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Fall 2013 Syllabus



Department of Social Work, BSW Program  
School of Behavioral and Applied Sciences

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Adjunct Faculty

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Appointments: You may arrange appointments with me through email.

SOCW 250-03: Introduction to Social Work

3 units

Monday, Wednesday 7:45-9:10 AM

Wynn 12

**Credit Hour Policy**

*Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course, delivered over a 15 week term will approximate:*

- ☒ 3 hours/week classroom or direct faculty instruction
- ☐ hours/week laboratory work
- ☐ hours/week internship
- ☐ hours/week practical
- ☐ hours/week studio work
- ☐ hours/week online work
- ☐ hours/week research
- ☐ hours/week guided study
- ☐ hours/week study abroad
- ☐ hours/week other academic work

*In addition, out-of-class student work will approximate a minimum of 6 hours*

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**APU Statement of Mission and Purpose:** Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

**Proverbs 31:8** You should defend those who cannot help themselves. Speak up for the poor and needy and see that they get justice. (The Living Bible)

**BSW Program Mission Statement:** The undergraduate social work program at Azusa Pacific University seeks to develop competent generalist social work practitioners who can apply knowledge, values, and skills of social work, along with integrating a Christian perspective, in order to enhance the wellbeing of diverse individuals, families, groups, organizations, and communities, advancing social justice both locally and globally.

**APU Social Work Generalist Practice Statement:**

*Grounded in a person in environment perspective, utilizing a flexible theory base, generalist social work practitioners apply a broad base of knowledge and skills to effectively implement a problem solving process with client systems of all sizes, building from their unique strengths and available resources.*

### Course Description

This course introduces the students to the social work profession, social welfare system and policies in the United States. The course examines the requirements for social work practice, articulates the identity of the profession and discovers the various settings of social work practice. Emphasis is on developing a beginning awareness of social work's ethical and value base and exploring an interest in pursuing social work as a lifelong vocation.

### Course Prerequisites

None

### Student Learning Outcomes

Upon the completion of this course it is expected that the student will be able to:

Course Learning Outcome	Program Student Learning Outcome (SLO)/Competency	Practice Behavior	Assessment Methods
Describe generalist social work practice and the relationship of the BSW practitioner to other levels of professional social work practitioner to other levels of professional social work practice.	Identify with the profession of social work, and conduct oneself accordingly. SLO 1 (EPAS 2.1.1)	<p>a. Articulate the various roles, functions and purposes of social workers.</p> <p>e. Demonstrates ability to be self-evaluative and accountable for his/her own learning and professional development.</p>	<p><b>Readings:</b> Suppes &amp; Cressy Wells – Ch. 1-4 NASW Code of Ethics</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Planned change process</li> <li>Generalist social work practice knowledge, values and skills base.</li> <li>Roles and settings of generalist social work practitioners</li> </ul> <p><b>Assessment:</b> Social Svcs. Agency Report Personal Statement Mid-Term</p>

Course Learning Outcome	Program Student Learning Outcome (SLO)/Competency	Practice Behavior	Assessment Methods
			Final
Discover and be introduced to a knowledge and understanding of social work values, philosophies and goals and how these integrate with the Christian faith and tradition.	Articulate how Christian beliefs and values can be ethically integrated in professional social work practice. (SLO 11)	a. -Articulate a Christian worldview as related to social work practice.	<p><b>Readings:</b>  Hugen &amp; Scales – Ch. 2 &amp;4  Suppes &amp; Cressy Wells – Ch. 1-4  NASW Code of Ethics</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Intersection of faith, social work and social justice</li> <li>• NASW Code of Ethics</li> </ul> <p><b>Assessment:</b>  Personal Statement paper  Medi-Cal application  Social Svcs. Agency Report</p>
Explore, discuss and critically examine a range of social welfare issues.	Apply critical thinking to inform and communicate professional judgments. SLO 3(EPAS 2.1.3)	<p>b. Writes with clarity, organization and conciseness.</p> <p>c. Articulate orally with clarity, organization and conciseness.</p>	<p><b>Readings:</b>  Suppes &amp; Cressy Wells – Ch. 3-12</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Documentaries of at-risk and/or oppressed population groups.</li> <li>• Social justice theories and perspectives as they relate to oppressed populations.</li> </ul> <p><b>Assessment:</b>  Mini-project paper/presentation</p>

Course Learning Outcome	Program Student Learning Outcome (SLO)/Competency	Practice Behavior	Assessment Methods
			Medi-Cal application process Homeless Connect Day
Gain insight into the advance of human rights and social justice.	Advance human rights and social and economic justice. SLO 5 (EPAS 2.1.5)	b. Be knowledgeable of local, regional, and global programs and services advocating for human rights.	<b>Readings:</b> Suppes & Cressy Wells – Ch. 3, 5-12  <b>Topics:</b> <ul style="list-style-type: none"> <li>• Knowledge of various oppressed population groups.</li> <li>• Applied research of oppressed groups.</li> <li>• Social justice theories and perspectives as they relate to oppressed populations.</li> </ul> <b>Assessment:</b> Social Svcs. Agency Report Mini-project paper/presentation Medi-Cal application process Homeless Connect Day
Exposure to the current methods of social work practice for helping individuals, families, groups, communities and organizations	Apply knowledge of human behavior and the social environment. SLO 7 (EPAS 2.1.7)	a. Utilize conceptual frameworks to guide process of assessment, intervention and evaluation.	<b>Readings:</b> Suppes & Cressy Wells – Ch. 5-12  <b>Topics:</b> <ul style="list-style-type: none"> <li>• Planned change process</li> <li>• Program services and</li> </ul>

Course Learning Outcome	Program Student Learning Outcome (SLO)/Competency	Practice Behavior	Assessment Methods
			<p>delivery in social work practices</p> <ul style="list-style-type: none"> <li>• Guest speakers</li> </ul> <p><b>Assessment:</b> Social Services Agency Report Medi-Cal application process Mini-project paper</p>
Identify a range of social welfare issues in America and internationally, and the current methods to address those problems.	Engage in policy practice to advance social and economic well-being and to deliver effective social work services. SLO 8 (EPAS 2.1.8)	b. Articulate how policy impacts the delivery of social services and social work practice.	<p><b>Readings:</b> Suppes &amp; Cressy Wells – Ch. 3 &amp; 4</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Applied research review related to oppressed groups</li> <li>• Social justice theories and perspectives as they relate to oppressed populations.</li> <li>• Program services and delivery in social work practices.</li> </ul> <p><b>Assessment:</b> Mini-project paper/presentation Medi-Cal application process Homeless Connect Day</p>
Recognize the overall structure and quality of the nonprofit and/or social services sector.	Respond to contexts that shape practice. SLO 9 (EPAS 2.1.9)	c. Demonstrates an ability to identify and appraise existing services and resources.	<p><b>Topics and readings:</b> Various social work settings and arenas</p> <p><b>Assessment:</b> Mini-project paper/presentation</p>

Course Learning Outcome	Program Student Learning Outcome (SLO)/Competency	Practice Behavior	Assessment Methods
			Medi-Cal application process Homeless Connect Day
Become familiar with concepts such as social justice, power, oppression and privilege.	Engage diversity and difference in practice. SLO 4 (EPAS 2.1.4)	b. Recognizes one's own biases, values, and role as a learner, in work with diverse and different groups.	<b>Readings:</b> Suppes & Cressy Wells – Ch. 1-3: Chapters 1-3 <b>Topics:</b> Social justice exercises in class Class discussions <b>Assessment:</b> Mini-project paper/presentation Medi-Cal application process Homeless Connect Day

**Required Course Texts:**

Suppes, M. A. & Cressy Wells, C. (2013). *The Social work experience: An Introduction to social work and social welfare* (6<sup>th</sup> Ed.). Boston: McGraw-Hill.

NASW Code of Ethics. (1996). National Association of Social Workers. Washington, DC: NASW

**Recommended Text:**

American Psychiatric Association, (2009). *American Psychiatric Association Manual*. 6<sup>TH</sup> Ed.

Hugen, B. & Scales, T. L. (Eds.). (2008). *Christianity and social work: Readings on the Integration of christian faith and social work practice* (3<sup>rd</sup> Ed.). Botsford: NACSW.

**Course Policies:**

All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus

## 1. Grading:

In general, I do accept challenges to grades. However, challenges must be **in writing** (not verbal); must be **specific**, and must be based on **substantive** arguments (or mathematical errors) not on nebulous references to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

2. Attendance:

**Consistent** attendance and class participation is expected. Attendance will be taken at each class. It is encouraged that students attend all classes or notify the instructor in advance if they are not able to attend class. It is the student's responsibility to make arrangements to obtain class notes, schedule changes, or other course business if there is a reason that a student should miss a class. More than **two absences** will result in the loss of 5 points for every class event missed. Students are also expected to be on time, excessive tardiness will result in the loss of 5 points.

3. Class Participation:

Class attendance is an essential part of the learning process. Please note the bolded items in the following list. Let's work together to make this a good learning experience. Appropriate participation is defined as:

- a. **Raising questions and comments** (*major portion of grade*)
- b. **Participating in dialogue with the instructor and other students** (*major portion of grade*)
- c. Not exchanging personal notes during class
- d. **Not having private conversations with fellow students during class**
- e. Staying awake in class
- f. Facilitating discussion
- g. Staying until the end of class
- h. Helping us stay on track
- i. **Not talking when your instructor is lecturing or another student is presenting**
- j. Drawing classmates into the discussion
- k. Participating in practice exercises, field trips and in-class learning activities

4. Student performance and responsibility:

Students are expected to take responsibility for their learning. It is the student's responsibility to ensure that they submit their assignments in a timely fashion. **If students are confused about their grade during the semester they should seek me out to discuss their concerns or ways to improve their grade.** The instructor may not remind students about an upcoming assignment as it is the students' responsibilities to review the syllabus and due dates for assignments.

5. Personal notes:

The instructor requests that students do not pass or write personal notes to each other during class. This disturbs fellow students and the instructor. If students need to communicate with each other about a matter which does not relate to the class, please do this before or after class. If this becomes a consistent problem, I will speak with the students that have difficulty in abiding with this class policy.

6. Paper Formatting

All papers need to have one inch margins, 12 point, Times New Roman font, and be double spaced. Please follow the latest edition of APA Style for your papers.

7. Late Assignments:

Please consult the following example for the late assignment policy.

Example:

*An assignment is due on September 11, 2013 at 5:00 p.m.*

Assignment received after 5:10pm and 11:59 on September 11

2 point deducted

Assignment received on September 12

5 points deducted

For each day after September 12

5 points deducted per day

8. Readings:

Each student is expected to complete all reading assignments prior to the date scheduled for discussion. Reading assignments are to be completed **prior to the day** they are scheduled for discussion. Your learning will be greatly enhanced if you come to class prepared to discuss the assigned topic. Articles assigned in the syllabus can be accessed online. **Lectures are not always derived directly from the text; therefore, students are responsible for reading and integrating text readings with class discussions.**

9. Positive learning expectation

The instructor and students in this class share the responsibility to develop and maintain a positive learning environment for everyone. During this course, the instructor and students will express differences in experiences, beliefs and perspectives. Such conversations are invited and are needed to develop a greater understanding of those perspectives, beliefs and experiences. Therefore, as a fellow learner, you are asked to respect the learning needs of your classmates and assist the instructor in achieving this goal.

10. Academic Integrity Policy:

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor, but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

Academic dishonesty includes (but is not limited to):

1. Cheating-intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication-intentional falsification or invention of any information or citation in an academic exercise.
3. Facilitating academic dishonesty-intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.



4. Plagiarism-intentionally or knowingly representing the words ideas or work of another as one's own in any academic exercise.

#### 11. Information Literacy and Use of Library

Information literacy is defined as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004).

The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.
- This course requires students to complete course assignments using resources available from the University Libraries. Use of online data bases available through the university library for searching research based journal articles to inform your literature review and research project is required. The HAPI data base available on the social work online data base site is available to you to assist you in finding social science based surveys for your project.

#### 12. Copyright Responsibilities:

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at [http://apu.libguides.com/content.php?pid=241554&search\\_terms=copyright](http://apu.libguides.com/content.php?pid=241554&search_terms=copyright)

#### 13. Grades:

If a student's final grade is \_\_.8, I will round up to the next highest number.

**Example: 93.8 =94.0**

#### 14. Cell phones:

Cellular and smart phones, beepers, and pagers are to be **turned off** during class time.

**PLEASE TURN OFF YOUR CELL PHONES BEFORE YOU WALK INTO CLASS. If you are expecting an important call (e.g. pending job offer, family member in critical medical condition), please discuss this situation with the instructor in advance to determine next**

steps. Phones are generally disruptive to other students and to the instructor and they compromise the concentration needed for successful student learning.

15. Laptops:

Laptops are to be used for note taking purposes only. Any other use of the laptop during class time will result in deduction in participation points and also you will be asked to close your laptop for the rest of the class.

16. Texting:

Please do not blind or openly text during class. I CAN SEE YOU. This distracts others and the instructor. Here is the process I utilize when students do not respect our learning environment in this manner:

- a. First time: I will speak with you individually when I see you texting in class.
- b. Second time: I will speak with you individually and will send you an e-mail.
- c. Third time: I will speak with you individually and will send you another e-mail warning you about this behavior. This e-mail will be placed in your permanent student file.

17. APA Format:

The Social Work Department has adopted the APA style format for all papers and publications. The following websites also provide helpful information:

- <http://apu.libguides.com/apacitations> - APA citation guide by APU libraries.
- <http://blog.apastyle.org/apastyle/> - APA Style blog – VERY HELPFUL.
- [www.apastyle.org/electref.html](http://www.apastyle.org/electref.html) (APA style for materials in electronic formats).
- <http://owl.english.purdue.edu/owl/section/2/10/> - (general information about using APA style, 6<sup>th</sup> edition)

18. Writing support services:

Writing support is available to all students through the writing center located in Marshburn Library. Support services are also available in the Learning Enrichment Center for persons desiring additional assistance in the course. Students are encouraged to use these campus resources in completion of assignments and course activities.

19. Support Services

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should contact an advisor in the Learning Enrichment Center (ext. 3849) as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

20. Extra Credit:

The instructor will determine whether or not extra credit options will be offered to students throughout the semester. If you are aware of an opportunity that might be a suitable and aligns with the goals of the course, please feel free to discuss this opportunity with the instructor.

**What you can expect from your professor:**

As your professor I will make sure to remain accessible for questions or concerns you may have all throughout the semester. The best and fastest way to communicate with me is by email. When you email me, you can expect a response back within 24 hours. Contacting me for any questions and clarifications is highly encouraged. Although I don't have set office hours, I am available to meet if you'd like. I would just ask to please give me one week notice of when you'd like to meet.

The statement within the field of social work is, "Don't work harder than the client." This I apply to the class as well. If any problems come up that could hinder your performance in this class, my hope is that you would approach me right away. Waiting too long could unnecessarily complicate things. I would rather hear from you ahead of time to work something out than to learn about a crisis at the last minute. I want to see you all succeed in this class and I am willing to assist you in any way that I can to help you succeed, but I will not work harder than you.

I am very passionate about social work and excited about this class. I look forward to getting to know each of you.

Assignments: when submitting assignments by e-mail, please name your file using the following file format: yourlastnameSOCW250.section number.assignment number  
(*Example: NazarianSOCW250.2.1, NazarianSOCW250.2.2., etc.*)

**Assignment #1: Personal Statement Paper**

**Overview:** In this assignment you will articulate the various roles, functions of a social worker to help identify with the profession, and to explore how Christian beliefs and values are ethically integrated in professional practice. Moreover, demonstrate insight into personal dynamics, feelings and values.

- 1) Articulates how a Christian world view can be integrated in professional social work practice.
- 2) Demonstrate ability to be self-evaluative and accountable for your own learning and professional development.

**Instructions:** This 5-6 page paper will include statements on:

- a. When and how you became interested in the field of social work.
- b. What influenced you in the choice of social work as a profession
- c. Your career goals or beginning thoughts on your areas of interest.
- d. Discussion of what you see to be personal strengths that will help your development of professional skills and knowledge. If you have taken the strengths finder inventory as part of your Beginnings course, please note your strengths and how these strengths may contribute to the practice of social work.
- e. Personal attributes you would like to further develop as part of your participation in the social work program.
- f. Any life experiences you believe will contribute to or impede your progress in this program (BSW student hand book, 2013, p.8).

- g. Discussion of your Christian faith and how you see it integrated into the profession of social work.

**Due: October 14, 2013**

*\* Social Work majors- this assignment will be included in your application to the major*  
**Personal Statement Paper Rubric**

*Your research papers will be graded based on the following criteria:*

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Choice and interest in the social work profession</b>	Demonstrates engagement in the choice and interest of social work process recognizing multiple dimensions and/or perspectives with elaboration and depth; offers consideration insight	Demonstrates engagement in the choice and interest of social work process recognizing multiple dimensions and/or perspectives; offers some insight	Shows some engagement in the choice and interest of social work process without elaboration perspectives; offers basic observations but rarely original insight	Shows minimal engagement in the choice and interest of social work process, failing to recognize multiple dimensions/perspectives; lacking even basic observations
<b>Career goals/interests</b>	Provides a broad overview of in career goals– describes in detail how and why social work is important to these goals and interests.	Usually provides a broad overview of in career goals– describes sufficiently how and why social work is important to these goals and interests.	Rarely provides overview of in career goals– superficially describes how and why social work is important to these goals and interests.	Does not provide an overview of in career goals– does not describe how and why social work is important to these goals and interests.
<b>Depth of insight: Strengths</b>	Consistently provides (strong) connections among personal characteristics	Usually provides (good) connections among personal characteristics	Occasionally provides (adequate) connections among personal characteristics	Rarely provides (minimal) connections among personal characteristics and strengths <u>and</u> career in social work.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	& strengths <u>and</u> career in social work.	& strengths <u>and</u> career in social work	and strengths <u>and</u> career in social work	
<b>Personal Attributes to develop in program</b>	Response demonstrates an in-depth reflection on, and personalization of attributes identified for growth.  Viewpoints and interpretations are insightful and well supported.	Response demonstrates a general reflection on, and personalization of attributes identified for growth.  Viewpoints and interpretations are supported.	Response demonstrates a minimal reflection on, and personalization of attributes identified for growth.  Viewpoints and interpretations are unsupported.	Response demonstrates a lack of reflection on, and personalization of attributes identified for growth.  Viewpoints and interpretations are missing, inappropriate, and/or unsupported.
<b>Writing Style</b>	Writing style is clear, organized, and free of grammatical and spelling errors.	Writing style shows some ambiguity, and contains under 3 grammatical or spelling errors.	Writing style is vague, lacks organization, and contains multiple grammatical or spelling errors.	Writing style is incomprehensible, unorganized, and contains excessive grammatical or spelling errors.
<b>Christian Faith</b>	Reactions show an adept understanding of how the social work profession and Christianity and/or worldview are integrated.	Reactions show above average understanding of how the social work profession and Christianity and/or worldview are integrated.	Reactions show moderate understanding of how the social work profession and Christianity and/or worldview are integrated.	Reactions show minimal understanding of how the social work profession and Christianity and/or worldview are integrated.

### Assignment #2: Social Service Agency Report

**Overview:** This assignment is designed to increase knowledge of social welfare issues and systems. Gain exposure to populations at risk, differences in practice and how to value and respect diversity and demonstrate professional behavior.

- Each agency must be approved by the instructor **prior** to completing the visit.

- The report must reflect the time spent with a degreed social worker: BSW, MSW, DSW.
  - The instructor has file folder in his office with a listing of potential opportunities for this project. The agencies in the folder do not need prior approval from the instructor. Agencies not in this folder need to be improved by the instructor in advance.
  - **An appointment needs to be scheduled with these professionals**, and these individuals are busy, therefore **be sure not to wait until the last minute to arrange your time to shadow**. Social workers often like to meet with students, but need adequate time in which to schedule time at the agency.
  - The reports should be no more than 4 pages. Each report should include the following information for full credit:
    1. Name, address, telephone number of the agency, date(s) of the visit(s) and name of the social worker. What services do they offer? What are the problems and concerns faced by their clients? Identify the culture, ethnic background, and economic class factors of the people served. How is the agency funded? Is it public or private
    2. What kind of training does this social worker/or professional have (degree)? Does this person have a license to practice? Where did he/she go to college? Does the person have a specialty or was he/she trained as a generalist social worker?
    3. What types of intervention methods are used in carrying out their duties: Case work, group work, community organization, research, family practice?
    4. What are their frustrations/rewards about their work in this **setting**? What values or ethical dilemmas are faced in this area of social services?
    5. What are your personal reactions to this agency? Discuss any conflict you may have, working in this agency, with your personal or religious values or beliefs? Would you want to do your internship there? Why or why not? **This interview must be done in person, not over the phone.**
    6. **Please provide a copy of the social worker's business card and submit it to the instructor in class on. Please have the person sign the back of the business card.**
    7. Please also bring a **hard copy of the agency's brochure** on October, 28.
- Due: October 28, 2013**

### Assignment #3: Medi-Cal Application Process

This assignment is designed to give the student "hands-on" experience of being a "client" of a social welfare program. The requirement of using public transportation and obtaining an application form for Medical will encourage firsthand experience and reflection on their observations, feelings and recommendations. If you are currently receiving benefits through Medi-Cal, please talk with the instructor.

- Complete this assignment by going to a Department of Public Social Services and applying for Medi-Cal.
- With a partner **(do not go alone)** take **public transportation** to the office of your choice.
- Turn in the application for Medi-Cal with a 3 page paper that reflects your experiences about this process.
- Your reflections will include:
  - impressions of the office;
  - treatment by the staff and other applicants;
  - reflections about the public transportation and what did you learn about this social welfare system.
- **Provide specific recommendations** for improving the application process. Applications downloaded from the internet are not acceptable for this assignment.
- **Keep your bus ticket stub or take a picture of yourself in the bus and turn it in with your paper.**
- **Please take a picture of yourself in front of the Department of Public Social Services and turn it in with your paper.**

**Due: November 13, 2013 hard copy submitted to instructor at the beginning of class**

#### **Assignment #4: Club Social Work**

**Overview:** This assignment is designed to give the student the opportunity to observe, assess and participate in the meetings and activities of the Club Social Work on the Azusa Pacific University campus. The hope is to instill commitment to the profession, develop peer support and networking, and participation and development of activities on campus that further the cause of and increases an awareness of the social work profession.

#### **Instructions:**

**CSW Attendance/Participation-** Each student will attend two C.S.W. meeting(s) or events. A statement of completion/attendance signed by an officer of CSW is required for verification.

**Due: December 14, 2013**

#### **Assignment #5: Mini-project Paper and presentation**

Develop a "mini-project" with your peers in this course, creating an activity which takes at least 10 hours of research and exploration. The project should be helpful for you to understand the themes of this course and/or shape your career or life. This mini-project will be done in groups. Groups will develop a research paper and conduct a professional presentation. While the paper will involve gaining information from academic research sources, feel free to use a variety of sources (documentaries, interviews, twitter and facebook) to learn more about the problem as well.

Here are some ideas for the mini-project:

- Affirmative Action
- Sexual identity issues
- Childhood Obesity in low income communities

- Elder Abuse
- Self-mutilation among youth
- Eating disorders among college students

The assignment has three components:

- **One page summary of the group's proposed group mini-project idea**
- **A research paper on the project**
- **In-class professional presentation on the mini-project**

**The Paper:**

- Begins with a presentation of the breadth and depth of the social issue (demographics, causes, history)
- Discusses the proposed and current solutions to the issue based on: 1)current research and 2)current programs
- Analyze and describe the policy action (which include laws, regulations, etc.) that have taken place on a local, national and/or international scale which seek to formulate policies to counteract and/or prevent this problem
- Briefly describe the involvement of social workers with this problem
- Briefly describe as a group how this mini-project experience enhanced your learning in this course and your understanding of the social work profession (do not use the first person)

The paper should be at least 10 pages in length and groups should *substantially* reference at least 7 scholarly journal articles and/or books. As a reminder, the paper needs to follow 6<sup>th</sup> Edition of APA Style guidelines.

**The presentation:**

- A **15 minute** presentation of the project where you share your learning with the class. Your groups will make a presentation to the class which is both a summary of the project and the analysis that arose from your research. The instructor encourages creative presentations which brings the information of your paper to life. Each member of the group must participate in the presentation. **Profession dress** is required and will be factored in the points awarded. Further instructions will be given during the semester.
- Due to the size of the course, the class will complete the presentations on two different days. See course schedule at the end of this document.

**One to two paragraph description of group mini project due: September 25  
hard copy at the beginning of class  
Presentations Due: December 2 and 4 during class  
Final Paper Due: December 2, 7:45 am**



**Assignment #6**  
**Homeless Connect Day: Tuesday, October 15**

This is a special day when you will be out in the field doing community service. Homeless Connect Day is the collaboration of service providers in the Pasadena area to provide one-stop location for services for those who are homeless. Students assist as volunteers during the day, an event which over 200 people receive a variety of services. More information will be given in the near future. Please note that attendance at this event is MANDATORY and you must provide your own transportation. Sign in and sign out sheets will be taken at the beginning and end of the day of work. If a student leaves before the work is done, you will receive a 0 for this assignment. This day off campus will be considered a university excused absence and lunch will be provided.

**Assignment #7**  
**Examinations: Midterm and Oral Final**

There will be midterm for this course. The midterm will consist of fill-in-the-blanks, multiple choice, long and short essay questions..

Due: TBA

There will be an oral comprehensive final for this course. The instructor will give you four questions to study for the oral comprehensive final. Participants will provide a response to one or two questions. You will come to class during your time slot and respond to the question(s). No textbooks, notes, etc. are allowed.

**Due: Date and time will be given later in the semester.**

**Grading:**

Assignment	Weight
2 Exams	25%
Group Mini project	30%
Agency Report	10%
Personal Statement Paper	10%
Medi-Cal Application Process/Homeless Connect Day	10%
Class Participation	8%
Club Social Work Events	5%
Participation at Mandatory Meeting	2%
<b>Total</b>	<b>100%</b>

**Grading Scale:**

A = 94-100%

A- = 90-93%

B+ = 87-89%

B = 84-86 %

B- = 80-83%

C+ = 77-79%

C = 74-76%

D+ = 67-69%

D- = 60-63%

C- = 70-73%

D = 64-66 %

F = 59% or below

**\*Social work students must receive a "C" or better to pass all social work courses.**

**Grading criteria:**

- A Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.
- B More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.
- C Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline.
- D Serious gaps in knowledge, confusion of concepts and categories, inability to recall basic information.
- F Not acceptable, either because the student did not complete the assignment as directed, or on time, or because the level of performance is below an acceptable level for college work.

**\*\*Tentative Assignment Schedule**

\*\*This schedule is tentative and the instructor may amend this schedule during the course.

Day	Class	Date	Topic	Reading Assignment due	Assignments Due
W	1	9/4	Introduction to the class and overview of syllabi		
M	2	9/9	Social Work and Other Helping Professions NASW Code of Ethics	Suppes & Wells Chapter 1 Code of Ethics	
W	3	9/11	Theoretical Perspectives for Social Work The Systems/Ecological & P.I.E. perspectives	Suppes & Wells Chapter 2	
M	4	9/16	History of Social Work/ Film: <i>The Women of Hull House</i>		
W	5	9/18	U.S. Social Welfare System	Suppes & Wells Chapter 4	
M	6	9/23	Social Welfare Policy	Suppes & Wells Chapter 4	

<b>W</b>	7	<b>9/25</b>	Poverty and Social Justice Populations at risk	<b>Suppes &amp; Wells Chapter 3</b>	<b>Assignment 5 Part 1 Due</b>
<b>M</b>	8	<b>9/30</b>	Midterm Exam		
<b>W</b>	9	<b>10/2</b>	Library Resource Day		
<b>M</b>	10	<b>10/7</b>	Family and Children's Services	<b>Suppes &amp; Wells Chapter 5</b>	
<b>W</b>	11	<b>10/9</b>	No Class- Mandatory Major Meeting	<b>Suppes &amp; Wells Chapter 6</b>	
<b>M</b>	12	<b>10/14</b>	Families and Children's Services	<b>Suppes &amp; Wells Chapter 5</b>	<b>Assignment 1 Due</b>
<b>T</b>		<b>10/15</b>	Homeless Connect Day		
<b>W</b>	13	<b>10/16</b>	No class		
<b>M</b>	14	<b>10/21</b>	Social Welfare and Mental Health	<b>Suppes &amp; Wells Chapter 6</b>	
<b>W</b>	15	<b>10/23</b>	International Social Work		
<b>M</b>	16	<b>10/28</b>	Social Work in the Health Care System	<b>Suppes &amp; Wells Chapter 7</b>	<b>Assignment 2 Due</b>
<b>W</b>	17	<b>10/30</b>	Senior Services Agency Tour		
<b>M</b>	18	<b>11/4</b>	Social Work with Older Adults	<b>Suppes &amp; Wells Chapter 10</b>	
<b>W</b>	19	<b>11/6</b>	Disabilities and Social Work	<b>Suppes &amp; Wells Chapter 12</b>	
<b>M</b>	20	<b>11/11</b>	Special Topic		
<b>W</b>	21	<b>11/13</b>	Social Work and Criminal Justice	<b>Suppes &amp; Wells Chapter 11</b>	<b>Assignment 3 Due</b>
<b>M</b>	22	<b>11/18</b>	Social Work and Criminal Justice		
<b>W</b>	22	<b>11/20</b>	Social Work and Substance Abuse	<b>Suppes &amp; Wells Chapter 9</b>	

<b>M</b>	23	<b>11/25</b>	Social Work and Substance Abuse	<b>Suppes &amp; Wells Chapter 9</b>	
<b>W</b>	24	<b>11/27</b>	Life Calling/Rule for Life		
<b>M</b>	25	<b>12/2</b>	Group Presentations		<b>Assignment 5 Due</b>
<b>W</b>	26	<b>12/4</b>	Group Presentations		<b>Assignment 4 Due</b>

**Bibliography**  
**SOCW 250**

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- Warren, R. L. (1963). *The community in America*. Chicago: Rand McNally
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### **The Premier on Plagiarism**

#### **Sources Not Cited**

1. **"The Ghost Writer"**  
The writer turns in another's work, word-for-word, as his or her own.
2. **"The Photocopy"**  
The writer copies significant portions of text straight from a single source, without alteration.
3. **"The Potluck Paper"**  
The writer tries to disguise plagiarism by copying from several different sources, tweaking the sentences to make them fit together while retaining most of the original phrasing.
4. **"The Poor Disguise"**  
Although the writer has retained the essential content of the source, he or she has altered the paper's appearance slightly by changing key words and phrases.
5. **"The Labor of Laziness"**  
The writer takes the time to paraphrase most of the paper from other sources and make it all fit together, instead of spending the same effort on original work.
6. **"The Self-Stealer"**  
The writer "borrows" generously from his or her previous work, violating policies concerning the expectation of originality adopted by most academic institutions.

#### **Sources Cited (But Still Plagiarized)**

1. **"The Forgotten Footnote"**  
The writer mentions an author's name for a source, but neglects to include specific information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.
2. **"The Misinformer"**  
The writer provides inaccurate information regarding the sources, making it impossible to find them.
3. **"The Too-Perfect Paraphrase"**  
The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.
4. **"The Resourceful Citer"**  
The writer properly cites all sources, paraphrasing and using quotations appropriately. The catch? The paper contains almost no original work! It is sometimes difficult to spot this form of plagiarism because it looks like any other well-researched document.
5. **"The Perfect Crime"**  
Well, we all know it doesn't exist. In this case, the writer properly quotes and cites sources in some places, but goes on to paraphrase other arguments from those sources without citation. This way, the writer tries to pass off the paraphrased material as his or her own analysis of the cited material