

**WAYNE STATE
UNIVERSITY**

SCHOOL OF SOCIAL WORK

MASTER SYLLABUS

9/23/2011

Welcome	
Dates: Beginning	Ending
SW 3010 PRACTICE METHODS I	
(3 credit hours)	
Faculty: Introduction (video podcast)	
Contact Policy: Preferred Method:	
Prerequisites/Required Materials/Textbook(s)	
Bookstore: http://wayne.bkstore.com	
<p>Basic Technology Requirements:</p> <ol style="list-style-type: none"> 1. You must be familiar with Blackboard. Orientation to Blackboard can be accessed at http://computing.wayne.edu 2. You must have access to a computer that connects to the internet. The course materials are only accessible online by logging in to http://blackboard.wsu.edu - If you do not own a computer, the computer labs on campus will be open during this semester 3. You will need a recent version of MS Word (2003 or 2007) and must be familiar with using Power Point to review lecture material 4. While you are enrolled in this course you will need access to: <ul style="list-style-type: none"> ✓ A reliable internet connection ✓ An e-mail account ✓ Access to MS Office 2000, specifically; Word, and or PowerPoint. <p>You must check your e-mail account regularly throughout the semester. Official announcements will be made by e-mail, and on the course Web site</p>	
Hardware/Software Connection:	
To ensure you have a successful experience with Blackboard, C&IT recommends using a high-speed/broadband internet connection (Cable, DSL, or wireless) when accessing Blackboard off campus	
Technical Assistance: Computer and Information Technology	
http://computing.wayne.edu/	
Help Desk: (313) 577-4778	
Email: bbadmin@wayne.edu	
Online Office Location:	
Online Office Hours: Monday	
WSU Library: http://www.lib.wayne.edu/	

Course Management Considerations
<ol style="list-style-type: none"> 1. Time management is a key element in successfully completing this course. 2. Please do not hesitate to contact me when you are experiencing problems. 3. Remember it is important to be courteous to your fellow classmates. It is absolutely ok to disagree to disagree with posts however, put downs are unacceptable. 4. You are in charge of your learning, make your efforts count. <p>Be aware there may be technical glitches. Stay calm and contact the call center via E-mail at http://computing.wayne.edu/</p>
Course Requirements
<ul style="list-style-type: none"> • Read the assigned readings • Engage in positive and meaningful dialog with classmates concerning the topic being discussed • Answer discussion questions and present reasoning behind answers given to other questions • Log onto the course at least 5 days per week and demonstrate presence through posting and interaction • Complete all required postings and assignments
Student Code of Conduct:
Please visit Http://www.doso.wayne.edu/codeofconduct.pdf
Educational Accessibility Services (EAS)
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss you specific needs.
Course Domain And boundaries
<p>This is the first in a sequence of four courses, (SW3010, 3020, 4010, and 4020), designed to develop the practice knowledge and skills necessary for BSW students to begin professional social work practice. The purpose of this course is to provide an overview of Generalist Practice. This course will introduce students to the value, philosophy and knowledge base considerations of social work practice.</p> <p>Generalist social work practice is presented within a pluralistic eclectic framework as an orderly process of planned change with various client systems and the application of ethical and technical practice principles. Students are encouraged to explore the professional “use of self” by employing self correction to assure continued professional development as well as a means to better understand personal impact on delivery of client services.</p> <p>Students will be assisted in the beginning development of such skill as: self awareness, personal values, communication, observation, building a professional helping relationship, identification of ethical conflicts and ability to use ethical decision making.</p> <p>Specific emphasis will be given in this first methods course to the integration of material from the student’s knowledge of human behavior, social policy, research, student’s life experience, and professional skill laboratory experiences. Particular attention is given to preparation for understanding and relating to persons of diverse backgrounds including oppressed groups, populations-at risk and racial or ethnic minorities.</p>

COMPETENCIES

- 1-Identify as a professional social worker and conduct oneself accordingly
- 2-Apply social work principles to guide professional practice
- 3-Apply critical thinking to inform and communicate professional judgments
- 4-Engage diversity and difference in practice

Benchmarks

- A. Students will employ values clarification as a process regarding use of self in their professional role.
- B. Students will review issues of marginalized populations
- C. Students will interview a BSW Agency Social Worker
- D. Students will write a paper of personal ethical dilemmas and value orientation

Learning Outcomes: By the end of this course students will be able to

- Identify opportunities and implement strategies to advocate for clients (Competency 1-A)
- Describe the unique roles and services that social workers provide (Competency 1-B)
- Demonstrate attendance to professional roles and boundaries Competency 1-C)
- Employ values clarification as a process regarding use of self in their profession (Competency 2-A)
- Differentiate between personal and professional standards in the professional role with clients (Competency 2-A)
- Employ ethical standards in their professional role with clients (Competency 2-A)
- Recognize personal values assumptions and biases and not impose those views on clients (Competency 2-A)
- Be responsive to personal feelings, behavior and thoughts and understand how these can impact professional action which may contribute to social and economic justice (Competency 2-A)
- Demonstrate integrity, honesty and an ability to communicate the principles of the profession (Competency 2-B)
- Articulate the ethical principles of the NASW Code of Ethics (Competency 2-B)
- Recognize Competing ethics and utilize decision making steps to address ethical dilemmas (Competency 2-D)
- Employ effective oral and written language skills in their professional communications (Competency 3-C)
- Recognize at a beginning level the impact of diversity on human relationships (Competency 4-A)
- Take into account human diversity in all phases of social work practice with special attention to at-risk populations (Competency 4-A)
- Demonstrate an understanding of how the forms and mechanisms of oppression and discrimination impact individuals, groups, families organizations and communities (Competency 4-A)

Texts

Kirst-Ashman, K. K. & Hull, G.H. (2009). *Understanding Generalist Practice* (5th ed.). Chicago: IL

Hepworth, D.H., Rooney, R.H., G.D. Gottfried, K. & Larson, J. (2010). *Direct Social Work Practice:*

Theory and skills (8th ed.). Pacific Grove: CA Brooks/Cole. Chapters 1,4,5,6,7 & 14

The above will be bundled under ISBN 0495293210

Payne, M. (2005). *Modern social work theory* (3rd ed.) Chicago: IL Lyceum Books. Chapter 6.

Recommended: Benjamin, A (2001). *The helping interview* (4th ed.). Boston: MA . Houghton Mifflin Company.

Organization of the Course

This is a three-credit course composed of lecture/discussion/and practice. Two thirds of the focus will be on practice knowledge and one third of the course sessions are a laboratory in which skill development will be practiced. The focus is on gaining insight into entry-level generalist social work practice and the socialization of the student to the profession of social work. The sessions are organized around the following:

- Introduction to systems theory as a framework for generalist practice and the social work profession
- The process of problem solving
- Working with groups
- **Preparation for field work**
- Exploration of the code of ethics
- Working with diverse populations

Professional skill laboratory:

- Develop verbal and written communication skills
- Develop assessment and intervention planning skills
- Develop awareness of one's own feelings
- Use role play, simulation, feedback and video taping
- Develop awareness of cultural values and their impact on practice
- Develop awareness of ethnic, race and gender attitudes
- Develop skill in "use of self"

Service Learning Project:

- Service-learning is a useful means of helping students understand gerontology.
- It allows for the ideal integration of theory, research, and application of the study of aging.
- Students provide meaningful service to the community, by engaging in direct contact with members of the populations they are studying while integrating course content with real-world experience.
- Students gain additional insight by participating in reflective activities in class discussions; through journal keeping and other writing assignments; and in meetings with instructors, other students, and professional staff members who provide support and services to oppressed populations at service-learning sites.
- The service-learning project, will improve the students' ability to understand,

appreciate, and work with various oppressed populations

Role of Instructor

The instructor shall adhere to the requirements set forth in the Wayne State University state regarding teaching responsibilities.

Performance Criteria

Student Responsibility/ and course policy:

Student achievement of the knowledge and skill objectives is assessed via quizzes, which include multiple choice, true false and short answers. A written assessment of the historical trends of a particular social welfare policy, including the various definitions of the problem over time.

COURSE POLICIES:

assignment Policy:

Assignments must be submitted no later than 11:59 p.m. on the due date.

All late weekly assignments will be downgraded by 5 points.

Late papers (those not turned in on assigned day), will be downgraded by one grade, i.e. if the paper is deemed to be an A paper, it will be given a B due to lateness. Each rewrite of a paper will be downgraded by five points. A zero will be factored in for missing work.

Students are expected to complete all readings, participate in class via online discussions, and perform satisfactorily on assignments and examinations. The instructor shall be notified of unavoidable issues in advance which may (will) prevent compliance with assignment due date. Unless there are serious extenuating circumstances, a student will not be able to earn an A for the course with more than two sessions of non-participation a B with more than four sessions of non-participation, or a C with more than five sessions of non-participation.

PLAGIARISM/ACADEMIC HONESTY:

“Plagiarism is using another person’s words or ideas without giving credit to the other person. When you use someone else’s words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note.”

Plagiarism, Cheating: See WSU References:

http://www.otl.wayne.edu/pdf/2006_july_aibrochure.

<http://www.doso.wayne.edu/codeof conduct.pdf>

(William Harris, “Anti-Plagiarism Strategies for Research Papers,” <http://virtualsalt.com/antiplag.htm>, March 7, 2002)

You must cite sources from the Internet or any other form of electronic media used in your work. Any paper suspected of plagiarism will be reviewed at Turnitin.com to verify that it is your work and properly

cited.

Any paper that is plagiarized will result in an “F” for the class and a referral to the University for further Disciplinary Action.

APA FORMAT

All papers written in the School of Social Work require APA format. You may purchase the Publication Manual of the American Psychological Association (6th edition), or you may visit the website listed below

<http://owl.english.purdue.edu/owl/resource/560/01/>

WIKIPEDIA WILL NOT BE ACCEPTED AS A RELIABLE SOURCE

What is Wikipedia?

“Wikipedia is a free-content encyclopedia, written collaboratively by people from all around the world. The site is a wiki, which means that *anyone* can edit entries simply by clicking on the *edit this page* link.”

“Because Wikipedia is an ongoing work to which anybody can contribute, it differs from a paper-based reference source in some important ways. In particular, mature articles tend to be more comprehensive and balanced, while other (often fledgling) articles may still contain significant misinformation, un-encyclopedic content or vandalism. Users need to be aware of this in order to obtain valid information and avoid misinformation which has been recently added and not yet removed.”

Class Participation/Attendance:

Student participation is important to the success of any class. You will note that there are **Discussion Questions** listed on the syllabus. Discussion questions will be posted as a separate thread and responses should be posted within the thread. Responses are evaluated based on content quality. They should reflect familiarity with lecture material and/or the readings and be approximately 200 words. Cite and references you use from readings.

Note: Class participation include raising questions from the readings, making relevant comments drawn from personal experience, reacting to opinions expressed by the instructor and students, asking for clarification, being actively engaged in class exercises, or bringing up issues of general interest to the class.

Course Outline

Session	Activity	Assignment
1	Overview of course objectives, content and relationship to BSW curriculum; introduction to utilization of Blackboard technology; Role play Review of video regarding healthy aging	For session 2 Read Kirst-Ashman, Chapter 1 Introducing generalist practice: the intervention model pp. 2-39 Hepworth, Roney, & Larson Chapter 1 the challenges of social work pp.3-22
2	Uniqueness of social work; defining generalist	For session 3 Read

	practice; the generalist intervention model; social work values practicing competently.	Kirst-Ashman, Chapter 2 Micro practice skills pp.42-75.
3	Working with individuals Interviewing skills; Client self determination Verbal and non-verbal behavior; Client self-determination and empowerment. Review video –nondirective Techniques for informed decision making (Module 5 UIA)	For session 4 Read Kirst-Ashman, Chapter 3 Mezzo practice skills: Working with groups pp. 78-104
4	Benefits of group; types of groups; worker roles in groups; micro skills in group.	For session 5 Read Kirst-Ashman Chapter 4 Macro practice skills: Working with Organizations and Communities pp. 125-158
5	Defining macro practice; the organizational context of social work practice; the theoretical base for organizational and community change; worker role in organizational and community change; generalist intervention model in macro practice.	For Session 6 Read Payne, Malcolm Chap. 6 Systems and ecological perspective pp. 137-153
6	systems theory/ecological framework applying systems theory to social work practice ecological systems theory: the life model; networking and social support systems.	For Session 7 Read Hepworth, Rooney & Larson. Chapter 14 Enhancing clients problem solving, social assertiveness, and stress management skills pp 405-440
7	Problem solving skills; preparing clients to learn to problem solve; managing interaction during problem solving; steps for problem solving; social skills training; relaxation training.	For session 8 Read Hepworth, Rooney & Larson. Chapter 5 Relationship building skills: Communicating with empathy and authenticity pp. 87-138
8	Roles of the participants; identifying surface and underlying feelings; developing skills in responding; self disclosure; responding authentically.	For session 9 Read Hepworth, Rooney & Larson. Chapter 6 Verbal following, exploring, and focusing skills.pp.129-154, chapter 7 Eliminating Counterproductive communication patterns. pp 155-170
9	psychological contact with clients and exploring their problems; focusing; evaluating use of focusing and exploring skills; impact of counterproductive communication patterns; eliminating nonverbal barriers to effective communication; eliminating verbal barriers to communication gauging the effectiveness of your responses Levels of practice role play will be done in class today. If you miss class you must consult with instructor on how to complete your assignment. (FACE TO FACE).	For Session 10 Read Hepworth, Rooney & Larson Chapter 4. Operationalizing the cardinal social work values pp53-79
10	Interaction between personal and professional values; the cardinal values of social work.	For Session 11 Read Kirst-Ashman, Chapter 11 Values, ethics, and the resolution of ethical dilemmas pp. 415-455 Download and print from Link in Blackboard
11	NASW Code of ethics Module 1 Values exercise 1 and 2(UIA)	For Session 12 Read Kirst-Ashman, Chapter 12 Culturally competent social work practice. pp.394-420
12	Diversity in the United States; Barriers to culturally competent social work; developing culturally competent interventions; Understanding and valuing differences ethically and racially sensitive social work practice.	

	Understanding and valuing differences Begin viewing student's video tapes (FACE TO FACE)	
13	Realities of the field guest lecturer; Agency function and roles of student Agency function and role of involuntary clients; Expectations of the field.	Review Podcast
14	Session 14 Wrap-up and evaluation	
15	Session 15 Final examination	

Note: Faculty reserves the right to change the syllabus **based on needs of the class**

ASSIGNMENTS

When you are beginning an assignment please think about the following things before you begin:

- What is the purpose of this assignment?
- What is the instructor hoping I will learn from this assignment?
- How can I best demonstrate that I know the material required for the assignment?
- **Have I looked at the assignment instructions closely?**

After you have considered the above, you are ready to begin writing.

Your first step in writing is to create an introductory paragraph. You may need to change this paragraph somewhat after the paper is complete but having one written before you begin the body of the paper will help guide you in your writing. A good introductory paragraph introduces the overall topic and includes a topic sentence. It does not just say "I am going to write about ____ topic and I will show you this in my paper". A paper which just begins, with no introduction, is not well written and social workers write a lot so you need to be able to write adequately. I have included a link on Blackboard about writing introductory paragraphs and I suggest you review that and/or the information in your English composition text. I will deduct points for the lack of an introduction and or a poorly written introduction.

As you write your paper, after every paragraph, consider:

- Does this material relate to the stated topic and to my topic sentence?
- Have I created a transition between the previous paragraph and this one?
- Is my writing clear and understandable?
- Have I made any grammar, spelling, or other mistakes I need to correct?
- Does my material have depth or am I just reiterating other material?
- Does my material show evidence of my own thinking?

When you have completed writing the paper, you must create a conclusion. A conclusion is not just a retelling of the paper. I already read the paper, I do not need to read a shorter version of it in the conclusion. I want to see what you have made of the material. Therefore the conclusion can include:

- What did I learn by writing this paper?
- Have any of my ideas changed through this learning?
- Have any of my ideas been confirmed through this learning?
- How might this learning influence my growth as a social worker?

Now give your paper one final review. Considering in your review:

- Does this paper meet all the requirements listed in the syllabus?
- Do all my ideas belong together?
- Have I created transitions between all my paragraphs?
- Do I need to revise any sections of the paper?

Once you have done all of this, you need to proof read your paper. Again you will lose points for papers that have a lot of unnecessary errors. You may want to have a buddy who will proofread your paper and you proofread theirs because it can be difficult to see your own mistakes. The purpose would not be to change your paper in any way but just to help see any common errors like the use of "and" when it should be "an", etc.

At this point, your paper should be ready to hand in.

1.INTERVIEW PAPER (Competency 1)**Due:**

You are to interview, in person, a BSW social worker working in an agency setting (not private practice) in the local area. You must interview them in their work setting **not on the phone**. Plan to spend 45 minutes to an hour in the interview. **This must be someone you do not know prior to this assignment.** Please use the name and credentials of the person that you interview. If they are not willing to have these used, please choose someone else. Gather the following information:

- A. Educational background (College or University, year of graduation, degree to affirm BSW)
- B. Description of work and job title.
- C. Description of clients served.
- D. Description of social/personal problems or concerns addressed in the agency.
- E. The Social Worker's evaluation of his/her own effectiveness within the agency.
- F. Discuss Social Worker's evaluation of the effectiveness of the agency.
- G. What indications were there of micro, mezzo, and macro social work within the agency.

After the interview write a paper (4-5 pages double spaced pages) consisting of the following three sections:

- Section 1 Describe the experience of trying to find someone to interview. Include how many phone calls you had to make, what your feelings were when asking a stranger for help, how it felt if your calls were not returned. The idea is that you will become aware of the parallel processes between how you felt and how a consumer might feel in similar circumstances (i.e. asking for help, calls not returned, etc.). Please compare the feelings you had to the feelings a consumer might have.
- Sections 2 Summarize the information gathered during the interview and include the information from A-G above as well as other related content or observations.
- Section 3 Conclude the paper with your assessment of the interview and the work that is accomplished in the agency. Include how you experienced this assignment (i.e. what did you learn, how did you feel during the interview, do you feel or think differently about social work, etc.).

All papers must include a cover page, an introduction and a conclusion to the topic. The cover page should include the title of the assignment, information about the class (SW3010), the date you are handing it in and your student identification number, please do not use your social security number. Use the writing skills you learned in your English Composition classes. Do not include a transcript of the session. I caution you to make sure that the person you interview has a BSW. **Many people say they are a Bachelor's level social worker but they have not earned a BSW. Ask before you go ahead with your interview. Ask specifically this question before you go ahead with your interview "Do you have a BSW."** This information should be confirmed again when you ask what degree they earned and from what university. Thus you will be doubly sure that you are interviewing someone with a BSW. Be cautious about this because I will not accept a paper which is an interview of someone with another degree. The purpose of this assignment is to write about what someone with a BSW does in practice. Any other degree defeats the purpose of the paper

2. Values Paper Competency 2	Due:
<p>This paper is designed to assist you in exploring your own value orientation. Of particular interest is how your own values and feelings influence your attitudes and behaviors.</p> <p>In a type written paper (5 pages double spaced), describe your values as they relate to social work values and to the NASW Code of Ethics. You must examine values that are conflicting with the Code of Ethics and values which are congruent with the Code of Ethics. This paper must have depth to receive full credit.</p> <p>Which of your values do you see as especially helpful to you as you practice social work?</p> <p>How do you see yourself practicing social work and promoting the values of the profession?</p> <p>Describe life situations that have helped you shape your values and support your belief in the social work values described in your texts and in the NASW Code of Ethics.</p> <p>This assignment must include a cover page, an introduction and a conclusion. The cover page should include the title of the assignment, information about the class (SW3010), the date you are handing it in. This paper must also demonstrate good English Composition skills. Please include all of the above required parts in your paper. You will lose points if all are not included.</p>	

3. PAPER RELATED TO THE INTERRELATIONSHIP OF THE THREE LEVELS OF PRACTICE Competency 3	Due
<p>This paper will demonstrate your beginning understanding of the importance of all three levels of practice and the way the different levels of practice overlap and contribute to the overall practice of social work. The paper will be based on a <i>Case Scenario</i>.</p> <p>The paper will be type-written double spaced and 5-7 pages in length. Include in the paper:</p> <ol style="list-style-type: none"> 1. Identify a macro/mezzo level change that you believe might be faced by a social worker who is engaged primarily in micro-level practice. Identify the specific changes that the social worker may want to pursue for his/her client's benefit. 2. Identify the overlap between the three levels paying particular attention in your discussion to the way the challenge affects special populations such as ethnic minorities and women. <i>identify these issues, which issues in particular are relevant to this client</i> 3. Identify the value and ethical dilemmas that arise from this problem. Discuss ways in which the ethical principles might be brought to bear to help resolve the problem. <i>Refer to the specific problem addressed in the scenario</i> <p>As in the other assignments, this assignment must include a cover page, an introduction and a conclusion. A cover page should include the title of the assignment, information about the class (SW3010), the date you are handing it in and your student identification number.</p> <p>The paper must also demonstrate good English Composition skills.</p>	

Video Taping **In Class Discussion or (possibly a WIMBA presentation) Session 9**

Each student will make a video recording of an interview with another student. You are to use the highest skill level that you can and as many skills (empathic responding, furthering, summarizing, paraphrasing, problem solving, assertiveness, etc.) as you can during the interview.

On the planned dates for viewing the videos, you are to bring your video to school.

You will present the video to the class and then evaluate your skill level yourself. You will then ask for feedback on your skills from your client (classmate). Next you will ask the class for feedback and last you will ask your instructor for feedback.

Feedback/evaluation should address both strengths and skills that still need some practice. Please be specific when giving feedback. It is not helpful to use statements like “You did a really good job.” It is more useful to say “When you used empathic responding, she really opened up about her feelings.” Or “I like the way you used hand gestures to illustrate your point.” Or “I think it would be useful for you to work more on your summarizing skills.”

Ethics Competency 5 Engage human rights and social and economic justice

You are to watch the film *Crash*. You will be placed in groups on Blackboard and you will work with your groups in completing your assignment as described on Blackboard.

PROCESS RECORDING

Process recordings should use one of the forms provided in this syllabus or on the web site for this course. A cover page should include the title of the assignment, information about the class (SW3010), the date you are handing it in, and your student identification number, please do not use your social security number.

An introduction needs to be provided at the beginning of the process recording. The introduction includes:

- A. Client name (use a pseudonym and identify it as such)
- B. Age of client
- C. Marital status of the client
- D. Occupation of the client
- E. How many times have you seen them previous to the recorded interview
- F. Goals for the interview
- G. Anything else that would assist the professor’s understanding of the situation

In the body of the process recording:

- A. Dialogue need to be the exact dialogue as the student remembers it (it will read like a script for a play)
- B. Feelings need to be your *feelings* not what you *think* is going on with your consumer.
- C. Analysis will:
 - 1. Identify your understanding of what is going on with your consumer.
 - 2. Identify the skill you are using.
 - 3. Explain the reason for selecting that skill or intervention at that point.
 - 4. Explain where you are heading with this client.

5. Self-evaluate the effectiveness of the skill or intervention used at this point.
6. Identify what might work better in the future.
7. Include anything else you think might be relevant to your consumer or your skill development.

At the end of the process recording, provide an evaluation of your overall skill during the session.

- A. How do you see yourself as being effective during the session?
- B. What skills would you like to improve?
- C. What questions do you have for the reader so you can receive feedback on your skills?

Note: questions need to be specific and have depth.

Service Learning Project (TBA)

Goal:

To provide an in-depth learning opportunity for students to experience personal interaction with an oppressed population and learn about their needs and the structure and operation of community based programs

1. The student will be assigned to a community organization or project. Each student will fulfill a minimum of 20 hours of community service.
2. The student is to maintain a journal about the experience. A one-page, single-spaced entry should be submitted every two weeks. The journal should include date, time, place, and duration of each service assignment; summary of visit, including description of activity and surroundings; integration of information with the student's experience; and personal reflections, impressions, and meanings. The Student might answer questions such as: What am I doing and why? What am I learning? What insights am I gaining about others, society, and myself? How will this experience affect my future thoughts and actions? As well as reflections on your experience of the process. At the conclusion of each journal entry, students should indicate specific plans for upcoming meetings with their service population
3. The journal will be evaluated on the comprehensiveness of reflections, and integration of information service population and theory with your experience. Completion of the voluntary service requirements, reliability in planning and fulfilling obligations, and an assessment of the students performance by the Service Organization will also be factored into the grade.

Grading Structure

455-440 =A	439-424 = A-	423-408 = B+	407-392 = B	391-376 = B-
375-360 = C+	359-344 = C	343-328 C-	327-312 = D+	311-296 = D
Agency Visit/Interview Paper				15
Discussion Questions		10 points Per week beginning week 2		140
Paper on three levels				20
Values Paper				20
Quizzes		10 points per week beginning week 2		140
Video Recording				15

Reflection	5 points (each week)	75
Process Recording		20
Ethics (“Crash”)		5
Service Learning Project		5
Total		455

DISCUSSION QUESTION RUBRIC

Discussion Question Assignment				
Postings: Post your assignment the discussion board by the date it appears in the course calendar the discussion Question rubric will be used to evaluate the assignment				
Evaluation Criteria	Advanced	Proficient	Not yet there	Not there at all
	Clear evidence of critical thinking – application , analysis, synthesis and evaluation. Postings are characterized by clarity of argument, depth of insight into issues, originality of treatment and relevance. Sometimes include unusual insights. Arguments are well supported (5pts)	Beginnings of critical thinking: postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought, tendency to recite facts rather than address issues (2pts)	Poorly developed ideas which do not add to discussion (1pt)	Does not enter the discussion
	Responds to at least 5 classmate’s posting on each of the discussion questions (5pts)	Responds to less than the required # of students (1pt per response)		Does not enter the discussion (0 points)
	Individual message and responses posted by deadline. Standard English mechanics and grammar is used (2pts)	Noticeable problem with mechanics or late posting (1pt)		No responses posed (0 points)
Maximum points available for each discussion assignment (10) = max of 5points for your response to faculty post. 1 point for each student (different) post				

REFLECTION

<p>Overview:</p> <p>The concept of reflection is fundamental to experiential learning. The past experience is replayed or re-evaluated in terms of new information. This analytic exercise enables you to formulate new knowledge, perspectives, mental models, and ultimately, changes in behavior or action.</p>
<p>Objectives</p> <ul style="list-style-type: none"> • Review and reflect on what you have learned • Focus on how you learned
<p>Instructions: A reflection is due each week regarding the activities of the week. Please respond to the information provided below.</p>
<p>1. Reflect on the following:</p> <ul style="list-style-type: none"> ✓ What did you think about, feel, and visualize while participating in this session? ✓ What attitudes, skills and concepts have you gained from participating in this session?

- ✓ What did you know before; What did you want to know, and what did you learn this session
- ✓ What did you learn in this session that you won't forget tomorrow?
- ✓ What was the most significant factor in how you learned?

REFLECTION RUBRIC

Evaluation Criteria	Advanced	Adequate	Not There at all
Evidence of critical thinking	Application, analysis, synthesis and evaluation. Postings are characterized by clarity of argument, depth of insight into issues, originality of treatment and relevance. Sometimes include unusual insights. Arguments are well supported (2 pts)	Some critical thinking is evident. postings tend to provide good general statements related to the content of the session. Assertions are not supported by evidence (1pt)	Poorly developed critical thinking (0 pts)
Ideas	Well developed; shows evidence of reflection and new introduces new ideas when appropriate (2pts)	Poorly developed; shows little reflection (1pt)	Did not complete assignment (0 pts)
Timeliness	Posts on or before deadline (1pt)	Late post (0 pts)	
Each reflection has a point value of 5			

Course Calendar Assignments and Due Dates at a glance

Session 1 Course Begins: Monday January 10. 2011

Introductions

Response to classmates due

Reflection

Session 2 Monday January 17, 2011

Read : Chapter 1

Discussion question due

take quiz

Reflection

Session 3 Monday January 24

Read:

Discussion question due

Response to classmates due

take quiz

Reflection

Session 4 Monday January 31

Read:

Discussion question due

Response to classmates due

take quiz

Reflection

Session 5 February, 2011

Read:

Discussion question due

Response to classmates due

take quiz

Reflection

Session 6: February 14

Read:

Discussion question due

Response to classmates due

take quiz

Reflection

Session 7: Monday February 21

Read

Discussion question due

Response to classmates due

take quiz

Reflection

Session 8: Monday February 28

Read

Discussion question due

Response to classmates due

take quiz

Reflection

Session 9: Monday March 7

Read

Discussion question due

Response to classmates due

take quiz

Reflection

Spring Break March 14-19

Session 10 Monday March 21, 2011

Read

Discussion question due

Response to classmates due

Reflection

Session 11: Monday March 28, 2011

Read

Discussion question due

Response to classmates due

Reflection

Session 12: Monday April 4, 2011

Read

Discussion question due

Response to classmates due

Reflection

Session 13: Monday April 11, 2011

Read

Discussion question due

Response to classmates due

Reflection

Session 14 Monday April 18, 2011

Read

Discussion question due

Response to classmates due

Reflection

Session 15 Monday April 25, 2011

Wrap-up

Home Visiting Ecomap

The Eco-Map is an instrument used to identify and assess one's social support system. Social support refers to the information, encouragement, and tangible assistance that is offered to a person, by others and is perceived by the person as being beneficial to his or her functioning. Instructions for completing the maps are found below. Be aware that as a member of an interdisciplinary team you must work collaboratively. This requires joint planning before the visit.

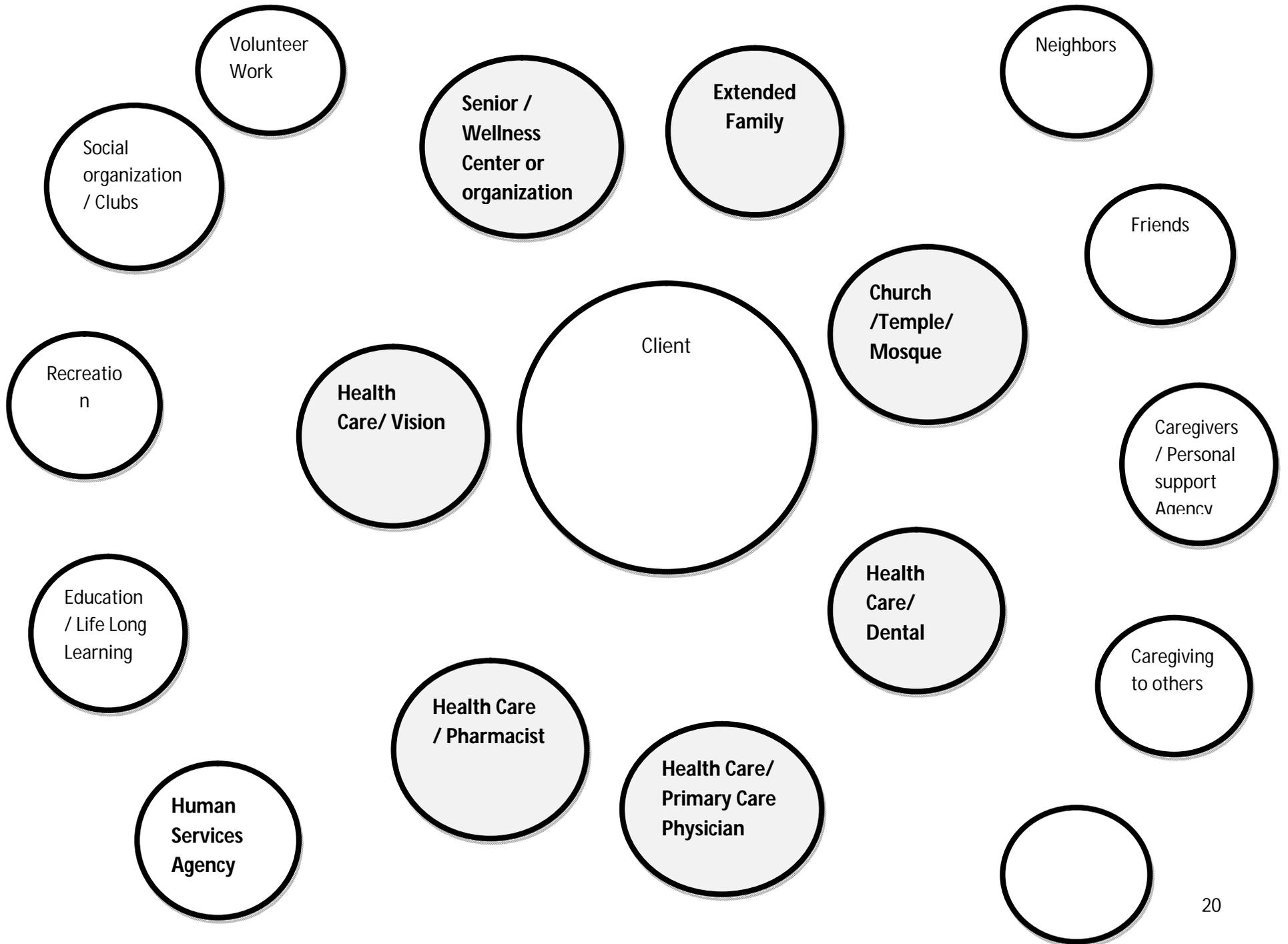
ECOMAP CONSTRUCTION

- Bring two copies of the instrument to the home visit.
- Place family/individual of interest in the center circle.
- Review, label and/or add environment systems with participant.
- Identify systems in which the person is involved. Using your interviewing skills ask questions to obtain information regarding the person's social network.
- Focus your interview with older adult participant on the 7 inner circles.
- The Ecomap should be constructed with the older adult as much as possible.
- Draw lines depicting presence of and nature of the relationship.
 - Solid, thick line connotes important/positive relationships. ()
 - Broken line connotes weak, tenuous relationships. (- - - -)
 - Hatched line connotes conflicted, stressful relationships. (-----) //

You can write brief descriptions above the line with additional information.

- Note direction and flow of energy between the person and the system (this identifies the resources going into and out of the system).
- Conclude the interview by sharing/discussing the information gathered. Point out the strongest social support systems.
- Ask the older adult to complete the Ecomap and mail it to you. You will keep the copy that you worked on together. This information should be given to your instructor and the research team.

Eco-Map



Identify systems in which the person is involved.

Fill in the connections where they exist.

Indicate the nature of the connections by drawing different kinds of lines: ~~for strong~~, - - - - - for tenuous, and ----- for stylized.

Draw arrows along the lines to signify flow of energy, resources, etc. (Sheafor & Horejsi, 2003)

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Useful Websites

- Association of Baccalaureate Social Work Program Directors at : <http://www.rit.edu/~694/bpd>
- Child Welfare League of America: <http://www.cwla.org>
- Cultural Competence:
<http://www.air-dc/cecp/cultural/default.htm>
- Council on Social Work Education: <http://www.cswe.org>
- Defining Social and Economic Justice: (see External Links for connecting to this site)
www.cesj.org/thirdway/economic_justice_defined.htm
- Human Rights and Justice: (see External Links for connecting to this site)
reckonings.net/human_rights_social_economic_justice.htm
- National Association of Social Workers: <http://www.naswdc.org>
- National Black Child Development Institute: <http://www.nbcdi.org>
- Project Resilience "The website that teaches a strengths based approach to education, treatment, and prevention" <http://www.projectresilience.com>
- Strengths Based Services International: <http://www.empowerkids.org>
- Social Work Access Network (SWAN) (Chris Monsna): <http://www.sc.edu/swan>
- Social Work Career Quiz: <http://www.abacon.com/socwk/quiz/index.htm>
- Social Work Resources:
<http://sophia.smith.edu/~jdrisko>

Social Work Resources on the Web:

www.library.csustan.edu/lboyer/socwork/resources.htm

The Asset-Based Community Development Institute: <http://www.northwestern.edu/ipr/abcd>

World Wide Web Resources for Social Workers: <http://www.nyu.edu/socialwork/wwwrsw>