

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 200**

**Introduction to Social Work**

**[Add Semester and Year]**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus on working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This course offers an introduction to the profession of social work, and it establishes a base for subsequent course work in the major. It focuses on the beginning knowledge, values, and skills necessary for consideration of a career in social work with an emphasis on generalist practice. A broad range of contemporary social problems are critically analyzed and experientially observed through visits to social agencies. Particular emphasis is given to issues of social and economic justice. Students have an opportunity to evaluate ways in which agencies interpret social problems and administer services and to study one specific area of interest within the social work field. Students are also expected to reflect on their own responses to different cultures, values, and service delivery systems.

Introduction to Social Work is the first required course in the Social Work Department. It is usually taken in the sophomore year. This course may fulfill a social science elective for Applied Psychology, Psychology, Criminal Justice, and Sociology majors, and it is a general elective option for other students.

**Learning Objectives & EPAS Related Competencies\***

The Council on Social Work Education mandates the competencies that should be addressed in social work education. Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the basic foundation level. At the conclusion of this course, each student shall demonstrate competency in:

**Competency 1: Demonstrate Ethical and Professional Behavior**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Service-Learning Assignment \* | V, S, C/A |

**Competency 2: Engage Diversity and Difference in Practice**

|  |  |  |
| --- | --- | --- |
| **Assignment**  | Service-Learning Assignment | V, S, C/A |

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

|  |  |  |
| --- | --- | --- |
|  **Assignment** | Service-Learning Assignment | V, S, C/A |

\* Students find their own service-learning site with approval from the instructor

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Attendance Policy**

Attendance and participation are important elements in learning whether the class is in-person, asynchronous, synchronous, or hybrid. While there is not a standard attendance and participation policy in SSW, each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for accommodations by the SAC should follow the protocol of the SAC as well as speak with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students should inform the instructor.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only, and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class, as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name), or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, and also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [,](https://www.luc.edu/equity/titleixequitylaws/titleix/) Chicago Page, for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, and avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/osccr/pdfs/LUC-Community-Standards-2021-2022.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights, visit the [FERPA Actat the Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs, among others. If a course requires students to participate in these types of activities, the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here:

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course, you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [*Turn-It-In*](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based upon criterion-referenced grading.  The Description of Assignments section of this document reviews the specific points for each assignment.  In general, letter grades are assigned using the criteria below:

| **Letter Grade** | **Description** | **Grades and Values** |
| --- | --- | --- |
| **A** | Overall performance is**Exceptional –**includes grammar, sentence structure, application of course content, use of references/resources, etc. | A  4.00 /96-100%A- 3.67 /92-95% |
| **B** | Overall performance is **Good –** written work not as polished as above, ideas not as fully developed, but still includes important course content, references, etc. | B+ 3.33/88-91%B   3.00/84-87%B-  2.67/80-83% |
| **C** | Overall performance is **Acceptable** - work meets basic expectations set by Instructor. A grade of C- requires that social work majors (BSW/MSW) retake the course. | C+ 2.33/76-79%C    2.0 /72-75%C-  1.67/68-71% |
| **D** | Overall performance is **Poor - student** must retake the course. | D+ 1.33/64-67%D   1.00/60-63% |
| **F** | Overall performance is **Unsatisfactory** – a student fails the course. Effects of a final grade of F may vary by academic program. See Student Handbook. | F  0/Below 60% |
| **I** | At the discretion of the section Instructor, a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted. **Requirements for submission of Final grade differ by degree. See Student Handbook.** |  |

### **Grading Scale**

| **Grade** | **Percentage (%)** |
| --- | --- |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

Assignments will contain description of how the assignment will be graded; due dates; consequences for late or missing assignments. [Instructor will assign points dependent on number of assignments/quizzes.

Required Assignments

* Assignment 1 Service Learning – completion of 20-25 hours of service learning during the semester. Points to be prorated if below 20 hours.
* Assignments #2 Reflection Papers I and II – the expectation is to respond to prompts in the manner outlined. Points are prorated for missing responses.

Optional Assignments – to be decided by section instructor

* Assignment 3 Commentaries
* Assignment 4 Tests/Quizzes

**REFLECTION I**

**PART I**

| STUDENT NAME |  |
| --- | --- |
| MAJOR |  |
| YEAR IN SCHOOL |  |
| SERVICE-LEARNING SITE |  |
| REASON FOR AGENCY’S EXISTENCE [hunger, illness, etc.] |  |
| TYPE OF SERVICE WORK |  |
| PRE-CONCEPTIONS ABOUT SITE AND CLIENTS – LIST 3 | 1.2.3. |

**GOALS FOR SERVICE LEARNING – COMPLETE SENTENCES**

| 1. |
| --- |
| 2. |
| 3. |

**LOOKING AT MYSELF**

| **Assessment Criteria** | **YES** | **On-going** | **NO** |
| --- | --- | --- | --- |
| Learning new skills |  |  |  |
| Comfort in meeting new people |  |  |  |
| Able to communicate verbally with a variety of people and groups  |  |  |  |
| Able to make thoughtful and ethical decisions under stressful conditions  |  |  |  |
| Assertive and self-confident in professional relationships with others |  |  |  |
| Comfortable in meeting new people |  |  |  |
| Prior experiences with people who receive services |  |  |  |
| Prior experiences in setting similar to the service-learning agency  |  |  |  |
| Sense of “calling” to the profession or volunteer in future |  |  |  |

**WORKING WITH SERVICE RECIPIENTS**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. I am empathetic, caring, and concerned for clients
 |  |  |  |
| 1. I believe that “change” for the better is possible
 |  |  |  |
| 1. I believe my personal values, beliefs, and perspectives are compatible with LUC’s mission and goals
 |  |  |  |
| 1. I am committed to achieving social justice
 |  |  |  |
| 1. I am respectful of diversity among clients and communities
 |  |  |  |
| 1. I am nonjudgmental toward others
 |  |  |  |
| 1. I can listen, understand and consider varied views, perspectives, and opinions
 |  |  |  |
| 1. I am aware of how my values, beliefs, experiences impact work and others
 |  |  |  |

Garthwait Cynthia. Social Work Practicum, The (Connecting Core Competencies) (p. 9). Pearson Education. Kindle Edition.

FYI The second Reflection is going to ask you how this course and service learning contributed to your *civic engagement, intellectual development,* and personal development. Since we are halfway through the course, it is not too early to start consciously thinking about how you will answer these prompts.

**PART II\* [If there is something additional you would like me to know, please feel free to include it.]**

1. Many people do not know what service-learning is about or will say, “Oh, it is like volunteering.” Given this course, you know differently. If you have only 100 words, how will you explain S-L to your friend at another university? TYPE HERE

2. From the list on the next page, select 5 words that describe how you felt and why and write a sentence:

Ex.

I felt **anxious** because I did not know who the clients would be.

I felt **guilty** because I had enough to eat and the people coming here had to ask for food.

**Accepting / Open**Calm Centered Content Fulfilled Patient Peaceful Present Relaxed Serene Trusting

**Aliveness / Joy**

* Amazed Awe
* Bliss Delighted Eager Ecstatic Enchanted Energized Engaged Enthusiastic Excited Free
* Happy Inspired Invigorated Lively Passionate Playful Radiant Refreshed Rejuvenated Renewed Satisfied Thrilled

**Angry / Annoyed**

* Agitated Aggravated Bitter Contempt Cynical Disdain Disgruntled Disturbed Edgy Exasperated Frustrated Furious Grouchy Hostile Impatient Irritated Irate Moody
* On edge, Outraged, Pissed, Resentful, Upset Vindictive

**Courageous / Powerful**

* Adventurous Brave
* Capable Confident Daring Determined Free Grounded Proud Strong Worthy Valiant

**Connected / Loving**

* Accepting Affectionate Caring Compassion Empathy Fulfilled Present
* Safe Warm Worthy **Curious** Engaged Exploring Fascinated Interested Intrigued Involved Stimulated

**Despair / Sad**

* Anguish Depressed Despondent Disappointed Discouraged Forlorn Gloomy
* Grief Heartbroken Hopeless Lonely Longing Melancholy Sorrow Teary Unhappy Upset Weary Yearning

**Disconnected / Numb**
Aloof
Bored Confused Distant

* Empty Indifferent Isolated Lethargic Listless Removed Resistant Shut Down Uneasy Withdrawn

**Embarrassed / Shame**

* Ashamed Humiliated Inhibited Mortified Self-conscious Useless
* Weak Worthless

**Fear**

* Afraid Anxious Apprehensive Frightened Hesitant Nervous Panic Paralyzed Scared Terrified Worried

**Fragile**

* Helpless Sensitive

**Grateful**

* Appreciative Blessed Delighted Fortunate Grace Humbled Lucky Moved Thankful Touched

**Guilt**

* Regret Remorseful Sorry

**Hopeful**

* Encouraged Expectant Optimistic Trusting

**Powerless**

* Impotent Incapable Resigned Trapped Victim

**Tender**

* Calm Caring Loving Reflective Self-loving Serene Vulnerable Warm

**Stressed / Tense**

* Anxious Burned out Cranky Depleted Edgy Exhausted Frazzled Overwhelm Rattled Rejecting Restless Shaken Tight Weary Worn out

**Unsettled / Doubt**

* Apprehensive Concerned Dissatisfied Disturbed Grouchy Hesitant Inhibited Perplexed Questioning Rejecting Reluctant Shocked Skeptical Suspicious Ungrounded Unsure Worried

**FINAL REFLECTION PAPER\***

**PLEASE number the sections (1, 2, and 3). The paper should be about 2-3 pages together.**

1. **Summary** **Statement**: **How did you connect your in-class and out-of-class Engaged Learning experiences?**

Based upon the readings, service-learning experiences, course materials, and personal assessment of the goals you identified in the first Reflection Paper complete this sentence: Because of my service learning, I am.... Then explain your response.

**2.    How did your Engaged Learning experience help you connect to the University’s mission?**

The Engaged Learning requirement is designed to support the mission of Loyola University Chicago to "expand knowledge in the service of humanity through learning, justice, and faith."

**3.    How did the Engaged Learning experience in this course affect your personal, intellectual, civic, and/or professional development?** Use the sub-bullet points to help you think out your response.

* **Civic Development:** Especially considering Loyola University Chicago's mission to “expand knowledge in the service of humanity through learning, justice, and faith.”
	+ How would you explain the importance of civic engagement for all citizens?
	+ Do you see the benefits of doing community work? Why or why not?
	+ What did this experience teach you about community involvement, citizenship, and civic responsibility?
* **Personal Development** Especially considering Loyola University Chicago's mission to “expand knowledge in the service of humanity through learning, justice, and faith.”
	+ Do you have a personal sense of calling or mission? To….?
	+ What will make a career fulfilling for you?
	+ From your service-learning experience, what “assets” will you bring to your future career?
	+ Did you meet your goals for service learning?
	+ Describe what you have learned about yourself because of your service.
	+ How did this activity help you explore your decision regarding your college major or career interests?
* **Intellectual Development** Especially considering Loyola University Chicago's mission to “expand knowledge in the service of humanity through learning, justice, and faith.”
	+ Have your views on human nature, individual behavior, the family, and social systems changed?
	+ How did this experience challenge your assumptions and stereotypes?

**\*Students to upload their reflection assignment into Digitation. Students may find**[**instructions on how to submit the assignment here**](https://www.luc.edu/celts/programs/engagedlearning/studentresources/engagedlearningassessment/)**.**

**REQUIRED TEXT(S)**

* Empowerment Series: An Introduction to the Profession of Social Work, 6th Edition

Elizabeth A. Segal, Karen E. Gerdes, Sue Steiner 6th ed

ISBN-10: 1337567043
ISBN-13: 9781337567046
© 2019

**RECOMMENDED TEXT(S)**

[List the recommended text(s) here]

**COURSE SCHEDULE (SUBJECT TO CHANGE WITH NOTICE)**

**Module 1 – Service-Learning Information**

**Description**

Social work is a field of practice in various settings, with a variety of clients who bring a range of issues, problems, needs, and even strengths in the worst of circumstances. Social work has a rich historical background grounded in theory and research. Reading about social work and what social workers provide important knowledge. However, reading does not always provide the opportunity for an experience that creates a passion for the work. Thus, the best way of learning about social work is to read and experience real people who come to social service and community agencies for a variety of reasons. Service learning is one way of obtaining this experience.

Service learning is not the same as an “internship,” which usually occurs later in one’s academic program; thus, the level of skill necessary is not the same. Service learning is also different from volunteering in that Service Learning blends “service” and “learning.” In addition to the general learning goals for this course, you also are expected to provide high-quality service to your community agency. The starting point for good service is demonstrating good work habits, which are valued, rewarded, and appreciated in any work environment. These habits include such behaviors as • reliability • promptness • commitment • eagerness to learn • energy • initiative, • flexibility. The service-learning component in the course is a significant component and will incorporate a variety of assignments in addition to the actual service.

**Service Learning in SOWK 200**

Social work is a field of practice in various settings, with a variety of clients who bring a range of issues, problems, needs, and even strengths in the worst of circumstances. Social work has a rich historical background and is grounded in theory and research. Reading about social work and what social workers do provides important knowledge. However, reading does not always provide the opportunity for an experience that creates a passion for the work. Thus, the best way of learning about social work is to read and experience real people who come to social service and community agencies for a variety of reasons. Service learning is one way of obtaining this experience.



Every semester, Loyola's 50+ service-learning courses invite Loyola students and faculty to take their education out into the world, applying course concepts to real-world problems and collaborating with community organization partners to make the world a better place.  Whether working as volunteers with one of Loyola's hundreds of community partners, sharing discipline-specific knowledge with the broader community, doing research on pressing social issues, or completing projects that advance community-defined priorities, students in service-learning classes learn by DOING...and do much good in the process.

Structured reflection activities built into service-learning classes provide ongoing opportunities for students and faculty to make meaningful connections between course content and the entire process of engaging with the community.  Research has shown that this leads to deeper academic, personal, and civic learning for students...findings that Loyola students have echoed again and again when reflecting on their experience in service-learning classes.

Students are expected to find their service sites, but there are many resources for those that are having difficulty. If you are already volunteering or in another service-learning course, please see your instructor. [RamblerLink](https://luc-csm.symplicity.com/) is a searchable database maintained by the Career Center and Center for Experiential Learning. Hundreds of organizations use RamblerLink to post service opportunities for Loyola University students.

[**Take Action**](http://www.luc.edu/experiential/forstudents/whereweserved/) is an interactive map of key community partners of the University.  We encourage you to consider opportunities at these sites where many Loyola students have served (and had good experiences) in previous semesters.  Populate the map to search by organizations' missions, clients, or programs, and then click on any marker to learn more and get involved! As you serve, we ask you to consider the following components of service learning that advance social justice:

* **Encounter** - be open to building inclusive and caring relationships with individuals you meet as you serve.
* **Engage** - consider the context (historical, political, economic, and socio-cultural) as you serve and think about how your service is part of the broader dynamic of Chicago's communities.
* **Common Good** - be mindful of how service and action in our communities can build both equity and access so that all might participate in the gifts of creation.
* **Transformation** - be open to new perspectives and ideas that may transform the way you think about your personal, career, and civic development.

Once you have found a site and it has been approved, complete the Experiential Learning Agreement that you will find in the Unit – Service Learning.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Define and give examples of service learning
2. Identify the components of service learning and describe how they advance social justice
3. Summarize how service learning can contribute to the overall learning experience

[**Required Resources**](https://sakai.luc.edu/portal/site/SOWK_200_01E_1482_1222/tool/d096d672-af7d-42ee-98d6-f6110a011036/ShowPage?returnView=&studentItemId=0&backPath=&bltiAppStores=false&errorMessage=&clearAttr=&messageId=&source=&title=&newTopLevel=false&sendingPage=9016648&postedComment=false&addBefore=&itemId=29086757&path=push&topicId=&addTool=-1&recheck=&id=&forumId=)

* [Center for Experiential Learning](https://www.youtube.com/watch?v=BgLzfZjU4nA) (5)
* https://youtu.be/H\_sH75DRa\_0 Service Learning (5)
* Go to the Center for Experiential Learning site; go to "For Students" and scroll down to see how to document your service learning. The forms below can also be found at the site.

 [Time Sheet](https://sakai.luc.edu/access/lessonbuilder/item/29086759/group/SOWK_200_01E_1482_1222/Serv%20Learning%20Info/Time%2BSheet.docx)

 [Serv Learning Contract](https://sakai.luc.edu/access/lessonbuilder/item/29086760/group/SOWK_200_01E_1482_1222/Serv%20Learning%20Info/Service%20Learning%20Agreement%202019-20.pdf)

**Module 2 – The Profession of Social Work**

**Description**

This Module describes and defines the profession of social work. It is the first course for social work majors and a discernment course for others who are considering a career in social work.

**The primary mission of the social work profession is to enhance human well-being and help meet the basic and complex needs of all people, with a particular focus on those who are vulnerable, oppressed, and living in poverty. Social workers deal with the external factors that impact a person's situation and outlook.**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Define and describe the profession of social work.
2. Appraise the importance of values and ethics in the social work profession.
3. Identify professional social work roles and career paths.

**Lectures**

* **Introductory Lecture: Listen/read first** [https://luc.hosted.panopto.com/Panopto/...id=bceb86f2-1be7-4c81-ba78-aa900182b4e2](https://luc.hosted.panopto.com/Panopto/...id%3Dbceb86f2-1be7-4c81-ba78-aa900182b4e2)

**Required Resources**

* **Text: Ch. 1**

**Videos**

* **TED TALK:**  [https://youtu.be/Uw5qLiQERBg](https://sakai.luc.edu/access/lessonbuilder/item/27407413/group/SOWK_200_03E_2017_1206/Profession%20of%20SW/urls/https%3A__youtu.be_Uw5qLiQERBg.url) "I am a social worker." (4 min)
* **What is Social Work?** <https://youtu.be/q_fvzxlfQUY> (12 min) There is a transcript on the YouTube website for the video

**Module 3 – The History of the Social Welfare System and the SW Profession**

**Description**

The chapter provides an introductory overview of the resources and services available through the social welfare system. The history of the social work profession is intertwined with the history of the social welfare system. Another course in the major discusses the major programs in more detail.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify the different historical periods of social welfare in the US.
2. Identify and describe the major social welfare programs in the US.
3. Understand the two historical branches of the social work profession in the US.
4. Identify the social work values that help shape the profession.

**Required Resources**

**Text**

* **Ch. 2 the History of the social welfare system and social work profession.**

**Module 4 - Dimensions of Diversity**

**Description**

The chapter provides an introductory overview of the “dimensions of diversity.” The issues of this population run the range from civil rights issues to housing for older adults in this group. Social workers may have clients from the LGBTQ people in school settings, healthcare settings, and community settings - in other words - EVERYWHERE.

[How would you define diversity?](https://sph.unc.edu/files/2013/07/define_diversity.pdf)
<https://sph.unc.edu/files/2013/07/define_diversity.pdf>  Diversity is differences in racial and ethnic, socioeconomic, geographic, and academic/professional backgrounds. People with different opinions, backgrounds (degrees and social experience), religious beliefs, political beliefs, sexual orientations, heritage, and life experiences. [**Cultural Competence NASW**](file:///C%3A%5CUsers%5COwner%5CDownloads%5CCultural%20Competence%20NASW)[https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D...0](https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0)

Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and differences among people and cultural groups. ... Culture may affect how individuals cope with problems and interact with each other. This is a link to NASW's Standards for Culturally Competent Practice. While it is pretty long, take a brief look and see the profession’s expectations of practicing social workers.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Compare and contrast cultural competency and cultural humility.
2. Describe the barriers to service faced by members of non-dominant groups.
3. Apply a social justice perspective to analyzing the issues raised related to diversity in the US

**Required Resources**

**Lecture**

* <https://luc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=193a6537-a0d7-4924-a5c5-ada6017a6a35>

**Readings/Other Materials**

* **Text Ch. 5: Dimensions of Diversity**
* **Videos**

<https://youtu.be/gafUEkL_-JM>  MEDICINE IN TRANSLATION

https://youtu.be/DylrimPP9fs   VOICES OF LGBTQ YOUTH

https://youtu.be/4CQ61S10QrM  IMMIGRANT PARENTS AND US PUBLIC SCHOOLS

* **Ted Talk:** **The Problem of Race Based Medicine**

https://www.ted.com/talks/dorothy\_roberts\_the\_problem\_with\_race\_based\_medicine?utm\_campaign=tedspread&utm\_medium=referral&utm\_source=tedcomshare

**Module 5 - Poverty & Economic Disparity**

**Description**

This Module may be considered a “meta-issue.” This means that being poor and the economic disparities in the US can affect and are affected by psychological, economic, and social issues. This is true for both individuals and families and the environments in which people live.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. **Define poverty**
2. **Examine the causes and effects of being poor.**
3. **Summarize the role of social workers who work with people experiencing poverty.**

**Required Resources**

**Lectures**

Economic issues such as poverty greatly affect the everyday well-being of families. Poverty is both a "cause" of other social problems as well as an "effect" resulting from other social problems. In either case, those living in impoverished conditions are the people that apply for various government benefits. It is important to remember that in the US "eligibility" for government assistance is NOT automatic. Eligibility is based on factors such as "how far" below the poverty line a family is and the poverty line for a family is determined by household income and number of people in the family.

The fact that people are hungry - or suffer from a lack of adequate, healthy food - is not a new fact. Food stamps, school lunch programs and food pantries have existed for a long time. The issue of hunger can be divided into at two major issues: (1) lack of food due to lack of the resources to purchase food. However, in this current economic time more people are "hungry" and more and more of these people are from the middle class and are hungry because they have lost their jobs, gone through their savings and have few if any resources. Having an ability to purchase food but living in an area where there are few choices for "healthy food."  These areas have now been labeled "food deserts."

**Google: Functional Poverty – Images.**

Poverty is somehow involved in all these scenarios! Poverty can create circumstances that are problematic such as homelessness, which then can lead to all types of other problems. Poverty can also be the “effect” of other circumstances. For example, a person with untreated mental illness may not be able to hold a job, which then creates a situation of them being homeless because they have no money for housing. Social and social welfare programs are society’s way of providing at least a “social protection floor” for people. In some respects, these connections create a “vicious cycle,” which is why social scientists become so frustrated at times. It is hard to know “where” to break into the system to try to solve – or at least mediate – some of these issues.

**Module 5 – Poverty (cont.)**

**Description**

This Module may be considered a “meta-issue.” This means that being poor and the economic disparities in the US can affect and are affected by psychological, economic, and social issues. This is true for both individuals and families and the environments people live in.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. **Define poverty**
2. **Examine the causes and effects of being poor.**
3. **Identify the roles of social workers who work with people experiencing poverty.**

**Required Resources**

**Readings/Other Materials**

* **Text:** Chapter 3

**Videos**

These videos are important. They present "real" people and their struggles, which is very different from reading about poverty in a textbook.

* [http://www.pbs.org/wgbh/pages/frontline/poor-kids/](https://sakai.luc.edu/access/lessonbuilder/item/27407331/group/SOWK_200_03E_2017_1206/Lectures/urls/http%3A__www.pbs.org_wgbh_pages_frontline_poor-kids_)

Poor Kids [60 min] this video gives a good idea of what poverty does and means to children,

* [Waging a Living,](https://sakai.luc.edu/access/lessonbuilder/item/27407332/) this video was made a number of years ago but sadly, it is still relevant in 2019! The people in this film are the "working poor" - those who work full time but still do not have enough monetary resources for the basics of life.

**Module 6 - Human Rights and Economic Justice**

**Description**

The concept of social justice is embedded in the social work profession as one of the chief values of the profession. Social workers work with the poor, the marginalized at the individual, family, and community levels. This reflects the social work mission and belief of the human dignity of all individuals.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. **Explain the concept of social justice**
2. **Explain the roles of social workers in fighting social injustices.**
3. **Apply the explanations of social injustice to various situations.**

**Lectures**

Social Justice issues in the world today seen by the profession of social work:

* Economic disparities
* Healthcare disparities
* Dictator governments
* Incarceration rates of different groups
* Fear of deportation for DACA students
* Disparate quality of schools
* Voting rights
* Gay rights
* Gender differences in pay

**Required Resources**

**Readings/Other Materials**

* **Text:** Chapter 4

**Video(s)**

* http://youtu.be/oh3BbLk5UIQ The Story of Human Rights (10 min)
* [The Universal Declaration of Human Rights - YouTube](https://www.youtube.com/watch?v=hTlrSYbCbHE)

**Module 7 - Generalist Practice**

**Description**

**This Module describes generalist social work practice grounded in the liberal arts and the person-in-environment construct. The different approaches roles and approaches are discussed. Ethical challenges with different populations and settings are discussed.**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. **Explain generalist social work practice.**
2. **Distinguish between micro, mezzo and macro practice.**
3. **Discuss the roles of social worker in different settings and population.**

**Lectures**
This week the focus is going to be on the 3 levels of practice for social workers. Sometimes social workers are engaged at one particular level and sometimes, social workers are involved at all 3 at the same time.

* **Generalist Practice** is known as the Micro level or direct practice with individuals, families, groups, and organizations – each of these is considered the “client.”
* **Community Practice** is known as the Mezzo level and can be direct practice and/or indirect practice. Working with communities (community as client) can involve both. Program planning is indirect practice or practice that is done in behalf of clients. Working at the community level involves using all the skills of generalist practice as well as a change process – engagement, assessment, planning, intervention, and evaluation.
* **Policy Practice** is indirect practice at the level of where policy is made in the social and social welfare systems.
* A social worker who works directly with clients may testify at a community level about community policies affecting the homeless – **indirect practice.**

The Code of Ethics for social workers has a standard that expects social workers who work directly with clients to also engage in policy practice.For those going into medical fields, the above has parallels. Doctors, physical therapists, PA work directly with patients. They may also be involved in community practice, and they may testify at hearings about our healthcare system.

**Required Resources**

**Readings/Other Materials**

* **Text:** Chapter 6

**Module 8 – Child Welfare and School Social Work**

**Description**

The two major areas of focus specifically for children and adolescents are (1) child welfare and (2) schools. These areas are linked because all children go to school. Very often social workers working in child welfare and social workers in schools must collaborate to share information as well as seeing to their clients/students’ well-being. **School personnel are considered to be among those who are considered “mandated reporters” for suspected abuse and neglect. This is true of all those in medical fields as well as the clergy and other professions.**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. **Explain the various forms of child abuse.**
2. **Describe the child welfare system.**
3. **Describe the roles of school social workers.**
4. **Identify ethical issues in working with children/teens in these settings.**

**Required Resources**

**Readings/Other Materials**

**Text**

* **Ch. 7 Child Welfare: Working with Children and Their Families**
* **Ch. 11 School Social Work**
* **Illinois Department DCFS:** [Reporting Child Abuse and Neglect](https://www2.illinois.gov/dcfs/safekids/reporting/Pages/index.aspx)
* If you have Netflix and are interested in children and schools, you might want to watch "I am a promise: The students of Stanton Elementary School."  Unfortunately, it is not available for general streaming.

**Module 9 - Gerontology**

**Description**

The older adult population is the largest growing segment of US society both in terms of numbers and in terms of diversity. Given the growing numbers as well as the growing need for services to this population, working with older adults is becoming a source of positions for social workers as well as others in the helping professions.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe various aspects of ageing.
2. Explain the roles of social workers working with older adults.
3. Understand “elder abuse and neglect”

**Required Resources**

**Readings/Other Materials**

* **Text: Chapter 8**
* **Ch. The Context of Practice with Older Adults (attached)**

**Video(s)**

* [**An Age for Justice: Confronting Elder Abuse in America**](https://r.search.yahoo.com/_ylt%3DAwrDQyl6pmlhNRIApzWXnIlQ%3B_ylu%3Dc2VjA2NkLWF0dHIEc2xrA3NvdXJjZQR2dGlkAwRydXJsA2h0dHBzOi8vd3d3LnlvdXR1YmUuY29tL3dhdGNoP3Y9LWVhSlhCajg3dG8-/RV%3D2/RE%3D1634342650/RO%3D10/RU%3Dhttps%3A//www.youtube.com/watch%3Fv%3D-eaJXBj87to/RK%3D2/RS%3Dt7E5mHZVq1T5Lf11ZXl5rx8GCHs-)**:**

[**https://youtu.be/-eaJXBj87to**](https://youtu.be/-eaJXBj87to)

* Living Old: Go to PBS-FRONTLINE-SEARCH FOR TITLE. This video is old but gives you a picture of the variety of older adults in today’s society.

**Module 10 - Healthcare**

**Description**

**In today’s world, we think about “health” as more than just physical health. Health refers to both physical and mental health and general well-being. Therefore, this Module is about health, mental health and substance abuse, which has physical, psychological and social consequences. People usually do not realize that there are also “economic” consequences. When an employee has an alcohol and/or substance abuse problem, they are less productive.**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. **Understand how American healthcare system is structured**
2. **Delineate the roles of social workers in various facets of healthcare**
3. **Understand healthcare disparities in the US**
4. **Define terms used in substance abuse**

**Lectures**

The biggest issue around health right now is "access" to healthcare. Along with this, people are working to get drug prices lowered. While social workers see "mental health" as included in "health" - body & mind, mental health or mental illness still has a stigma in this country. For your generation the biggest two immediate health crises are (1) the opiate crisis and (2) the consequences of "tapping." The health and mental health of citizens in a society is an important consideration for every society is functioning. Social workers play major roles in the provision of ancillary healthcare services as well as primary roles in mental health services.

Carefully read the section on pg. 362 in italics.

**Required Resources**

**Readings/Other Materials**

* **Text: Chapters 9, 10, 12**
* **Chart:** Influences on Health: These are known as the “social determinants of health.”
* **Article:** *Examination of an Integrative Health Care Model for Social Work Practice*
* **Article***” Role of Social Work in the Changing Healthcare Landscape*

**Videos**

* **TED TALK** “Chasing the Scream” (14 min) *Transcript is also available on Ted Talk website*
* <https://www.pbs.org/video/igi-live-social-work-and-mental-health-awareness-zuh971/>

**Module 11 – Violence, Crisis, Trauma**



**Description**

**This Module introduces students’ unique situations in which social workers practice on either a micro, mezzo and /or macro level. Because of the nature of these situations, social workers can face ethical dilemmas they may not face in other types of practice.**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. **Identify the different settings in which social workers practice re violence, trauma, disasters etc.**
2. **Define the terms crises, trauma, and disasters.**
3. **Identify some of the ethical dilemmas social workers face in these settings.**

**Lectures**

**Violence occurs in many ways in many settings. There is violence that occurs on the streets. There is violence that occurs in homes through domestic violence. The direct victims of violence suffer both physical and emotional scars. Witnesses to the violence can also suffer trauma. For communities that are witness to on-going violence, the entire community suffers. Although social workers have a long history of forensic social work, there has been an increased call for police departments to hire more social workers to deal with mental health situations.**

**Disasters are natural occurrences that also create physical, psychological and community trauma. While natural disasters cannot be stopped, how communities deal with the aftermath has social and economic involvement. For example, when Katrina hit New Orleans, it was the poorer areas of New Orleans that were destroyed due to unrepaired levees.**

**Crises can occur on a minor level as well as on a major scale. Crises occur on a micro level to individuals, families, communities and on a macro level when COVID 19 was discovered, people were dying, and the vaccines had not been invented yet.** The nature of social worker crisis intervention is multifaceted. It may involve intervening in accidents, such as an automobile collision involving a handful of individuals, or it may involve interceding in major catastrophes, such as a chemical plant explosion affecting hundreds.

online.maryville.edu/blog/police-social-worker-emergency-response/

**Module 12 – Violence, Crisis, Trauma (cont.)**

**Description**

Trauma-informed social work requires us to recognize the signs of trauma, acknowledges the impact of trauma, identifies paths to address the effects of trauma experience, and actively prevents people from experiencing further trauma. onlinesocialwork.vcu.edu/blog/what-is-trauma-informed-care/ Trauma social work aims to give choices to the clients because they were robbed of decision-making abilities during their traumatic events. Trauma social worker aims to heal clients mentally and inform them of the resources that the community or society has to help them. www.psychologyschoolguide.net/social-work-careers/trauma-social-worker/

Social workers frequently encounter clients with a history of trauma. Trauma-informed care is a way of providing services by which social workers recognize the prevalence of early adversity in the lives of clients, view presenting problems as symptoms of maladaptive coping, and understand how early trauma shapes a client's fundamental beliefs about the world and affects his or her psychosocial functioning across the life span. Trauma-informed social work incorporates core principles of safety, trust, collaboration, choice, and empowerment and delivers services in a manner that avoids inadvertently repeating unhealthy interpersonal dynamics in the helping relationship. Trauma-informed social work can be integrated into all sorts of existing models of evidence-based services across populations and agency settings, can strengthen the therapeutic alliance, and facilitates posttraumatic growth.

*Social Work*, Volume 62, Issue 2, April 2017, Pages 105–113, <https://doi.org/10.1093/sw/swx001>

**Social workers provide for basic needs, psychological support, and assistance in community development. All the skills social workers have been employed in these situations. Especially in disasters, social workers will work with other disaster personnel such as FEMA, local government officials, etc.**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. **Identify the different settings in which social workers practice re violence, trauma, disasters etc.**
2. **Define the terms crises, trauma, and disasters.**
3. **Understand some of the ethical dilemmas social workers face in these settings.**

**Required Resources**

**Readings/Other Materials**

* **Text: Chapter 14**

**Module 13 – Violence, Victims, & Criminal Justice**

**Description**

Social workers respond to all kinds of social problems. As we have heard during the last several years, there seems to be a greater understanding of the types of services social workers can provide. Sadly, this has been a long time coming but needs more recognition.  [Forensic social work](https://www.bing.com/search?q=Forensic+social+work&filters=sid%3ac7579b9e-d242-c620-ba85-633048a5bea7&form=ENTLNK) is the**application of social work to questions and issues relating to law and legal systems**. This specialty of the social work profession goes far beyond clinics and psychiatric hospitals for criminal defendants being evaluated and treated on issues of competency and responsibility. [**Forensic social work** - **Wikipedia**](https://en.wikipedia.org/wiki/Forensic_Social_Work#:~:text=Forensic%20social%20work%20is%20the%20application%20of%20social,and%20treated%20on%20issues%20of%20competency%20and%20responsibility.)

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Understand the basics of criminal justice in the US.
2. Identify social problems that often interface with the criminal justice system.

**Required Resources**

**Readings/Other Materials**

* **Text: Chapter 13**

**Videos**

[https://www.bing.com/videos/search?q=Fo...ensic%2BSocial%2BWorker%26FORM%3DVARSQP](https://sakai.luc.edu/access/lessonbuilder/item/29475751/) Click on Forensic Social Work. Select one or two of these short videos to watch.

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

Mid-semester grades of C- and below are expected to be recorded in LOCUS.

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.