
Fall 2013 Syllabus



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

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Wynn Academic Center 206A

SOCW 250-03: Introduction to Social Work
Tuesdays and Thursdays 2:45-4:10 PM

3 units
Darling 411

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 practica*
- ___ 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

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 BSW 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>Readings: Suppes & Cressy Wells – Ch. 1-4 NASW Code of Ethics</p> <p>Topics:</p> <ul style="list-style-type: none"> Planned change process Generalist social work practice knowledge, values and skills base. Roles and settings of generalist social work practitioners <p>Assessment: Social Svcs. Agency Report Personal Statement</p>

Course Learning Outcome	Program Student Learning Outcome (SLO)/Competency	Practice Behavior	Assessment Methods
			Mid-Term 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.	Readings: Hugen & Scales – Ch. 2 &4 Suppes & Cressy Wells – Ch. 1-4 NASW Code of Ethics Topics: <ul style="list-style-type: none"> • Intersection of faith, social work and social justice • NASW Code of Ethics Assessment: Personal Statement paper Medi-Cal application Social Svcs. Agency Report
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)	b. Writes with clarity, organization and conciseness. c. Articulate orally with clarity, organization and conciseness.	Readings: Suppes & Cressy Wells – Ch. 3-12 Topics: <ul style="list-style-type: none"> • Documentaries of at-risk and/or oppressed population groups. • Social justice theories and perspectives as they relate to oppressed populations. Assessment: Mini-project

Course Learning Outcome	Program Student Learning Outcome (SLO)/Competency	Practice Behavior	Assessment Methods
			paper/presentation 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.	Readings: Suppes & Cressy Wells – Ch. 3, 5-12 Topics: <ul style="list-style-type: none"> • Knowledge of various oppressed population groups. • Applied research of oppressed groups. • Social justice theories and perspectives as they relate to oppressed populations. Assessment: 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.	Readings: Suppes & Cressy Wells – Ch. 5-12 Topics: <ul style="list-style-type: none"> • Planned change process • Program services and

Course Learning Outcome	Program Student Learning Outcome (SLO)/Competency	Practice Behavior	Assessment Methods
			delivery in social work practices <ul style="list-style-type: none"> • Guest speakers Assessment: Social Services Agency Report Medi-Cal application process Mini-project paper
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.	Readings: Suppes & Cressy Wells – Ch. 3 & 4 Topics: <ul style="list-style-type: none"> • Applied research review related to oppressed groups • Social justice theories and perspectives as they relate to oppressed populations. • Program services and delivery in social work practices. Assessment: Mini-project paper/presentation Medi-Cal application process Homeless Connect Day
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.	Topics and readings: Various social work settings and arenas Assessment: Mini-project paper/presentation

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.	Readings: Suppes & Cressy Wells – Ch. 1-3: Chapters 1-3 Topics: Social justice exercises in class Class discussions Assessment: 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* (6th ed.). Boston: McGraw-Hill.

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

Recommended Texts:

American Psychiatric Association, (2009). *American Psychiatric Association Manual*. 6TH Ed.

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. I understand that when students are coming from a different campus it is easy to be late for courses. Therefore, I do give students a 20 minute grace period from the time that their previous class ends in order to get to class on time. If you miss class, due to medical reasons, please review APU's absence policy in order to receive an excuse absence. In addition, for those who are athletes or performers, please let Professor Fernando know your schedule for the semester. You and I need to work together so that you can excel as a scholar-athlete or scholar-performer and student in this course.

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 (6th 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. 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. Therefore, as a fellow learner, you are asked to respect the difference perspectives 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

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:

Smart phones, I-Pads and Kindles are to be **turned off** during class time. **PLEASE TURN OFF YOUR electronic devices 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. If you need to take a call or respond to a text, you may leave the class to respond to the message and then come back in 3 minutes.

15. Laptops:

If you need to have your laptop open during class, please see me and we can discuss this need one-on-one in greater detail.

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 (APA style for materials in electronic formats).
- <http://owl.english.purdue.edu/owl/section/2/10/> - (general information about using APA style, 6th 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 Professor Fernando:

I'll make every effort to be accessible as possible so you can get help if you need it. I hold regular office hours and I encourage you to consult me for any questions or clarifications that you might have about your assignments or the course in general. Stop by, say hi, and give us a chance to get to know one another better. One of the true joys of my job is getting to know all of you. In this regard, feel free to stop by anytime for any reason if my office door is open.

Try to come to me when problems first manifest themselves; waiting too long could unnecessarily complicate things and hinder your progress in class. I'm happy to help you. Don't hesitate to visit. Feel free to email me; I check email compulsively, and I normally respond to all email within 24-36 hours unless I'm out of town. **I try my best to avoid my e-mail account on Sunday. It's important for me to establish a healthy work-life balance!**

Phone calls are fine too, but if you get my voicemail, be sure to speak slowly and leave an intelligible message with your name and number. The big thing to remember is that to the greatest extent possible, I am willing to help you get the highest grade you can if you're willing to do the work. I expect much of you, but I will work hard to give you much in return. It is my belief that we all benefit by working together to make the class the best it can be.

PROFESSOR FERNANDO'S LIST OF PET DISLIKES:

1. Students write notes to each other/text in class.
2. Students talk to each other while someone else in the room is talking.
3. Students ask "how long should this paper be?"
4. Students ask "should this paper be single spaced or double spaced?"
5. Students do not cite their sources on papers.
6. Students use conversational language in their papers.
7. Students use the word "like" in presentations.
8. Students are frustrated with the instructor and inform him of their concerns during the last few weeks of the class.

Assignments: when submitting assignments by e-mail, please name your file using the following file format: yourlastname or group number SOCW250 (**Example: FernandoSOCW250**)

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

Due: Thursday, September 26, 2013 by 2:45 p.m.

** Social Work majors- save this assignment will be included in your application to the major.*

Personal Statement Paper Rubric

Your personal statement papers will be graded based on the following criteria:

	4	3	2	1
Choice and interest in the social work profession	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
Career goals/interests	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	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.

	4	3	2	1
		and interests.		
Depth of insight: Strengths	Consistently provides (strong) connections among personal characteristics & strengths <u>and</u> career in social work.	Usually provides (good) connections among personal characteristics & strengths <u>and</u> career in social work	Occasionally provides (adequate) connections among personal characteristics and strengths <u>and</u> career in social work	Rarely provides (minimal) connections among personal characteristics and strengths <u>and</u> career in social work.
Personal Attributes to develop in program	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.
Writing Style	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.
Christian Faith	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, LCSW, DSW.
 - The instructor has file folder in the BSW office (WYNN 206) 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 privately funded organization?
 2. What kind of training does this social worker have (degree)? Does this person hold a clinical license? 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 Value conflicts or ethical dilemmas are faced in their practice or context?
 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 or using Skype.**
 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 November 20.

Due: Tuesday, November 5, 2013 by 2:45 p.m.

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 3-4 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.**
- **If you are receiving Medi-Cal, please see Professor Fernando about this assignment.**

Due: Thursday, November 14, 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 development of activities on campus that further the cause 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: TBD – please read your e-mails about the respective dates.

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, pinterest 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 four 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**
- **Peer evaluation of your work, attitude towards the project and performance**

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 academic books. The course textbook or Bible will not be considered as sources. As a reminder, the paper needs to follow 6th 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. **Professional/Business formal dress** is required and will be factored in the points awarded. Professional dress is defined: come dressed as if you are interviewing for a job. 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 hard copy at the beginning of class: Tuesday, October 1, 2013

Presentations Due: December 3 and 5 during class time

Final Paper Due: November 26, 2013 by 5:00 p.m.

Peer Evaluation: completed in class the presentations

Your thesis papers will be graded based on the following criteria:

Points	10-9	8-7	6-4	4 and below
Discussion of the social issue	Thoroughly discusses the social issue.	Adequately discusses the social issue.	Poorly discusses the social issue.	Does not discuss the social issue.
	10-9	8-7	6-4	4 and below
Proposed and current solutions	Reactions show high levels of critical thinking and the manner in which the proposed and current solutions are explained.	Reactions show above average levels of critical thinking and the manner in which the proposed and current solutions are explained.	Reactions show below average levels of critical thinking and the manner in which the proposed and current solutions are explained.	Reactions show well below levels of critical thinking and the manner in which the proposed and current solutions are explained.
	10-9	8-7	6-4	4 and below
Policy action	Students comprehensively provide policy actions which seek or currently counteract the problem.	Students adequately provide policy actions which seek or currently counteract the problem.	Students superficially provide policy actions which seek or currently counteract the problem.	Students do not provide policy actions which seek or currently counteract the problem.
	5			0
Involvement of social workers	Students describe the involvement of social workers with this problem.			Students do not describe the involvement of social workers with the problem.
	10-9	8-7	6-4	4 and below
How the	Reactions show	Reactions show	Reactions show	Reactions show

mini-project enhanced student learning	high personal investment and critical thinking.	above average personal investment and critical thinking.	moderate personal investment and critical thinking.	minimal personal investment and critical thinking.
	10-9	8-7	6-4	4 and below
Writing Style	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.
	5-4	3	2	1
References and use of references Scholarly level of references How effective the references are used in the essay Soundness of references APA style in reference list and for citations	All the references used are important, and are of good/scholarly quality. There is a minimum of 7 scholarly resources that are used effectively in the thesis. All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.	Most of the references used are important, and are of good/scholarly quality. There is a minimum of 7 scholarly resources that are for the most part used effectively in the thesis. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.	Some of the references used are important, and are of good/scholarly quality. There is a minimum of 7 scholarly resources that are in some part used effectively in the essay. Some of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.	Most of the references used are not important, and/or are not of good/scholarly quality. There is not a minimum of 7 scholarly resources, and/or they are not used effectively in the thesis. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.
Total Grade	Out of 60			

Your presentations will be graded based on the following criteria:

Levels of Presentation
<p>Level 1 (Beginner) (0.0-4.0)</p> <p>Unfocused sense of audience Inadequate organization or development Inappropriate or insufficient details to support ideas Does not demonstrate understanding of topic beyond the surface level Looks only at notes or away from audience Vocal qualities (pace, inflection, volume, enunciation) distract from the content Lacks interest in the topic</p>
<p>Level 2 (Novice) (4.0-7.0)</p> <p>Vague purpose or multiple purposes Sense of audience wavers Evident but inconsistent development Does not advance an argument with adequate support Demonstrates some understanding of the topic, but does make connections among ideas Little eye contact is made with audience Vocal qualities (pace, inflection, volume, enunciation) interfere with the content Shows some interest in the topic</p>
<p>Level 3 (Proficient) (8.0-8.9)</p> <p>Expresses a clear, coherent thesis Sticks to the purpose and provides adequate transitions among ideas Moves beyond surface understanding and demonstrates facility with topical and disciplinary knowledge Advances argument with sound evidence and references Appropriate eye contact is made with the audience Vocal qualities (pace, inflection, volume, enunciation) support the content Shows enthusiasm for topic</p>
<p>Level 4 (Advanced) (9.0-10)</p> <p>Insightful, creative or skillfully presented purpose Awareness of audience demonstrated through form, language and presence Effective organization contributes to full development of presentation Innovatively or expertly advances the presentation with well-researched evidence and documentation Eye contact is used to gauge reactions and understanding Vocal qualities (pace, inflection, volume, enunciation) reinforce and animate the content Creates enthusiasm about topic in others</p>

You will be also evaluated by your peers using the following criteria:

	4	3	2	1
Participation	Group member participated fully and was always on task in class.	Group member participated most of the time and was on task most of the time.	Group member participated but wasted time regularly.	Group member did not participate, wasted time, or worked on unrelated material.
Leadership	Group member assumed leadership in an appropriate way when necessary by helping the group stay on track, encouraging group participation, posing solutions to problems, and having a positive attitude.	Group member sometimes assumed leadership in an appropriate way.	Group member did not assume leadership or assumed it in a nonproductive manner.	Group member usually allowed others to assume leadership or often dominated the group.
Listening	Group member listened carefully to others' ideas.	Group member usually listened to others' ideas.	Group member sometimes did not listen to others' ideas.	Group member did not listen to others and often interrupted them.
Feedback	Group member offered detailed, constructive feedback when appropriate.	Group member offered constructive feedback when appropriate.	Group member occasionally offered constructive feedback, but sometimes the	Group member did not offer constructive or useful feedback.

			comments were inappropriate or not useful.	
Collaboration	Group member treated others respectfully and shared the workload fairly.	Group member usually treated others respectfully and shared the workload fairly.	Group member sometimes treated others disrespectfully or did not share the workload fairly.	Group member often treated others disrespectfully or did not share the workload fairly.
Time Management	Group member completed assigned tasks on time.	Group member usually completed assigned tasks on time and did not hold up progress on the projects because of incomplete work.	Group member often did not complete assigned tasks on time, and held up completion of project work.	Group member did not complete most of the assigned tasks on time and often forced the group to make last-minute adjustments and changes to accommodate missing work.

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 and short essay questions. A study guide, which is not comprehensive, will be provided to students. Not texts or notes can be used for this exam.

Due: Tuesday, October 1, 2013 in class

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%
Total	100%

Grading Scale:

A = 95-100%

B+ = 87-89%

B- = 80-83%

C = 74-76%

D+ = 67-69%

D- = 60-63%

A- = 90-93%

B = 84-86 %

C+= 77-79%

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
Th	1	9/6	Introduction to the class and overview of syllabi	
T	2	9/10	Social Work and Other Helping Professions NASW Code of Ethics	Suppes & Wells Chapter 1 Code of Ethics
Th	3	9/12	Theoretical Perspectives for Social Work The Systems/Ecological & P.I.E. perspectives	Suppes & Wells Chapter 2
T	4	9/17	Social Work Micro Practice	Suppes & Wells Chapter 1
Th	5	9/19	Social Work Mezzo Practice	Suppes & Wells Chapter 1
T	6	9/24	Social Work Macro Practice	Suppes & Wells Chapter 2
Th	7	9/26	Poverty and Social Justice Populations at risk	Suppes & Wells Chapter 3
T	8	10/1	Midterm Exam	
Th	9	10/3	Social Welfare Policy and its impact on practice	Suppes & Wells Chapter 4
T	10	10/8	Family and Children's Services	Suppes & Wells Chapter 5
Th	11	10/10	Social Welfare and Mental Health	Suppes & Wells Chapter 6
T	12	10/15	Homeless Connect Day	

Th	13	10/17	No class	
T	14	10/22	Library Resource Day – Michelle Spomer	
Th	15	10/24	International Social Work	
T	16	10/29	Social Work in the Health Care System	Suppes & Wells Chapter 7
Th	17	10/31	No class	
T	18	11/5	Social Work with Older Adults	Suppes & Wells Chapter 10
Th	19	11/7	Disabilities and Social Work	Suppes & Wells Chapter 12
T	20	11/12	Social Work and Criminal Justice	Suppes & Wells Chapter 11
Th	21	11/14	Social Work and Schools	Suppes & Wells Chapter 8
T	22	11/19	Social Work and Substance Abuse	Suppes & Wells Chapter 9
Th	23	11/21	Paper review	Suppes & Wells Chapter 9
T	24	11/26	Life Calling/Rule of Life exercises	
T	25	12/3	Group Presentations	
Th	26	12/5	Group Presentations	

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SOCW 250

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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