment. 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.

Paper- Service Learning (30 points – 15% of the 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, 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, 1 point per day penalty for papers submitted late. You will not get credit for your paper if service learning is unable to be verified.

Chat room/bulletin board participation - (30 points, 15% of final grade)

Course learning methods will stress student discussion. Students are expected to respond to discussion questions related to each chapter. 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. **Late work will not be accepted without a written excuse approved by instructor.**

On-line experiential activities – 2 (10 points each – 20 pts - 10% of final grade)

Components of the class will also consist of on line activities in addition to on-line discussions. **PLEASE DO NOT SUBMIT ANY WORK IN WORD PERFECT.** You will be given several days to complete these assignments. Late work will not be accepted without written excuse approved by instructor.

Course Requirements, Policies, & Expectations:

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

- 1) **LATE WORK** -Students should submit paper assignments by e-mail, mailbox, or blackboard by midnight on the due date. You can also submit by fax, mail or you can drop and put in my mailbox at AC 211. You may submit assignments early. **NO PARTIAL CREDIT** given for the completion of the Service learning assignment. One (1) point deduction from the student's final grade for each day the paper is late, **including weekends**. No assignment will be accepted after the last day of class. No make- up opportunities for late tests unless excused. Make-up exams may be essay and required to be taken on campus. Discussion board assignments and activities are due on the due date and will not be accepted late without an approved excuse by the instructor. No work to be submitted in work perfect.
- 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.
- 3) 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 time-line that will be provided to you at the beginning of class.
- 4) Students are expected to take exams when offered and to be sure their computer is compatible with WKU blackboard. Instructions are posted on Blackboard.
- 5) 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 posted on blackboard to be sure your computer is compatible for

tests. This is your responsibility to be sure this is done.

Rescheduling exams will be considered on an individual basis and only allowed if instructor is notified prior to exam **date and provided with a written excuse**. Make-up exams may be essay exams and required to be completed on campus. 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.

- 6) Falsifying volunteer experiences in any way will result in an "F" for your final grade.
- 7) You are expected to participate in all online discussion activities. These are graded activities. A rubric is provided.
- 8) 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.
- 9) All assignments and postings are due by 11:59 pm on the day specified. DO NOT USE WORD PERFECT.
- 10) You will be expected to spell check all written assignments.
- 11) No incompletes will be given in this class except for extreme circumstances and the instructor has given prior approval.
- 12) All e-mail should be sent with "101" in the subject heading.
- 13) All written material assignments should be posted via blackboard unless instructed otherwise.
- 14) Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (please see the WKU Student Handbook). This type of behavior will result in a zero for the assignment/exam and/or failure for the course. Falsifying your service learning is considered cheating.

Technology Management

PLEASE READ

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.

STUDENT DISABILITY SERVICES

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 270.745.5004.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

LEARNING ASSISTANCE AT WKU

The Learning Center (TLC) is located on the main campus in the Academic Advising and Retention Center, DUC-A330. Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide you with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct you to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, call 745-6254 or stop by DUC A330. Log on to TLC's website at www.wku.edu/tlc to find out more.

The Glasgow campus also has a Resource Center. Contact Glasgow campus for details.

Students are also encouraged to make use of the **Writing Center** located at three locations on campus:

- **Cherry Hall**
- **Helm Library**

- **The Learning Center**
Call 745-5710 for hours of operation.

Subject to change under extenuating circumstances.

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