



Course Syllabus
SW 280
Introduction to Social Work
Semester/Year
Credit Hours: 3

Faculty Information

First Last, PhD, LCSW Office hours:
 Assistant Professor of Social Work Phone:
 Location:

Best way to reach me:

The best way to reach me is through email:

- Email address

Response time:

- You can expect a response from me within 24-48 hours, excluding weekends. I can sometimes respond to you on evenings/weekends, but not always.

Prerequisites

This is a required course for the Bachelors of Social Work degree. It also meets the requirements for a General Education Requirement (GER). It is taken by both majors and non-majors.

Required Text & Other Materials

- Kirst-Ashman, Karen K. (2017). *Introduction to Social Work and Social Welfare: Critical Thinking Perspectives*. 5th edition. Boston: Cengage Learning.

- Articles and videos as assigned.

Course Description

In this course, the student will be introduced to social work as a profession, to the history of social work, to the basic concepts of social welfare and social welfare policy, to the many settings in which social workers practice, and to the problem areas addressed by generalist social work practitioners. The student will be asked to identify, understand, and discuss liberal, conservative, and radical approaches to the delivery of welfare services. The student will also be asked to develop a beginning understanding of diversity and discrimination within the welfare system. The student will be introduced to the practice roles of the generalist social worker, the tasks the beginning social work professional will be asked to perform, and the skills necessary to accomplish these tasks.

Generalist Practice

The faculty of the Brescia University Social Work Program is committed to the provision of an educational experience that will train professional Baccalaureate level social workers in generalist practice. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies outlined by the CSWE EPAS 2015.

Liberal Arts Perspective

This course is linked to the student's liberal arts background in many ways. Through this course, students will be introduced to the knowledge, skills, and values of the social work profession. The student will become aware of the impact of the physical and social environment upon individuals, groups, and communities. Students will identify core issues in society that promote social injustice and review appropriate solutions. Both individual and global welfare are explored.

Values and Ethics

Students are introduced to the NASW Code of Ethics in this course. Personal values are compared to the Code of Ethics in a group exercise and a values paper. Values and ethics of the profession are discussed in practice settings such as child welfare, the school, healthcare, and corrections. Values and ethics are also reviewed in services to the elderly, persons with disabilities, and to the chemically dependent.

Diversity

This course introduces the student to diversity in many forms such as race/ethnicity, gender, sexual orientation, physical and mental disability, and age. Students are encouraged to respectfully express their views in this introductory course and begin to tolerate differences among people and groups.

Populations at Risk/Social and Economic Justice

During this course, students become aware of many populations at risk and social/economic justice. An entire chapter is devoted to the subject, as well as information in the chapters relating to practice settings. A great deal of time is spent discussing poverty, welfare reform, and discrimination. Students are introduced to the professional role of advocate and discuss ideas for social change.

Principal Instructional Techniques

This online course was created using universal design principles to assist individuals with a variety of learning differences. Every effort has been made to present content in different formats to accommodate the individual learning differences of students. There are both synchronous and asynchronous learning components. Your attendance at weekly chats is required. Other activities, such as quizzes and discussions, are completed on your own. Please keep in mind that all assignments, including discussions, have due dates – this is not a “self-paced” course. Please refer to the Course Schedule for when assignments are due.

Student Learning Objectives

- SLO 1: **Values Paper** - Recognize personal values and the distinction between personal and professional values. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. *(Initial)*
- SLO 2: **Values Paper** - Understand how personal experiences and affective reactions influence professional judgment and behavior. *(Initial)*
- SLO 3: **Values Paper** - Make ethical decisions by applying standards of the NASW Code of Ethics. *(Initial)*
- SLO 4: **Research Outline** - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. *(Initial)*
- SLO 5: **Midterm and Final exams** - Identify strengths in different cultures/environments and their value in services provided to various populations

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Multimedia activities	<input type="checkbox"/> Debates	<input checked="" type="checkbox"/> Reflection
<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Lecture	<input type="checkbox"/> Presentation	<input type="checkbox"/> Group project
<input type="checkbox"/> Skill practice	<input checked="" type="checkbox"/> Asynchronous Discussion	<input checked="" type="checkbox"/> Paper	<input checked="" type="checkbox"/> Written homework
<input checked="" type="checkbox"/> Experiential activities	<input type="checkbox"/> Role play	<input checked="" type="checkbox"/> Skill demonstration	<input type="checkbox"/> Peer feedback
<input checked="" type="checkbox"/> Synchronous chat	<input checked="" type="checkbox"/> Quizzes or Exams	<input checked="" type="checkbox"/> Watching	<input type="checkbox"/> Other

Course Requirements

Participation

*Class participation and attendance are critical to success in this class. The student is expected not only complete assignments, but to be alert and participate in meaningful class discussions. The student is encouraged to bring information from outside sources to class for sharing with others. Students missing 20% or more of the scheduled class meetings may be dropped one letter grade

or be denied credit for the course unless there are extenuating circumstances. (See Student Handbook for the University's Attendance Policy).

Due Dates for Assignments

Due Date	Name of Assignment	Weight toward Final Grade
Lesson # 3	Values Paper	8%
Lesson # 5	Research Outline	8%
Lesson # 7	Agency Review	8%
Weekly	Discussion Boards	32%
Weekly	Quizzes	32%
Weekly	Synchronous Chats (Required)	12%

Completion of Assignments

Each assignment in this course is an integral part of the student's learning and/or assessment of learning. It is expected that students will complete all assignments. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion, regardless of grade in the course.

Technology Requirements

- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient).
- Webcam
- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

Email

The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

Time Zone

All assignment due dates and times reflect the [Central time zone](#). All scheduled chats are held according to the Central time zone, as well.

Weekly Chats

All synchronous chats are held on _____ (day) from ____ (pm) to ____ (pm) in the Adobe Connect classroom. The first class meeting is _____. The last class meeting is _____. The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

Methods of Evaluation

Description of Course Assignments

Assignment	Description
Values Clarification Paper	The student will examine his/her own values and beliefs via the writing of a values clarification paper. Students are asked to: <ul style="list-style-type: none"> • Compare their own personal values and beliefs to the core social work

	<p>values listed in the NASW Code of Ethics. (Tip: Be sure to look at the CORE values. There are six.)</p> <ul style="list-style-type: none"> • Students may choose a single core value OR multiple core values of the social work profession for the paper. • Students are asked to identify the core value(s) used for comparison AND give detailed examples/descriptions from their own experiences. • Refer to the rubric at the end of the syllabus BEFORE beginning this assignment. Minimum length: Four full pages (not including title or reference pages), double-spaced, 12 point font, using 1 inch margins. <p>***The Values Clarification assignment must be completed in order to obtain credit for this class. Failure to submit it will result in a failing grade.</p> <p>Related course objectives: SLO 1, 2, 3 (CSWE Competency 1 K & S)</p>
Research Outline	<p>The student will be required to research a topic from the list below and write a full sentence outline. The final document should appear as an outline format, NOT a traditional research paper format. Go to http://examples.yourdictionary.com/apa-outline-format-examples.html for an example of a full sentence outline. Once the topic is chosen, the student must find</p> <ul style="list-style-type: none"> • one book, other than the textbook • two internet sources • three professional journal articles that relate to the topic. <p>The student will submit a full sentence outline of the proposed research paper as well as a reference page in APA style. Go to http://owl.english.purdue.edu/owl/section/2/10/ OR http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx for information on APA style of referencing. The outline must be typed in Times New Roman 12 point font, single-spaced, and use 1 inch margins. Length is 1.5 to 2 pages, not including the title or reference pages. Please make reference to the cited material in the BODY of the outline and include a Reference page in APA.</p> <p>Refer to the rubric at the end of the syllabus BEFORE beginning the assignment.</p> <p>***The Research Outline assignment must be completed in order to obtain credit for this class. Failure to submit it will result in a failing grade.</p> <p>Potential topics include:</p> <ul style="list-style-type: none"> ▪ History of NASW ▪ Social Work Practice in Corrections <ul style="list-style-type: none"> Social Work in the Juvenile Justice System Social Work in Probation and Parole Minorities and the Criminal Justice System ▪ Social Work Practice with Disabilities <ul style="list-style-type: none"> Habilitation Services for Developmental Disabilities Disabled War Veterans: A Growing Challenge for Services Rights of the Disabled: History and Current Challenges ▪ Social Work and Chemical Dependency Co-occurring Disorders <ul style="list-style-type: none"> Harm Reduction Model Awareness and Prevention of Substance Abuse ▪ Social Work Practice in Mental Health <ul style="list-style-type: none"> The Role of Case Management in Mental Health

	<p>Peer Support Interventions Involuntary Mental Health Treatment</p> <ul style="list-style-type: none"> ▪ Social work and Older Adults Case Management for Older Adults Alzheimer’s Disease and Dementia Challenges of Caregiving ▪ The Role of Social Work in Health Care Services The Affordable Care Act’s Impact on Social Work The Role of Hospital Social Workers Long-term Care Services ▪ The Role of Social Work in the School System Addressing Bullying Brokering Community Resources Cultural Diversity ▪ Social Work Practice in Protective Services Strategies for Reunification Foster Care and Adoption Services Abuse of Elderly and Disabled ▪ History of the Social Security Act of 1935 ▪ Social Work Practice in Marriage and Family Therapy ▪ Use of Group Work in Social Work <p>Related course objective: 4, Competency 4 K</p>
Agency Review	<p>Students will visit an agency providing relevant social services. Students must get approval from the instructor prior to visiting the agency. Students may not utilize their place of employment for this assignment. Agencies need to be aware that you are a student and are collecting information. Students will compile a written report which should include:</p> <ul style="list-style-type: none"> • agency name, address, phone and contact person • services provided by the agency and any costs associated • common characteristics of clients served • the presence of a social worker in the agency (if any) • please discuss any interesting facts about the agency or report any difficulties encountered upon the visit <p>The student must also find a professional journal article related to the population served by the agency or social problem addressed. Submit the following:</p> <ul style="list-style-type: none"> • article link • article summary, in your own words <p>Both the agency review and article summary will be submitted together. The length of the entire assignment is at least 3 full pages (not counting a title or reference page), typed and doubled-spaced, with 12 pt. font.</p>
Quizzes (8)	<p>Take the quiz at the end of each chapter. Quizzes are multiple choice, can be taken one time only, and are not timed.</p>
Discussion Boards (8)	<p>Each week, you are expected to post a minimum of 3 times in response to a specific prompt. One should be your original post of 300 - 350 words. Standard English spelling, grammar, and punctuation are expected in all posts. Respond to at least 2 other classmates (these can be shorter). Post information that adds to the depth of the discussion. This may be in the form of additional evidence-based information to support or refute the ideas in the post (cite resources); questions seeking clarification or further expansion of the topic; or examples/experiences that provide insight into the topic. Posts that are limited to “I agree” or otherwise lack substance are not sufficient.</p>

Grading Scale

450 – 500 points = A
 400 – 449 points = B
 350 – 399 points = C
 300 – 349 points = D
 < 300 points = F

Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact _____ in the [Office of Disability Services](#) _____ or _____ to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to “recover” lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the recording is *not* a substitute for attending and participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect confidential information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections

NASW Code of Ethics (2008)		
Integrity is one of the six core values of social work.		
2.11	Unethical Conduct of Colleagues	Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels
3.04	Client Records	Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

4.04	Dishonesty, Fraud, and Deception	Social workers should not engage in dishonesty, fraud, and deception.
4.06	Misrepresentations	Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.08	Acknowledging Credit	a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others.
5.01	Integrity of the Profession	Social workers should work toward the maintenance and promotion of high standards of practice.

BSW students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

Examples of Academic Dishonesty

Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.
- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.
- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.
- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.
- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to

the concept of “double-dipping,” meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a short-cut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any MSW course.

Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.

If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:

- a) give you an F for the assignment,
- b) give you an F for the course.

In addition, you will be referred to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

Sexual Assault

Sexual assault of college students, especially female students, is a significant problem. Studies of campus sexual assault indicate that many assaults and attempted assaults are never reported. If you experience sexual assault, I encourage you to report it. If you would happen to share this with me, or if I become aware of it, I want to make sure you know about my legal reporting requirements. In all instances and to the extent possible, the University will protect the privacy of all parties. That said, under federal law, campus officials, including faculty (with some exceptions) who receive a report of sexual assault, whether from the student involved or a third party, must share that information with the appropriate University authorities for investigation and follow-up. This applies to both on-campus and online students. The University is obligated under the law to investigate the complaint and take appropriate actions to eliminate sexual harassment and sexual assault, prevent its recurrence, and address its effects. The University is obligated to conduct this investigation regardless of the complainant’s request regarding confidentiality of the process. Therefore, please know that by law, this is not information that I can keep confidential.

HIPAA Policy Statement

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names, birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

Class Schedule

Lesson 1: Introduction to Social Work and Social Welfare

Read: Chapter 1: Introduction to Social Work and Social Welfare

Quiz: Lesson 1

Write: Discussion Board

Lesson 2: Values, Ethics and Human Diversity

Read: Chapter 2: Social Work Values and Ethics
Chapter 3: Empowerment and Human Diversity

Quiz: Lesson 2

Write: Discussion Board

Lesson 3: Generalist Practice and Social Work Practice Settings

Read: Chapter 4: The Process of Generalist Practice
Chapter 5: Practice Settings

Quiz: Lesson 3

Write: Discussion Board

Due: Values Clarification Paper**Lesson 4: Historical View of Social Welfare, Social Work and Social Policy**

Read: Chapter 6: Overview of Social Welfare and Social Work History
Chapter 8: Policies and Programs to Combat Poverty

Quiz: Lesson 4

Write: Discussion Board

Lesson 5: Social Work Services to Children and Families; Services to Older Adults

Read: Chapter 9: Social Work and Services for Children and Families
Chapter 10: Social Work and Services for Older Adults

Quiz: Lesson 5

Write: Discussion Board

Due: Research Outline**Lesson 6: Social Work and Services for People with Disabilities; Social Work and Health Care**

Read: Chapter 11: Social Work and Services for People with Disabilities
Chapter 12: Social Work and Services in Health Care

Quiz: Lesson 6

Write: Discussion Board

Lesson 7: Social Work and Services in Mental Health; Substance Use, Abuse and Dependence

Read: Chapter 13: Social Work and Services in Mental Health
 Chapter 14: Social Work and Substance Use, Abuse, and Dependence

Quiz: Lesson 7

Write: Discussion Board

Due: Agency Review

Lesson 8: Social Work and Services for Youths and in the Schools; Social Work in Criminal Justice

Read: Chapter 15: Social Work and Services for Youths and in the Schools
 Chapter 16: Social Work and Services in the Criminal Justice System

Quiz: Lesson 8

Write: Discussion Board

Outcomes Assessment

<p>BU Educational Outcome #1 Student will demonstrate the ability to think critically, analyze information, and communicate effectively.</p>		
<p>BU GER Outcome #1 Student will read perceptively, write clearly and analytically, and speak effectively.</p>		
<p>BU GER Outcome #2 Student will think critically.</p>		
<p>BU GER Outcome #3 Student will synthesize and process information using traditional and technological tools.</p>		
<p>BU GER Outcome #6 Student will analyze the impact of the events, theories, and traditions that shape human behavior and societies of the world.</p>		
<p>CSWE Competency #1 Demonstrate Ethical and Professional Behavior.</p>		
<p>Student Learning Outcome (SLO)</p>	<p>Method of Assessment</p>	<p>Level of Assessment</p>

Recognize personal values and the distinction between personal and professional values. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Values Clarification Paper	Initial
Understand how personal experiences and affective reactions influence professional judgment and behavior.	Values Clarification Paper	Initial

BU Educational Outcome #3
Student will possess the capacity to adapt to diverse environments.

BU GER Outcome #6
Student will analyze the impact of the events, theories, and traditions that shape human behavior and societies of the world.

CSWE Competency #1
Demonstrate Ethical and Professional Behavior.

Student Learning Outcome	Methods of Assessment	Level of Assessment
Recognize personal values and the distinction between personal and professional values. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Values Clarification Paper (Signature Assignment)	Initial
Understand how personal experiences and affective reactions influence professional judgment and behavior.	Values Clarification Paper	Initial
Identify strengths in different cultures/environments and their value in services provided to various populations	Midterm Final	Initial

BU Educational Outcome #4
Student will understand and apply ethical standards in promoting justice and service to others.

<p>BU GER Outcome #1 Student will read perceptively, write clearly and analytically, and speak effectively.</p>
<p>BU GER Outcome #2 Student will think critically.</p>
<p>BU GER Outcome #3 Student will synthesize and process information using traditional and technological tools.</p>
<p>BU GER Outcome #6 Student will analyze the impact of the events, theories, and traditions that shape human behavior and societies of the world.</p>

<p>CSWE Competency #4 Engage in practice-informed research and research-informed practice.</p>
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Student Learning Outcome (SLO)	Methods of Assessment	Level of Assessment
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Research Outline	Initial

Discussion Board GRADING RUBRIC

SW 280 - Discussion Board	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Makes timely posts. (pts deducted for lateness)	Makes at least 1 original post in 300-350 words.	Makes 1 original post in 200-300 words.	Makes 1 original post in <200 words.	Does not make an original post.	
Timely responses to 2 other students on 2 separate days. (pts deducted for lateness)	Responds to at least 2 other students in at least 150 words for each post.	Responds to at least 1 student in 100-150 words for each post.	Responds to at least 1 other student in <100 words for each post.	Does not respond to another student or responds to 2+ students superficially.	
Knowledge	Demonstrates in-depth mastery of the material.	Demonstrates clear, accurate understanding of the material.	Demonstrates incomplete understanding of the material.	Does not demonstrate understanding of the material.	
Analysis	Considers the complexity of the situation/topic. Discusses multiple points of view. Makes connections to activities (audio, reading, interactive) or other learning.	Considers the complexity of the situation/topic. Discusses more than one point of view, but makes no (or superficial) connections to the activities (audio, reading, interactive) or other learning.	Considers the elements of the situation/topic in a concrete way.	Does not consider the various elements of the situation/topic or considers them solely-based upon personal opinion or anecdotal information ("I know a person . . .").	
Grammar & Spelling	Virtually no errors.	1 or 2 minor errors that do not distract from the message.	2+ errors (assuming required length).	Either 2+ errors that significantly distract from the message OR post is so short that lack of errors does not demonstrate skill in this area.	

SW 280 – Values Clarification Paper	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Compares personal values to NASW Code of Ethics. Understands how personal experiences and affective reactions influence professional judgment and behavior. (Comp. 1 K)	30	Clearly articulates values in NASW Code of Ethics, uses life experiences in comparison, recognizing own personal biases that affect judgment/behavior.	Identifies social work values in the NASW Code of Ethics and recognizes personal values affect professional judgment/Behavior.	Minimally addresses personal values in the NASW Code of Ethics and professional judgment/behavior.	Fails to compare personal values to the NASW Code of Ethics.	
Recognizes the distinction between personal and professional values and managing them in practice settings. (Comp. 1 K)	30	Clearly articulates a thorough understanding of personal values guiding professional practice and gives examples.	Recognizes that personal values guide professional practice.	Makes minimal connection between social work values and professional practice.	Does not make connections between social work values and professional practice.	
Make ethical decisions by applying the NASW Code of Ethics. (Comp. 1 S)	30	Applies various values/ethical principles in the NASW Code of Ethics in decision making process.	Identifies the importance of NASW Code of Ethics in ethical decision making.	Minimally discusses the NASW Code of Ethics in relation to ethical decision making.	Does not use the NASW Code of Ethics in decision making.	
Correct use of grammar, sentence structure, spelling and punctuation.	10	Almost entirely free of mechanical errors.	Mechanical or structural errors are a distraction, but do not confuse overall understanding.	Mechanical errors present that hinder the connection of ideas.	Many mechanical errors in paper are distracting with no structured flow of ideas.	

Research Outline GRADING RUBRIC

40 Points

SW 280 – Research Outline	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
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Structure of Outline.	30	Extensive review of topic assigned with in-depth explanations.	Addresses core issues of topic assigned.	Minimally addressed topic in the outline.	Did not submit adequate outline of topic.	
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (Comp. 4 K)	30	Provided extensive resource list to address the assigned topic.	Provided 6 sources, but did not follow directions on type of sources required.	Used less than the required number of resources.	Did not submit required resources.	
Use of APA Guidelines.	30	References submitted in APA style and error free.	APA style was used, but with some errors.	Submitted resource page not in APA style.	Did not submit resource page.	
Correct use of grammar, sentence structure, spelling and punctuation.	10	Almost entirely free of mechanical errors.	Mechanical or structural errors are a distraction, but do not confuse overall understanding.	Mechanical errors present that hinder the connection of ideas.	Many mechanical errors in paper are distracting with no structured flow of ideas.	