



contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, inclu

oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers und



b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual framework

6. Critique historical systems that disadvantage vulnerable groups through systemic oppression;
7. Reflect on the history of community practice within social work;
8. Develop methods for collaboration within community practice;
9. Assess the use of power within their own community practice; and
10. Competently manage conflict within their practice

**INSTRUCTIONAL METHODS**

Class sessions include lectures (using the delivery method appropriate to the course) that follow the progression of the course outline. Discussions focus on lecture content, reading assignments, current events relevant to community practice and student experiences in the field. A variety of techniques, including group exercises, audio-visual presentations and guest speakers may be used. Students in this class in any format (asynchronously, synchronously online via Zoom, or in person) will participate in online discussions in Canvas in order to meet the required contact hours for the course.

Students are expected to complete all assigned readings on time, attend class in person or complete lecture modules online, and participate knowledgeably in class discussions.

**COURSE EXPECTATIONS AND GRADING**

Students are expected to complete the assignments described below. Rubrics are provided for class engagement and written assignments, and more detail about all assignments can be found in Canvas.

Each assignment will be due as described below. More details can be found in Canvas.

<b>Assignment</b>	<b>Session Due</b>	<b>Value</b>
<b>Class Engagement</b>	1-14	250
<b>Voter Engagement Proposal</b>	2	50

**Class engagement**

Class participation includes active participation during class time for students who are taking class in person or synchronously via zoom, as well as participation in additional interactive online activities throughout the semester (roughly 45-60 minutes per week in addition to class time). To make the most of this time, students should expect to complete all reading in advance of the class period, and to come to class prepared to ask questions, help other students with  
ement rubric at the end  
of this syllabus for more information.

**Voter Engagement Project**

Throughout the first half of the semester, students will develop and implement their first community practice project: a









can be found **here**.

**here**.

**Incomplete Policy**

It is expected that all work must be submitted no later than the final day of this class, unless otherwise specified by the instructor. Incomplete grades are only given in exceptional



Podcast: <https://www.civics101podcast.org/civics-101->

Berman, A. (2016). There were 5-hour lines to vote in Arizona because the Supreme Court gutted the Voting Rights Act. *The Nation* <http://www.thenation.com/article/there-were-five-hour-lines-to-vote-in-arizona-because-the-supreme-court-gutted-the-voting-rights-act>

### **Week 7**

Stabenow video: [https://www.youtube.com/watch?v=Y4AUbI\\_47VE](https://www.youtube.com/watch?v=Y4AUbI_47VE)

Wehrmann, K. C., & McClain, A. (2018). *Social work speaks: National Association of Social Workers policy statements, 2018-2020*. NASW Press: "Voter Participation"

Thompson, J.J. (1994). [Social workers and politics: Beyond the Hatch Act](#). *Social Work*, 39(4), 457-465.

### **Week 8**

Lane, S.R., Newransky, C., Acquaye-Doyle, L., Furmanek, F., Keilty, M., Phanord, L., Quinn-Beers, J., & Roberson-Steele, J. (in press). [Social workers as poll workers: Experiences in the 2020 and 2021 elections](#).

Plummer, J. (2022). Political process and youth empowerment. *Encyclopedia of Social Work*. <https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-294>

### **Unit 3:**



**Week 14**

Lane & Pritzker, Chapter 4



**CLASS ENGAGEMENT RUBRIC**

**Advanced  
Competence**

(A= 94-100; A- = 90-  
93)

**High  
Competence**

## WRITTEN ASSIGNMENT RUBRIC

	<b>Advanced Competence</b> (A= 94-100; A- = 90-93)	<b>High Competence</b> (B+ = 87-89; B= 83-86)	<b>Fair Competence</b> (B-=80-82; C+ = 75-79)	<b>Pre- Competence</b> (C=70-74 F<74)
<b>Intro &amp; conclusion</b>	The intro guides the reader smoothly an .r			

	some opposing views considered.	articulate opposing viewpoints.	discussion and the literature.	
<b>Organization &amp; Clarity</b>	Organization is logical and apparent with connections among paragraphs clearly articulated. Transitions between paragraphs are smooth. Wording is unambiguous. Sentence structure is clear.	Organization is logical and apparent, but transitions between paragraphs are not consistently smooth; all but a few paragraphs connect with clarity. Paper is unambiguous. Sentence structure is mostly clear.	Organization can only be discerned with effort. Not all parts of the paper fit the organizational structure. There is no logical connection between many paragraphs. Wording is ambiguous. Sentence structure confusing.	Organization of the paper as a whole is not logical or discernable. Throughout the paper, wording is ambiguous. Sentence structure is consistently confusing.