Foundational Values and Ethics
SOWK-3300

Fall 2025   Section 01 (CRN 80467)   3 Credits   08/18/2025 to 12/11/2025   Modified 08/19/2025

👤 Instructor

Professor: Dr. Addie Campbell-Mungen

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Preferred title: Dr. Mungen or Professor Mungen

Tell me and I forget. Show me and I remember. Involve me and I understand.

Xun Kuang, 312-230 BCE. Confucian philosopher, modern version

Power concedes nothing without a demand. It never did and it never will.

Frederick Douglass

🕐 Class Meeting Times, Class Meeting Location

Tuesday, Thursday, 12:30PM - 01:45PM
Location: Hartnett(CMH), RM310

📘 Required Course Materials

There are five course requirements. These include participation, a portfolio and log, scholarly (peer-reviewed) journal article summaries, a campaign presentation and a binder, and a final exam. Achieving the course objectives requires a) attendance, b) participation in class exercises and discussions, c) reading the required course material, d) applying content learned in foundational and introductory social work courses, and e) completing the requirements.

CHANGE! A Student Guide to Social Action

Author: Scott Myers-Lipton
Publisher: Routlege
ISBN: 9781138297296, ISBN: 9781612057279

Social Action – *assist in realizing the social work change agency*

Other Readings:
The other reading for the course is a reader. The articles in the reader are available at
www.bonner.org/socialaction-docs

Social work values and ethics

Author: Reamer, F.G.
Publisher: Columbia University Press
Edition: 4th (2018)
ISBN: 978-0231-16189-3

Ethics in Action

Author: Corey, Corey & Haynes
Publisher: Cengage Learning
Edition: 2015
ISBN: 9781285850337

Student Workbook - with DVD & CourseMate Access

N.A.S.W. Code of Ethics

https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

SOWK 3300 - Foundational Values and Ethics (Class Meetings Link)

SOWK 3300 - Foundational Values and Ethics (Class Meetings Link)
Hosted by Campbell-Mungen, Addie

🖥 Course Description

This required social work course focuses on the values and ethics inherent in the social work profession. The course focuses on discovering and practicing the foundational knowledge and skills required to identify ethical issues, the skills needed to resolve ethical dilemmas, and the capacity to make decisions when confronted with conflicting duties and choices that occur within the context of professional social work at all levels of practice.

Requisites
Prerequisites:

None

Corequisites:

None

📊 Program Learning Outcomes

BSW MISSION STATEMENT

The mission of the Bachelor of Social Work program is to advance social, economic, and environmental justice by preparing students for competent, empowering generalist social work practice to individuals, families, groups, communities, and organizations, both locally and globally.

#	BSW Program Competencies	BSW Program Goals	BSW Program Definitions	BSW Practice Behaviors
1	ETHICAL AND PROFESSIONAL BEHAVIOR	With an understanding of the profession's historical development, ensure that BSW students, as representatives of the profession, its mission and its historical values, commit themselves to the profession's enhancement and to their own ongoing professional conduct and growth. Ensure that BSW students critically apply the ethical principles of the profession to their practice, utilizing frameworks of ethical decision-making, as well as relevant laws and regulations to their practice at the micro, mezzo, and macro levels.	The BSW Student will apply social work ethical principles to guide professional behavior and practice.	(1a.) The BSW student will make ethical decisions by applying the standards of the NASW *Code of Ethics*, relevant laws and regulations, models for ethical use of decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context (1c.) The BSW student will use technology ethically and appropriately to facilitate practice outcomes

#	BSW Program Competencies	BSW Program Goals	BSW Program Definitions	BSW Practice Behaviors
2	DIVERSITY AND DIFFERENCE IN PRACTICE	Ensure that BSW students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, characterizes and shapes human experience and identity formation.	Students will engage in competent and effective practice with diverse populations.	

#	BSW Program Competencies	BSW Program Goals	BSW Program Definitions	BSW Practice Behaviors
3	HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE	Ensure that BSW students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care and education, and understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.	Students will advance human rights and social and economic justice.	(3a.) The BSW student will demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels

#	BSW Program Competencies	BSW Program Goals	BSW Program Definitions	BSW Practice Behaviors
4	PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE	Ensure that BSW students possess the knowledge and skills to understand scientific and ethical approaches to building knowledge and the ability to use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use both qualitative and quantitative research findings to improve practice, policy, social service delivery, and to advance the science of social work.	Students will engage in research-informed practice and practice-informed research.	

#	BSW Program Competencies	BSW Program Goals	BSW Program Definitions	BSW Practice Behaviors
5	POLICY PRACTICE	Ensure that BSW students possess an understanding of how human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, and local levels. Ensure that BSW students understand their role in policy formulation, analysis, implementation and evaluation within their practice settings at the micro, mezzo, and macro levels, actively engaging in policy practice to effect change within those settings.	Students will engage in effective policy practice to advance social and economic well-being and to deliver effective social work services.	
6	ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	Ensure that BSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.	Students will effectively engage with diverse individuals, families, groups, organizations, and communities.	

#	BSW Program Competencies	BSW Program Goals	BSW Program Definitions	BSW Practice Behaviors
7	ASSESSMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	Ensure that BSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.	Students will effectively assess diverse individuals, families, groups, organizations, and communities in their social work practice.	
8	INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	Ensure that BSW students are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations and communities. Ensure that BSW students are able to identify, analyze, and implement theory-directed, evidence-informed interventions to achieve client and constituency goals.	Students will effectively intervene with individuals, families, groups, organizations, and communities.	

#	BSW Program Competencies	BSW Program Goals	BSW Program Definitions	BSW Practice Behaviors
9	EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	Ensure that BSW students understand the theories of human behavior and the social environment and can critically evaluate and apply that knowledge to evaluating processes and outcomes in order to advance practice effectiveness.	Students will evaluate social work processes and outcomes with individuals, families, groups, organizations, and communities.	

Dimensions Addressed in Order to Obtain Practice Competencies

Knowledge

The dimension of "knowledge" focuses on *knowledge acquisition and comprehension.* "Knowledge acquisition" refers to the recall of specific concepts and theories focused on in the readings and analyzed during lectures and classroom discussions. "Comprehension" refers to the accurate translation, interpretation, and extrapolation of these concepts, current research, theories, policies, and best practices necessary for gaining a thorough understanding of the social work profession.

Values

The dimension of "values" focuses on the beliefs, standards of conduct, and principles specified by the *NASW Code of Ethics*. These values include service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. Social workers look to the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact social work practice at the micro, mezzo, and macro levels. Social workers understand how their personal experiences and affective reactions may influence their professional judgment and behavior and use reflection and self-regulation to manage those personal values to maintain professionalism in all practice situations.

Skills

The dimension of "skills" focuses on the proficiency in the use of one's knowledge, talents, personality and resources. Social work skills include being proficient in communication, effectively engaging with diverse client systems at the micro, mezzo, and macro levels; collecting relevant data needed for problem resolution; assessing problems accurately; using and translating

research evidence to inform and improve practice, policy, and service delivery; planning for change; intervening to attain mutually-agreed upon goals; matching needs with resources; evaluating the change process to determine its effectiveness; developing needed resources, critically analyzing, formulating, and advocating for policies that advance human rights and social, economic and environmental justice.

Cognitive and Affective Processes

Cognitive and Affective processes focus on *attending to, responding to and internalizing* the values of the profession, the ethical use of self in the professional setting, and the philosophical commitment of the MSW program. Attending, responding, and internalizing are encouraged through the development of the awareness of feelings and attitudes that arise within others and us in response to the value dimensions of the course content. These processes are promoted through in-class and out-of-class activities that involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions, and other forms of communication.

Additional Program Information & Policies

- General Policies (College Catalog) (https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/)

- Student handbook (https://www.asurams.edu/student-affairs/student-handbook/)

- Student Code of Conduct (*.pdf) (https://www.asurams.edu/Legalaffairs/wp-content/uploads/policies/student-code-of-conduct.pdf)

- ASU Student Conduct Site (https://www.asurams.edu/student-affairs/student-conduct/)

- BSW Student Manual (*.pdf) (https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/BSW-Student-Manual.pdf)

- MSW Student Manual (*.pdf) (https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/MSW-Student-Manual.pdf)

◎ Course Learning Objectives

Institutional Learning Outcomes

#	Institutional Learning Outcome
1	The student will be able to demonstrate effective communication skills appropriate to the major field of study, depth of study, and degree level.
2	The student will be able to demonstrate effective analytical problem-solving skills that are appropriate to the major field of study, depth of study, and degree level.
3	The student will be able to demonstrate effective critical thinking skills appropriate to the major field of study, depth of study, and degree level.

Expected Student Learner Outcomes

As a result of successfully completing this class, students will be able to:

Program Goal #	Course's Practice Behavior #	Measurable Practice Behavior (CSWE 2022 EPAS)	
1a [P]	1	(1a.) Demonstrate the ability to make ethical decisions by applying the standards of the NASW *Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context	
		Practice Behavior Measurements Used (Project, Papers, Exams, Class Exercises, Etc.)	**Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)**
		Autobiographical Reflection on Personal Values & Ethics; ethical decision-making dilemma	Values, Skills, Cognitive and Affective Processes
		Exam I	Knowledge
		Exam II	Knowledge
1b [P]	2	(1b.) Demonstrate the ability to accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	
		Practice Behavior Measurements Used (Project, Papers, Exams, Class Exercises, Etc.)	**Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)**
		Autobiographical Reflection on Personal Values & Ethics; ethical decision-making dilemma	Values, Skills, Cognitive and Affective Processes
		Exam I	Knowledge
		Exam II	Knowledge

Program Goal #	Course's Practice Behavior #	Measurable Practice Behavior (CSWE 2022 EPAS)	
1c [P]	3	(1c.) Demonstrate professional demeanor in behavior, appearance, and in oral, written, and electronic communication	
		Practice Behavior Measurements Used (Project, Papers, Exams, Class Exercises, Etc.)	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Autobiographical Reflection on Personal Values & Ethics; ethical decision-making dilemma and presentation	Values, Skills, Cognitive and Affective Processes
		Exam I	Knowledge
		Exam II	Knowledge
1d [P]	4	(1d.) Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes	
		Practice Behavior Measurements Used (Project, Papers, Exams, Class Exercises, Etc.)	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
		Autobiographical Reflection on Personal Values & Ethics; ethical decision-making dilemma presentation	Values, Skills, Cognitive and Affective Processes
		Exam I	Knowledge
		Exam II	Knowledge

Program Goal #	Course's Practice Behavior #	Measurable Practice Behavior (CSWE 2022 EPAS)	
1e [P]	5	(1e.) Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior	
		Practice Behavior Measurements Used (Project, Papers, Exams, Class Exercises, Etc.)	**Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)**
		Autobiographical Reflection on Personal Values & Ethics; ethical decision-making dilemma and presentation	Values, Skills, Cognitive and Affective Processes
		Exam I	Knowledge
		Exam II	Knowledge

*"I" denotes the practice behavior is introduced in this class
 "P" denotes the practice behavior is practiced in this class
 "M" denotes the practice behavior is mastered in this class

☰ Course Activities

Description of Learner-Centered Activitie, Exercises, Projects, Labs, Written Assigments, etc.

Activity	Description of Activity
Activity 1: Daily *Class Discussions*	Dialogue of the specific lesson/class topic for the day
Activity 2: Role Plays of various dilemmas	Discussion of/reaction to the scenario; self- reflection
Activity 3: Reading of *Article: Trial...Intern Who Shared Faith (a real world scenario)*	Discussion about a true case scenario of an ethical dilemma involving a specific practitioner.
Activity 4: *Workbook exercises: Boundary Issues & Multiple Relationships*	Completion of a variety of exercises and questions listed in the workbook to enhance student learning
Activity 5: *Self –Inventory exercises/questions*	Assignment designed to promote students' self-awareness about a variety of ethics and values topics

Activity	Description of Activity
Activity 6: Review of discussion questions and current event articles/news stories	Additional opportunities to enhance students' comprehension of the subject matter via dialogue

Graded Assessment #1: Campaign Portfolio and Log (50% of total grade) 200 points

Description:

At the university, you usually show your understanding of course ideas in exams. This class is different. In this class, portfolios replace the exam. Importantly, the portfolio is where you demonstrate your knowledge of the text, along with your social action experiences. Therefore, you must connect the text with your community work throughout each portfolio. Without this connection, you cannot earn above a C on your portfolio. You can discuss with your teammates, but all the portfolios must be your work.

In addition, you will most likely not receive higher than a C on your overall portfolio grade if you do not complete at least 25 hours of social action work (1.5 to 2 hours a week). Please use the log at this website to track your community work and then turn it in with the portfolios. Your portfolio and log will be collected every three to four weeks. Late portfolios will be accepted, but one-third of the grade will be deducted for each class day it is late. Also, I don't accept emailed papers, but you can email me with your late portfolio to stop the "late clock" and then bring in a hard copy at the next class.

All students are required to participate in social action activities. Participation in social action activities involves at least 1½ to 2 hours of campaign work weekly, totaling at least 25 hours over 16 weeks. About half of this time should be spent actively participating, such as engaging in campaign activities (e.g., tabling, flier distribution, giving organizational presentations) or campaign actions (marches, rallies, street theater, etc.). Suppose you do not complete at least 25 hours this semester. In that case, it is unlikely you'll earn a grade higher than a C on your overall portfolio, as reflection becomes difficult without participating in campaign activities and actions. Of course, if you'd like to do more campaign work, that is encouraged. Note: The course reading load has been reduced to balance with the 25 hours of campaign work. You can complete your social action on or off campus, making it manageable for all students to fit into their schedules. Additionally, class time will be dedicated to planning your social action campaign, allowing you to organize in class. During the second through fourth classes, you will brainstorm ideas for your campaign and choose one to develop.

The requirements for the campaign are: (i) that you have at least three students on your team, (ii) you have a passion for the issue, and (iii) your campaign aims to change some policy. The campaign you choose to work on can come from a liberal, conservative, social democrat, or libertarian perspective... or it may have no ideology. Whatever campaign you decide to pursue, give it your best effort and remember that you can make positive changes happen.

Importantly, there is no political indoctrination, as students choose which campaigns to work on and can switch campaigns at any point during the semester. Additionally, my role is to guide strategy and tactics, helping students consider various options while allowing them to decide the best way to move forward.

If a student wants to leave a group for any reason, please get in touch with the professor. The student and professor will then discuss which group the student would like to join. Once the student makes a choice, I will reach out to the other group. If the group believes that accepting the student will cause little disruption, the student can join. However, if the group feels that doing so could disrupt due to issues like lack of trust, transparency, or negative/harmful behavior, they have the right to decline. If the student still wishes to join despite the group's concerns, the final decision will rest with the professor, as I am ultimately responsible for maintaining a positive classroom environment. I am okay with students joining other groups if it results in minimal disruption. Conversely, I do not support students joining groups if it would cause trouble. As the professor, my priority is the overall classroom environment, and I will base my decision on what is best for the class. If a student has no group to join, they will be assigned to an independent study without a negative impact on their grade.

Upload the weekly portfolio and logs to the Assessment/Digication or the following link: https://asurams.digication.com/app/c/foundational-values-and-ethics/assignments

The final assignment will be uploaded to GeorgiaVIEW/D2L.

Graded Assessment #2: Campaign Presentation and Binder (10% of total grade) 40 points

Description:

Students will give a group presentation on their social action campaign. Additionally, your group must submit a campaign binder, which will be evaluated. The binder will be used by future students when selecting their campaigns. Also, I do not accept emailed papers or presentations.

Students will demonstrate their ability to analyze, resolve, and justify a social work or welfare ethical dilemma and social justice/action through the application of social work values, ethical principles, and standards. The eight-step model of ethical decision-making, presented in class and listed in the first chapter of the workbook, will be used. Students will choose from a variety of practice situations involving ethical dilemmas and select one to analyze and resolve for this assignment. Since consultation with others often leads to more thorough, thoughtful, and ethical decisions, students will complete this assignment by collaborating with one other student. The NASW Code of Ethics Standard should clearly identify the dilemma, as outlined in the ethics handout and/or the Reamer textbook. You are also strongly encouraged to utilize these sources, along with classroom discussion topics, to enhance your paper's content. The assignment will be submitted through GeorgiaVIEW/D2L. The purpose is for students to demonstrate an understanding of the ethical decision-making process within the social action change framework. The page number may vary; however, responses to the eight-step model must be comprehensive, detailed, and supported by evidence-based sources (research).

Graded Assessment #3: Four (4) Scholarly Article Summaries (10% of total grade) 40 points

Description:

Students will write a 250-word summary for each required peer-reviewed journal article on social action, relating it to one of the course schedule topics. A minimum of four (4) summaries must be completed. Your summaries must include:

- What was the central thesis (purpose) of the paper?
- What did you find insightful and valuable for your future work as a social worker from the paper?
- What relevance does the paper have to the topic of discussion in our textbook this week?
- What questions or suggestions do you have about the focus of this paper?

Also, I don't accept emailed papers: Article Summary will be submitted via D2L.

Graded Assessment #5: Final Examination (10% of total grade) 40 points

Description: *The second exam to be administered will cover the information that is covered from mid-semester until the end.*

The final exam will cover the National Association of Social Workers (NASW) Code of Ethics.

No retakes will be granted.

Graded Assessment #5: Attendance and Participation (20% of total grade) 80 points

Description: Class attendance at Albany State University is compulsory. **Students' grades are based on regular class participation and performance.** Violation of the ASU attendance policy may result in a reduction of one letter grade. Each student is expected to participate in various lab (class) exercises to promote self-reflection and critical thinking of concepts discussed. Most of the lab exercises will be completed during class.

TEACHING METHODS/CLASS FORMAT: To achieve the course goals, a multi-modal teaching approach will be employed. With the social change action model in mind, a typical class includes the following: (a) a student delivering a 1–2-minute organizational rap (i.e., who, what, why, where, and when of a campaign), (b) a mini-lecture by the professor on the reading, (c) large and small group discussions, in-class exercises, (d) viewing educational videos www.bonner.org/socialaction-docs from past student campaigns and other sources, and (e) group work on their campaigns. These activities are designed to decentralize the faculty, empower students to believe that social action is possible, and enable students to actively participate in their education.

The goal of assessing your participation is to encourage and acknowledge students who prepare and engage in the habits of the mind. Therefore, you will be graded based on the level and quality of your class participation. The following criteria will determine your classroom participation grade:

Excellence (A) requires that you play a leadership role in the significant class discussion and your team, apply the text, discuss points articulately and respond intelligently to others' views; ask insightful questions, and take responsibility for the direction of the class discussion and your team.

Above average (B) requires that you participate regularly in the considerable class discussion and your team, demonstrate good knowledge of the text, discuss points articulately and respond intelligently to others' views; ask insightful questions, but you do not take a strong leadership role in the overall class discussion and the direction of your team.

Average (C) requires that you follow the discussion in the large class and your team, make occasional comments, have a basic knowledge of the text, and sometimes ask questions in the large group and team.

Below average (D) requires that you occupy a seat and occasionally show signs of life.

Failure (F) requires that you occupy a seat but show no signs of life.

At the end of the course, you will be asked to evaluate your level of participation, as well as your teammates. This evaluation will be taken seriously when participation grades are determined.

Class Excuse Request

Currently, a student may request a class excuse from the Office of Student Support under qualifying circumstances that present an immediate crisis impeding a student's ability to attend classes. Upon a student's return to campus, he or she must provide the Office of Student Support with supporting documentation that verifies his or her reason for being absent from classes. Once supporting documentation has been verified by the Office of Student Support, a class excuse will be sent to each professor of the requesting student via university email. Ultimately, class excuses issued by the Office of Student Support only serve as **requests** for professors to allow students to make up missed assignments and quizzes.

- - Class Excuse Form (https://cm.maxient.com/reportingform.php?AlbanyStateUniv&layout_id=19)

📅 Course Schedule

Be sure ONLY to send emails using Outlook (to me) and to check the Announcement section (regularly)

All Assignments must be submitted in Microsoft Word, except for presentations (PowerPoint).
Any missing (not turned in by the deadline) assignment will result in a zero.
Each person must submit their work in D2L, including group work assignments.

When	Topic	Notes
Week 1 08/19/2025 and 08/21/2025	Course overview & Social Work Values and Ethics: An Overview	**Topics Aligned with Student Learning Outcomes** Course overview: Introduction to the course, review syllabus, and assignments Planning for Social Change Read: From [Charity Towards a Social Justice Paradigm](#) - Chapter 1 -- Social Work Values and Ethics: An Overview * Core Issues in Social Work Values & Ethics * The Evolution of Social Work Values & Ethics - The National Association of Social Workers (NASW) Code of Ethics * Preamble * Purpose of the NASW Code of Ethics **Activities/Lab** (chapters/textbook, part.../workbook, and ethical standards/ the NASW Code of Ethics) Assessments Chapter 1 Discussion Questions Register for your Course Workbook Workbook for Ethics in Action (eBook) - https://ebooks.cenreader.com/#!/reader/b0fa1119-5489-4115-a2ee-30dd9422fb96/page/19c100ac5a7ad177805849566617b4d3 Student Acknowledgment and Agreement is due on August 21, 2025, by 11:59 pm in D2 https://albanystate.view.usg.edu/d2l/le/content/3233869/viewContent/51325238/Vie

When	Topic	Notes

Week 2 08/26/2025 and 08/28/2025	Social Action Overview & Understanding Social Problems, and Social Work Values	Topics Aligned with Student Learning Outcomes
		
		Lecture: Social Action Overview & Understanding Social Problems
		
		Read: Myers-Lipton Preface, Chapter 1
		Discussion Board: Topic Proposal & Social Problem Tree
		
		• Chapter 2: Social Work Values
		  ◦ The Nature of Values in Social Work
		  ◦ Social Work's Mission: Core Values in the Prof.
		  ◦ Typologies of Values in Social Work Practice
		  ◦ The Influence of Social Work's Values
		  ◦ Core Professional Virtues
		  ◦ Reconciling Personal and Professional Values
		  ◦ Cultural and Religious Values
		  ◦ The Tension Between Free Will & Determinism
		  ◦ Challenging Social Work's Values
		
		Activities/Lab
		
		  ◦ Chapter 2 Discussion Questions
		  ◦ Workbook
		  ◦ Video
		Assessments
		
		  ◦ Class Discussion

When	Topic	Notes

Week 3 09/2/2025 and 09/4/2025	Chapter 2: Examining the NASW Code of Ethics (2021)	Topics Aligned with Student Learning Outcomes
		
		Lecture: Set the Tone
		
		Read: Myers-Lipton, Chapter 2
		Plato: The Allegory of the Cave
		Portfolio Assignment 1
		
		- Chapter 2: Examining the NASW Code of Ethics (2021)
		  - Ethical Standard 1:
		    - Social Workers' Ethical Responsibilities to Clients
		
		Activities/Lab
		
		- Part 1 Questions (Workbook)
		
		- Portfolio Assignment 1
		
		Assessments
		
		- Class Discussion

When	Topic	Notes

Week 4 09/09/2025 and 09/11/2025	How do we change it? Change theory and Ethical Dilemmas & Decision Making: A Framework	Topics Aligned with Student Learning Outcomes
		
		Lecture: How do we change it? Change theory
		
		Read: Myers-Lipton, Chapter 3
		Portfolio Assignment 2
		
		- - Ethical Dilemmas & Decision Making: A Framework
		    - Code of Ethics
		    - The Current NASW Code of Ethics
		    - The Resolution of Ethical Dilemmas
		    - An Overview of Ethical Theory
		    - The Process of Ethical Decision Making
		  Activities/Lab
		
		  - (Workbook)
		  - Portfolio Assignment 2
		  Assessments
		
		  - 1st Scholarly Article Summaries due on September 11, 2025, by 1:59 pm in D2L
		  - Chapter 3 -- Discussion Questions:
		  - Class Discussion

When	Topic	Notes
Week 5 09/16/2025 and 09/18/2025	Building Power and Chapter 3 Questions: Class Discussion	**Topics Aligned with Student Learning Outcomes** Lecture: Building Power Read: Myers-Lipton, Chapter 4 Portfolio Assignment 3 - Chapter 3 Questions: Class Discussion - Ethics in Action Video - Introduction - Workbook: How to Think About Ethics - Key Points - Eight Steps in Making Ethical Decisions - Professional Organizations & Codes of Ethics - Self–Inventory **Activities/Lab** - Chapter 3 Questions (Workbook) - Portfolio Assignment 3 - Role Play # 1 -6 - Reactions to role play - Follow-up Self-Inventory **Assessments** - Class Discussion

When	Topic	Notes

Week 6
09/23/2025
and
09/25/2025
	Research and Ethical Dilemmas in Social Work: Clinical Practice	Topics Aligned with Student Learning Outcomes
		
		Lecture: Research
		
		Read Myers-Lipton, Chapter 5
		Portfolio Assignment 4
		
		- Ethical Dilemmas in Social Work: Clinical Practice
		  - Confidentiality & Privacy
		  - Self-determination & Paternalism
		  - Divided Loyalties
		  - Professional Boundaries, Dual Relationships & Conflicts of Interest
		  - Emerging Ethical Challenges: Social Media & Electronic Communications
		  - Professional & Personal Values
		
		Activities/Lab
		
		- 2nd Scholarly Article Summary due on September 25, 2025, by 11:59 pm in D2L
		- Portfolio Assignment 4
		
		- (Workbook)
		
		Assessments
		
		- Class Discussion

When	Topic	Notes
Week 7 09/30/2025 and 10/02/2025	Group Dynamics and Chapter 4 Questions: Class Discussion	Topics Aligned with Student Learning Outcomes Lecture: Group Dynamics Read Myers-Lipton, Chapter 6 Portfolio Assignment 5 - Chapter 4 Questions: Class Discussion - Ethics in Action Video Part II: - Introduction - Role Play 7 - 13 - Workbook: Values & the Helping Relationship - Self–Inventory - Where Do You Stand? - Value Conflicts - Key Points & Commentary Activities/Lab - Portfolio Assignment 5: submit (1-5 into Digication and in D2L by 11:59 pm on October 2, 2025) https://asurams.digication.com/app/c/foundational-values-and-ethics/assignments - In What Situations Are You Most Likely To Experience a Value Conflict? - Follow-up Self-Inventory Assessments - Class Discussion

When	Topic	Notes

Week 8 10/07/2025 and 10/09/2025	Strategy & Tactics and Examining the NASW Code of Ethics	Topics Aligned with Student Learning Outcomes
		
		Lecture: Strategy & Tactics
		
		Read: Myers-Lipton, Chapter 7
		Portfolio Assignment 6
		
		- Examining the NASW Code of Ethics
		  - Ethical Standard 3:
		    - Social Workers' Ethical Responsibilities to Colleagues
		  - Ethical Standard 4:
		    - Ethical Responsibilities in Practice Settings
		
		Activities/Lab
		
		- Portfolio Assignment 6
		- Article: Trial…Intern Who Shared Faith
		
		https://www.christianpost.com/news/trial-to-begin-for-fired-intern-who-shared-faith.html
		
		Assessments
		
		- Class Discussion

When	Topic	Notes

Week 9 10/14/2025 and 10/16/2025	Ethical Dilemmas in Social Work: Macro	Topics Aligned with Student Learning Outcomes
		
		Myers-Lipton, Chapter 7, Strategies & Tactics continue
		
		Portfolio Assignment 7
		
		- **Ethical Dilemmas in Social Work: Macro**
		  - The Allocation of Limited Resources
		  - Government & Private-Sector Responsibility
		  - Compliance with Regulations and Laws
		  - Organizational Ethics
		  - Research & Evaluation
		  - The use of Deception; Whistle-Blowing
		
		Activities/Lab
		
		- --
		
		Assessments
		
		- Portfolio Assignment 7
		
		- Class Discussion

When	Topic	Notes
Week 10 10/21/2025 and 10/23/2025	Campaign Kickoff and Chapter 5 Questions: Class Discussion	**Topics Aligned with Student Learning Outcomes** Lecture: Campaign Kickoff Read: Myers-Lipton, Chapter 8 - Chapter 5 Questions: Class Discussion - Boundary Issues and Multiple Relationships Video Part III: - Introduction - Role Play 14 - 22 - Questions for Reflection - Key Points - Managing Boundaries - Key Points & Commentary - Develop a practice task in an agency where boundary limitation is evident. - Where are You Now & Where Will You Go From Here? **Activities/Lab** - Workbook: Boundary Issues & Multiple Relationships - Self–Inventory - Ethics Codes on Dual & Multiple Relationships **Assessments** 3rd Scholarly Article Summary due on October 23, 2025, by 11:59 pm in D2L

When	Topic	Notes
Week 11 103/28/2025 and 10/30/2025	Kickoff continue and Malpractice & Unethical Conduct: Strategies for Prevention	**Topics Aligned with Student Learning Outcomes** **Kickoff continue** Read: Myers-Liptonc Chapter 9 Portfolio Assignment 8 • Malpractice & Unethical Conduct: Strategies for Prevention ○ The Adjudication of Social Workers: Ethics Complaints ○ Confidentiality & Privacy ○ Informed Consent, Delivery of Services, and Boundary Violations ○ Supervision: Clients & Staff **Activities/Lab** • -- **Assessments** • Portfolio Assignment 8 • Class Discussion
Week 12 11/04/2025 and 11/06/2025	Campaign Plan & Evaluation and Malpractice & Unethical Conduct: Strategies for Prevention Continued	**Topics Aligned with Student Learning Outcomes** **Lecture: Campaign Plan & Evaluation** Read: Myers-Lipton, Chapters 9 & 10 Portfolio Assignment 9 • Malpractice & Unethical Conduct: Strategies for Prevention Continued ○ Consultation, Referral, and Records ○ Deception and Fraud ○ Termination of Services ○ The Impaired Social Worker ○ Conducting an Ethics Audit **Activities/Lab** • -- **Assessments** • Portfolio Assignment 9 • Class Discussion

When	Topic	Notes

Week 13 11/11/2025 and 11/13/2025	Hero's and Shero's and Chapter 6: Examining the NASW Code of Ethics (2015)	**Topics Aligned with Student Learning Outcomes**
		
		 Lecture: Hero's and Shero's
		
		 Read Myers-Lipton, Chapter 11
		 Portfolio Assignment 10
		
		 • Chapter 6: Examining the NASW Code of Ethics (2021)
		  ○ Ethical Standard 5:
		   ▪ Social Workers' Ethical Responsibilities as Professionals
		
		 Activities/Lab
		
		 • Chapter 6: Review of Discussion Questions
		
		 Assessments
		
		 • Portfolio Assignment 10
		
		 Due November 13, 2025, by 11:59 pm, uploaded to D2L:
		
		 •
		
		  ○ Submit Portfolio Assignment 1-10 in D2L
		
		 Due November 13, 2025, by 11:59 pm, uploaded to Digication:
		
		 ○ Portfolio Assignment 10 submit (5-10 into Digication). Be sure to have 1-1 submitted by the deadline to https://asurams.digication.com/app/c/foundational-values-and-ethics/assignments
		 • Class Discussion

When	Topic	Notes
Week 14 11/18/2025 and 11/20/2025	Examining the NASW Code of Ethics	**Topics Aligned with Student Learning Outcomes** - Examining the NASW Code of Ethics - Ethical Standard 6: - Social Workers' Ethical Responsibilities to the Social Work Profession and the Broader Society **Activities/Lab** - -- **Assessments** - Class Discussion - CLASS PRESENTATIONS BEGIN Campaign Presentation and Binder due November 18, 2025, at 12:30 pm (upload to D2L and bring group binders to class) CLASS PRESENTATIONS BEGIN on November 18, 2025 (upload PowerPoint by 12:30 p.m.)
Week 15 11/25/2025 and 11/27/2025	CLASS PRESENTATIONS	Holiday Thanksgiving Break – No Classes Monday, November 24 through Wednesday, November 26, 2025 Thanksgiving Break – Campus Closed (No Classes) Thursday, November 27 through Friday, November 28, 2025
Week 16 12/2/2025 and 12/04/2025	*Last Day of Class: Summary	**Assessments** - Four (4) Scholarly Article Summaries are due on December 4, 2025, in D2L by 11:59 pm
Week 17 12/09/2025 12/11/2025	Exam II	**Assessments** - FINAL EXAMINATION on December 9, 2025 (12:30 - 2:30 p.m.) Final Exam - Requires Respondus LockDown Browser + Webcam Hidden Grade item: Final Exam Due and available on December 9, 2025, 12:30 PM until December 9, 2025, 2:30 PM

✔ Method of Evaluation: Course Grading Policy, Assessment, Course Grades

Criteria

Course Grading Policy

#	Assignment	Date Due	Maximum Possible Score
1	Campaign Portfolio and Log	weekly (dates in syllabus)	200
2	Campaign Presentation and Binder	11/18/2025 and 11/20/2025	40
3	Four (4) Scholarly Article Summaries	12/4/2025	40
4	Final Examination	12/9/2025	40
5	Attendance and Participation	Per Class	80
	Total Points		**400**

Assessment

The final grade in the course is defined as follows:

Type	Weight	Topic	Notes
Campaign Portfolio and Log	50%		
Campaign Presentation and Binder	10%		
Four (4) Scholarly Article Summaries	10%		
Final Examination	10%		
Attendance and Participation	20%		

Breakdown

University System of Georgia Grading Policy

The final grade in the course is defined as follows:

Grade	Range	Notes

Grade	Range	Notes
A	90 to 100	To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.
B	80 to 89	To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.
C	70 to 79	For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.
D	60 to 69	A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.
F	Below 60	A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.
I	Incomplete	**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

✳ Course Policies

General Statement

This syllabus contains the policies and expectations that have been established for this course. These policies and expectations are intended to create a productive learning atmosphere for *all students*. Please bring any concerns you may have to my attention.

To create and preserve a course atmosphere that optimizes teaching and learning, all students share the responsibility of creating a positive learning environment. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning, and they are expected to follow these standards:

Course discussions should be civilized and respectful to everyone and relevant to the topic we are discussing. Discussion forums (online or face-to-face) are meant to allow for a variety of viewpoints. This can only happen if we respect one another and our differences.

I will begin in-class and/or online live sessions promptly at the designated time and students are expected to be on time to these sessions. In addition, class will end at the designated time. Please refrain from engaging in other tasks during the online session as it is disruptive to me and to others around you.

Course Information and Instructor Expectations

Grading Standards

Papers are graded on the quality of the final product not necessarily on the effort you expended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements. Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. Grades in the B range— reflect the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. Grades of C- and lower reflect work that is unsatisfactory if you are anticipating and planning to pursue graduate school. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional.

On-Campus Attendance

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible, whether in class or online. Some justified and unavoidable absences are expected. Absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed. Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of "WF" on their academic record.
- The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

Online Attendance

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected. Excused absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed.

Class Meeting	Allowed Excused Absences	Letter Grade Drop	Failure
Once per week	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"
Twice per week	Two excused absences; no penalty	Three absences; 1 letter grade drop	Four or more absences; Class grade of "F"
Summer	One excused absence; no penalty	Two absences; 1 letter grade drop	Three or more absences; Class grade of "F"

Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of "WF" on their academic record.
- The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

Class Cancellation Policy

In the event that the Instructor must cancel a class, students will be informed either in the syllabus (for planned absences such as conference attendance, workshops, etc.) or via email (in the case of illness, etc.) through GeorgiaView. Students are reminded that they are responsible for any information sent to them at their ASU email address. The Instructor will inform the Social Work Department's Administrative Assistant and the Chair of the Department of the class cancellation so a "Notification of Cancellation" may be placed on the classroom door and they can answer any questions or concerns that students might have.

Online Privacy

This course may require you to work with other sites and entities beyond ASU and Georgia View where some personal information (e.g. your name, affiliation with ASU, or current employment) may be displayed. You have the right to regulate the display of information pertaining to yourself on the Internet. If you are uncomfortable displaying information you deem overly personal, you may take steps (such as posting online your first name and last initial only or other pseudonym) to post more anonymously. You also agree to respect other people's wishes to remain anonymous.

Links to and from Third-Party Sites

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or Albany State University (ASU). These links do not necessarily constitute an endorsement by your professor(s) or ASU, and ASU has no obligation to monitor such sites, and user agrees that neither your professor(s) nor ASU is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

Course Attendance Policy

Please refer to the current [Academic Catalog (https://www.asurams.edu/academic-affairs/academic-catalogs/)](https://www.asurams.edu/academic-affairs/academic-catalogs/) for the attendance policy.

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition, for every hour spent in class (whether online or in a classroom), you should spend a minimum of two additional hours studying and working with course materials each week. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working on projects.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
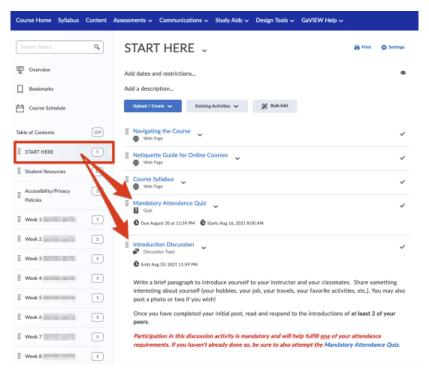- Complete all course work and assignments in the time allowed.

For more information on what constitutes a credit hour and the time commitment involved, please see the [SACSCOC Policy on Credit Hours (https://sacscoc.org/app/uploads/2019/08/Credit-Hours.pdf)](https://sacscoc.org/app/uploads/2019/08/Credit-Hours.pdf).

Attendance Verification & Semester Dates (For Online Courses)

IMPORTANT - In order to confirm your attendance and participation in this course, you must complete the Mandatory Syllabus Quiz AND the Introductions discussion activity by the first **Friday of the semester** at noon. BOTH of these activities are required and can be found within the START HERE module.

Please note: failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage. The participation activity is required and can be found within the Course Content's Syllabus and Start Items folder.

🏛 University Policies

Academic Integrity

Please see the ASU [Student Code of Conduct (https://www.asurams.edu/docs/legal-affairs/policies/AY%202021%202022%20Student%20Code%20of%20Conduct.pdf)](https://www.asurams.edu/docs/legal-affairs/policies/AY%202021%202022%20Student%20Code%20of%20Conduct.pdf) for rules on academic honesty/integrity.

The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

NOTE: TurnItIn, a plagiarism detection system, is often used by ASU faculty members.

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Self-plagiarism is submitting your own work for multiple assignments or across multiple courses.

The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Use of Generative Artificial Intelligence (AI) in Courses

At Albany State University, students are expected to uphold the highest standards of academic integrity, including in the use of new technologies like Artificial Intelligence (AI).

Please review the expectations for using AI tools in this course carefully:

1. **General Rule:**
   - You may **not** use AI tools (such as ChatGPT, Co-Pilot, Gemini, etc.) in any course unless specifically allowed to do so for an assignment or activity by the instructor.
   - If allowed, AI must only be used for tasks like brainstorming ideas, asking clarifying questions, feedback, outlining, and grammar/style suggestions. AI cannot be used to generate entire drafts or responses to prompts; it cannot replace your own thinking and writing.
2. **If You Use AI (When Permitted):**
   - You must clearly disclose and properly cite (e.g., APA, MLA, etc.) any AI-generated content used as specified by the course instructor.
   - Your work must show your own original contribution and critical thinking, not just AI output copied into your assignment.
   - You are responsible for fact-checking all information from AI sources and ensuring accuracy.
   - You must keep records of your AI interactions (such as screenshots, PDFs, or shareable links) and provide them if asked.
3. **Prohibited Use:**
   - **Do not** use AI to complete quizzes, exams, or other independent assessments unless explicitly stated otherwise.
   - **Do not** submit work that is mostly or entirely generated by AI without major personal input.
4. **Violations:**
   - Failure to follow these rules will be treated as a violation of Albany State University's Academic Integrity Policy and may result in disciplinary action.
5. **Important Reminder:**
   - Always ask your course instructor if you are unsure whether or how AI can be used on an assignment.
   - The instructor reserves the right to request an individual meeting with any student to verify their ownership and understanding of submitted work. In these meetings, you should be prepared to explain your writing process, demonstrate original critical thinking, and articulate how you built upon or analyzed the AI output.
   - Remember: AI is a tool, but your learning and critical thinking must always come first.
   - To review the full policy, and Student Use of Artificial Intelligence: https://www.asurams.edu/academic-affairs/ai-resources/ (https://www.asurams.edu/academic-affairs/ai-resources/)

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technical difficulties, please consult Information Technology Services, https://www.asurams.edu/technology/, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

*NOTE: "ASU RAMmail account is the university's official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu (https://www.asurams.edu)) and RAMmail for important university's official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb."

Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in your courses. Check the information at http://www.usg.edu/usgweb/d2lchecker/ (http://www.usg.edu/usgweb/d2lchecker/) to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance, contact Albany State's Help Desk at 229-500-HELP (4357) Monday - Friday, between 8:00 a.m. and 8:00 p.m. or check out the frequently asked question knowledge base, available 24/7 at https://d2lhelp.view.usg.edu/ (https://d2lhelp.view.usg.edu/). For live support after 8:00 p.m. EST Monday through Friday or during weekends and holidays, call 855-772-0423.

ePortfolio Assistance:

As of July 2022, ASU has implemented a new ePortfolio system with our platform provider, **Digication**. An ePortfolio is a collection of work (evidence) in an electronic format that showcases learning over time. Refer to Ram Potential (https://asurams.digication.com/rampotential/home), ASU's metafolio, for basic "getting started" information. Additional tutorials and videos are available on Digication's Support site (https://support.digication.com/).

For technical assistance, contact Albany State's Distance Learning Department at 229.500.2907 Monday - Friday, between 8:00 a.m. and 5:00 p.m., or email asuonline@asurams.edu (mailto:asuonline@asurams.edu?Subject=ePortfolio%20Assistance). For support after 5:00 p.m. EST Monday through Friday or during weekends and holidays, email support@digication.com (mailto:support@digication.com?Subject=ASU%20ePortfolio%20Assistance%20Request).

Early Alert at ASU:

The purpose of this program is to give undergraduate students early academic assistance and advice so that they succeed in this class. Your instructors will submit the names of students who are absent from class, have late/missing assignments, or who fail quizzes/exams to Student Success for outreach and follow-up via phone, email, text, and class/residence hall visits. Resources may include one-on-one assistance with time management, developing a study plan, finding tutoring opportunities, and/or connecting with appropriate offices to address common barriers to success. You are encouraged to respond promptly and positively to these communication efforts.

Tutoring:

Online tutoring resources for ASU students are available 24/7. These resources provide tutoring in a variety of subjects including writing assistance, essay review, mathematics, nursing, and IT support for Microsoft Office. To access these resources, simply click the icon on the toolbar from within your online course and follow the prompts.

Additionally, Albany State offers on-campus tutoring in the [Centers for Academic Excellence (https://www.asurams.edu/academic-affairs/Inactive/learning-centers/index.php)](https://www.asurams.edu/academic-affairs/Inactive/learning-centers/index.php), as well as Tutoring on Demand (TOD) during hours of operation. You can also access TOD from the Study Aids tab to join online tutoring via WebEx.

To connect with additional resources in classroom skills, major exploration, and degree planning, please schedule an appointment with your academic advisor by going to [EAB (https://asurams.campus.eab.com/)](https://asurams.campus.eab.com/) or contact ASU Student Success at [studentsuccess@asaurams.edu (mailto:studentsuccess@asaurams.edu)](mailto:studentsuccess@asaurams.edu) or 229.500.2927.

Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office.

Please contact the Office of Accessibility Services ([https://www.asurams.edu/student-affairs/counseling-disability-services/index.php (https://www.asurams.edu/student-affairs/counseling-disability-services/index.php)](https://www.asurams.edu/student-affairs/counseling-disability-services/index.php) or 229-500-2013) for additional information regarding accessibility services.

Class Excuse Request

Currently, a student may request a class excuse from the Office of Student Support under qualifying circumstances that present an immediate crisis impeding a student's ability to attend classes. Upon a student's return to campus, he or she must provide the Office of Student Support supporting documentation that verifies his or her reason for being absent from classes. Once supporting documentation has been verified by the Office of Student Support, a class excuse will be sent to each professor of the requesting student via university email. Ultimately, class excuses issued by the Office of Student Support only serve as **requests** for professors to allow students to make up missed assignments and quizzes.

- [Class Excuse Form (https://cm.maxient.com/reportingform.php?AlbanyStateUniv&layout_id=19)](https://cm.maxient.com/reportingform.php?AlbanyStateUniv&layout_id=19)

Class Cancellation Policy

Please refer to the current [Academic Catalog (https://www.asurams.edu/academic-affairs/academic-catalogs/)](https://www.asurams.edu/academic-affairs/academic-catalogs/) for the class cancellation policy.

Inclement Weather and Catastrophic/Pandemic Readiness Statement

In the event of a campus emergency due to unintended disturbances, the syllabi and course delivery are subject to change. This includes course requirements, deadlines and grading percentages. First, review all information on the ASU homepage for information and important announcements. Second, if

the course is not able to meet face-to-face, students should immediately log onto GaVIEW and read any announcements and/or alternative assignments or by contacting your instructor (see contact information above).

Important University Dates

Please refer to the [ASU Online Calendar (https://ousearch.omniupdate.com/texis/search/redir.html?query=calendar&pr=albany&prox=page&rorder=500&rprox=750&rdfreq=500&rwfreq=750&rlead=750&rdepth=31&sufs=1&order=r&uq=&bestbet=calendar%2C+academic+calendar%2C+student+calendar&groups=default&u=https%3A//www.asurams.edu/enrollment-management/office_of_the_registrar/academic-calendar/index.php&link)](https://ousearch.omniupdate.com/texis/search/redir.html?query=calendar&pr=albany&prox=page&rorder=500&rprox=750&rdfreq=500&rwfreq=750&rlead=750&rdepth=31&sufs=1&order=r&uq=&bestbet=calendar%2C+academic+calendar%2C+student+calendar&groups=default&u=https%3A//www.asurams.edu/enrollment-management/office_of_the_registrar/academic-calendar/index.php&link) for additional information.
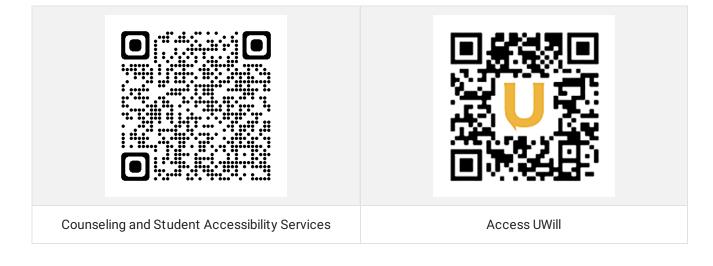
Additional Campus Policies

Policies regarding the following areas can be located at: [http://www.asurams.edu/syllabi-links (http://www.asurams.edu/syllabi-links)](http://www.asurams.edu/syllabi-links)

- Counseling and Accessibility Services
- Sexual Misconduct Information
- Student Code of Conduct
- Campus Carry Policy
- University Learning Centers

Student Well-Being

Albany State University wants you to succeed, and your academic success depends heavily on your personal health and well-being. Stress is a normal part of the college experience, but it can sometimes be compounded by unexpected setbacks, events, or life changes. [Counseling and Student Accessibility Services (https://www.asurams.edu/student-affairs/counseling-disability-services/index.php)](https://www.asurams.edu/student-affairs/counseling-disability-services/index.php) (CSAS) and [Uwill (https://uwill.com/)](https://uwill.com/) offer counseling and wellness resources on-campus at 229.500.2013 as well as through a 24/7 Support Line at 833.646.1526. Services are free, completely confidential, and in no way are connected to your academic record. Learn more about services on the Counseling and Student Accessibility Services webpage at [https://www.asurams.edu/student-affairs/counseling-disability-services/index.php (https://www.asurams.edu/student-affairs/counseling-disability-services/index.php)](https://www.asurams.edu/student-affairs/counseling-disability-services/index.php) or [https://uwill.com/ (https://uwill.com/)](https://uwill.com/)

Counseling and Student Accessibility Services	Access UWill

Student Health Services

The Mission of Albany State University Student Health Services (ASU-SHS) is to provide a quality, cost-effective episodic health care delivery system to meet basic holistic health care needs to presently enrolled students. Further, the ASU-SHS provides current health promotional programs and medical counseling referrals for students as appropriate or when urgent situations occur. ASU-SHS is available on east and west campuses and you can access ASU-SHS at the following link and QR code.

https://www.asurams.edu/student-affairs/health-services/index.php (https://www.asurams.edu/student-affairs/health-services/index.php)

ASU Student Health Services

Sexual Assault

If you experience rape/sexual assault and think you might still be in danger, if you are on campus call 229.430.4711, if you are off campus call 911 and stay on the phone with them. For emotional support, advocacy, or information following a sexual assault, you can contact CSAS, contact the ASU Wellness Hub, or call the ASU Police Department at 229.430.4711. ASU PD has advocates with whom you can talk. If you are not comfortable calling ASU PD, you can call the RAINN National Sexual Assault Hotline 24/7 at 1.800.656.HOPE (1.800.656.4673).

Suicidal thoughts

If you are having suicidal thoughts, you can contact CSAS or the ASU Wellness Hub, but if you are not comfortable contacting CSAS, you can call, text, or chat the 988 Suicide and Crisis Lifeline at 988. You can also web chat with someone through Lifeline Chat at the following link or QR code https://988lifeline.org (https://988lifeline.org)

Lifeline Chat

Student Food and Personal Items Pantry

The mission of the Student Food and Personal Items Pantry (hereinafter the Buck Bank) is to alleviate food insecurity among ASU students by providing emergency food to ASU students in need. They aim to alleviate the barriers associated with food insecurity to support student success at ASU and to ensure that no student goes hungry because of a lack of income or access to food.

All currently enrolled ASU students are eligible to use the Student Food and Personal Items Pantry. Students confidentially can "Make a Request for Goods" (https://app.pantrysoft.com/login/asubuckbank) online. In addition, students can schedule a date and time for pick-up that best meets their schedule using this online portal. The office is in the East Campus Student Center (Green Zone) on the 1st and 3rd Wednesdays and Fridays of each month between the hours of 8:30 a.m. – 12:00 p.m. and 1:30 p.m. 4:30 p.m. To access more information and request assistance visit the following link or QR code (www.asurams.edu/pantry (http://www.asurams.edu/pantry))

ASU Student Food and Personal Items Pantry

≣ Rubrics and Additional Information

Directions & Rubrics

Attached are the rubrics for each graded assignment:

1. [Student Acknowledgment and Agreement (https://www.asurams.edu/docs/distance-learning/syllabi-files/SOWK-3300/5%20-%20Student%20Acknowledgement%20and%20Agreement.pdf)](https://www.asurams.edu/docs/distance-learning/syllabi-files/SOWK-3300/5%20-%20Student%20Acknowledgement%20and%20Agreement.pdf)
2. [Assignment #1 - Autobiography Paper Grading Sheet (https://www.asurams.edu/docs/distance-learning/syllabi-files/SOWK-3300/1%20-%20Assignment%201%20-%20Autobiography%20Paper%20Grading%20Sheet.pdf)](https://www.asurams.edu/docs/distance-learning/syllabi-files/SOWK-3300/1%20-%20Assignment%201%20-%20Autobiography%20Paper%20Grading%20Sheet.pdf)
3. [Assignment #2 - Ethical Decision Making Dilemma Paper Grading Sheet (https://www.asurams.edu/docs/distance-learning/syllabi-files/SOWK-3300/2%20-%20Assignment%202%20-%20Ethical%20Decision%20Making%20Dilemma%20Paper%20Grading%20Sheet.pdf)](https://www.asurams.edu/docs/distance-learning/syllabi-files/SOWK-3300/2%20-%20Assignment%202%20-%20Ethical%20Decision%20Making%20Dilemma%20Paper%20Grading%20Sheet.pdf)
4. [Assignment #4 - Ethical Dilemma PowerPoint Presentation Grading Sheet (https://www.asurams.edu/docs/distance-learning/syllabi-files/SOWK-3300/3%20-%20Assignment%204%20-%20Ethical%20Dilemma%20PowerPoint%20Presentation%20Grading%20Sheet.pdf)](https://www.asurams.edu/docs/distance-learning/syllabi-files/SOWK-3300/3%20-%20Assignment%204%20-%20Ethical%20Dilemma%20PowerPoint%20Presentation%20Grading%20Sheet.pdf)
5. [Bibliography and References (https://www.asurams.edu/docs/distance-learning/syllabi-files/SOWK-3300/4%20-%20Bibliography%20and%20References.pdf)](https://www.asurams.edu/docs/distance-learning/syllabi-files/SOWK-3300/4%20-%20Bibliography%20and%20References.pdf)