SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

Course title:	Introduction to Social Work Practice
Course #/term:	[590,006], [Fall 2020]
Time and place:	Wednesdays, 9:00 am - 12 pm, Online
Credit hours:	1
Prerequisites:	N/A
Instructor:	Mary Eldredge, MSW, LMSW
Pronouns:	She, her, or they
Contact info:	**Email:** hedgem@umich.edu **Phone:** 517-518-1132 text/talk
	You may expect a response within 48 hours, excluding weekends and holidays
Office:	2660B
Office hours:	Monday - Friday (8 am - 4 pm) and by appointment

Any student who feels that they may need an accommodation
for any sort of disability, please make an appointment to see me.

1. Course Statement

a. Course description

Introduction to Social Work Practice will prepare students to successfully approach both social work education and social work practice. The course will introduce social work students to key social work ideas, values, concepts, and skills, including the code of ethics, social work's grand challenges and P.O.D.S. (privilege, oppression, diversity and social justice). Students will be oriented to social work education at the University of Michigan, including how professional graduate education may differ from past educational experiences, specialization options available, and the role of lifelong learning. Students will be introduced to a professional portfolio that they will use throughout their time in the program.

b. Course objectives and competencies
- Understand emerging forms of technology and the ethical use of technology in social work practice (Essential 26, EPAS 1)

- Know the grand challenges of social work (Essential 31; EPAS 2)
- Understand the importance of ethical practice including the role of the NASW Code of Ethics and others, and relevant laws and regulations that may impact practice (Essential 36; EPAS 1)
- Recognize, set and maintain appropriate boundaries (Essential 40; EPAS 1, 6)
- Learn how to collaborate professionally and interprofessionally (teamwork), including the appropriate use of multi-directional communication (Essential 41; EPAS 1, 6, 8)
- Enhance emotional intelligence (Essential 42; EPAS 1)
- Develop skills for professional resiliency (Essential 43; EPAS 1)
- Understand frameworks of ethical decision making and how to apply critical thinking to those frameworks in practice, research and policy arena (Essential 44; EPAS 1)

c. Course design

This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, individual and group exercises.

d. Course Relationship to P.O.D.S.

This course will introduce students to P.O.D.S. (privilege, oppression, diversity and social justice) as the framework through which social work education and practice can be viewed. Students will explore how these concepts manifest in social work practice, including in such places as the grand challenges or the code of ethics.

This course integrates P.O.D.S. content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate P.O.D.S. learning.

2. Class Requirements

a. Text and class materials

There is no textbook for this class. All readings for this course will be copied or linked, and made available on Canvas – the University online course management system. Information and instruction on how to use Canvas is already provided by the university; therefore, no class time will be devoted to instruction on how to use this system.

Students are expected to have completed all assigned readings prior to class, as these will serve as the basis for class discussion, activities, assignments, quizzes and examinations.

b. Class schedule

Topics may be modified throughout the course, but ample notice will be provided. Refer to Canvas for the most updated class schedule.

Date/Time	Topic	Readings and Assignments Due
Week 1 Sept. 9	Lesson 1: Course Welcome and Overview	Readings: Noted on Canvas Assignments: None
Week 2 Sept. 23	Lesson 2: Core Values of Social Work	Readings: Noted on Canvas Assignments: ● Discussion prompt ● Master Assignment, Milestone 1
Week 3 Oct. 14	Lesson 3: Centering Justice	Readings: Noted on Canvas Assignments: ● Discussion prompt ● Master Assignment, Milestone 2
Week 4 Nov. 4	Lesson 3: Preparing to Practice Social Work	Readings: Noted on Canvas Assignments: ● Discussion prompt ● Master Assignment, Milestone 3
Week 5 Dec. 2	Lesson 3: Professional Portfolios	Readings: Noted on Canvas Assignments: ● Letter to yourself ● Master Assignment, Milestone 4
Post Week 5	Portfolio Due: 12/11/20	Readings: None Assignments: ● Portfolio

c. Assignments

There are three categories of assignments for this class. The major assignment is a "What, So What, Now What" reflection assignment with a series of milestones. The second are regular, brief assignments, usually (but not always) taking the form of online discussions through Canvas. The third is the initiation of your portfolio. Each of these three are described below.

1. Master Assignment: Social Work Ethical and Professional Behavior

Assignment Summary: The master assignment for the Introduction to Social Work course is a set of cumulative, reflective responses that will result in a final paper related to social work ethical and professional behavior. It will use the *what, so what, now what* format. The assignment will span the semester, with milestones throughout the semester.

a) Milestone 1 (10 points)
   Due: September 18/5pm

   Describe why you selected social work as a profession. To help you, consider:
   ● Why social work rather than a different helping profession
   ● What it was about the profession of social work that differentiated it and influenced your selection.

   Suggested length, 1 page single-spaced.

b) Milestone 2: *What* (10 points)
   Due: October 9/5pm

   The purpose of this milestone is to think about the values and ethics that drew you to social work or the type of social work you want to practice. Write a reflective essay about your values and ethics. Specifically, what social work values and ethics apply to your decision to become a social worker, and/or the decision about the area of social work in which you would like to practice. Rely heavily on course content, including a thoughtful integration of lectures and readings, to identify these values and ethics and how they might be relevant to this area of practice. Move beyond simply listing them, but rather, dig in, describe, and provide a context for the anticipated application of these values in practice.

   Suggested length, 1 page single-spaced.

c) Milestone 3: *So what* (10 points)
   Due: October 30/5pm

   The purpose of this milestone is to think about why values and ethics matter and how they are put into practice around us. Use the following questions as a guide:

- Now that you have spent some weeks in the social work program, how have the values and ethics you identified in Milestone 2 further emerged as important/relevant?
- How have you seen them play out in class? In relationships with others in the School? At work? In social situations? In the news?
- Why and when do they matter?

Suggested length, 1-2 pages single-spaced.

d) Milestone 4: *Now what* (10 points)
Due: November 24/5pm

The purpose of this milestone is to take your reflections on your values to the next level and start thinking about future growth. The Code of Ethics discusses our ethical obligations to our clients, our colleagues, our profession and our employers. As you reflect on your responses to the questions above:
- What are some next steps for you in your learning to further understand and implement your social work values and ethics in each of these areas?
- Where are your growth areas and how might you stretch yourself to further understand and practice ethically?
- How might this shape your future path, including entering a field placement?
Suggested length, 1 page single-spaced.

2. Regular, Brief Assignments

After each class session, you will be asked to do a brief assignment related to the content from the class. For weeks 1-3, these take the form of a discussion prompt through Canvas. In week 4, you will write a letter to your future self. Details for each of these assignments/discussions can be found on Canvas.

Due Dates:
- Canvas Discussion 1: Initial post due by 9/15, feedback to classmates due 9/22
- Canvas Discussion 2: Initial post due by 10/6, feedback to classmates due 10/13
- Canvas Discussion 3: Initial post due by 10/27, feedback to classmates due 11/3
- Letter to Your Future Self: Due by 12/11

3. Portfolio

Due: 12/11/20
In this assignment, you will initiate the development of a web-based portfolio using Portfolium. Portfolios are a collection of your accomplishments, skills, and experiences that can be shared digitally to promote your abilities. Even when students do not share their portfolios with others, the act of collecting products and reflecting on them helps students build a narrative that aids students in conversations with future employers.

This assignment has three steps:
- **Step #1:** Complete [the training module](#), which teaches you about building an ePortfolio in Portfolium.
- **Step #2:** Begin setting up your profile on the Profile tab by completing the *introduction* as described in the training module. You are welcome to add your resume, education and other information to your portfolio, but this is not required in this assignment.
- **Step #3**: Upload your master assignment as a "project" in your Portfolium portfolio in the Portfolio tab.

d. Attendance and class participation

Participation counts for 10% of your grade (4 points per session). The expectation is that each student attend and participate in each session in full. If you are unable to attend, please email so that I can consider how to help you make up the missed material. You will be expected to complete the Milestone reflections and the Canvas Discussions even if you miss class.Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

Health-Related Class Absences
Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is *not* required.

E. Grading

Please review MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#). You should expect to submit assignments on time in order to receive the maximum points.

Here is your grade will break down:
- Milestone Assignments (50% of grade): 20 points each x 4 assignments = 80 points
- Future Me Letter (5%): 10 points
- Canvas Discussions (15%): 10 points each x 3 discussions = 30 points

- Portfolio Development (20%): 50 points
- Participation (10%): 4 points each x 5 sessions = 20 points

Course Grading Scale (190 total points available)

A	190-181 points		C+	151-146 points
A-	180-171 points		C	145-138 points
B+	170-165 points		C-	137-133 points
B	164-158 points		Fail	132 points or below
B-	157-152 points			

F. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the State of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Students Rights and Responsibilities, which includes a COVID-related Statement Addendum.

G. Confidentiality and Mandated Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a member of the faculty. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual

misconduct or information about a crime that may have occurred on UM's campus with the University. Students my speak to someone confidentially by contacting SAPAC's Crisis Line at (734) 936-3333.

H. Recording Class

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*