Seminar in Helping

Spring 2012
Tuesdays and Thursdays, 9:30 a.m. to 10:45 a.m.
Price, Room 214

Dr. Millicent Carvalho-Grevious, LSW

Price 218, 302-857-6779 (Office) 215-470-0004 (Cell)
mgrevious@desu.edu

Monday 2:30 p.m. – 4:00 p.m.
Tuesday 11:00 a.m. – 1:15 p.m.
Wednesday (By appointment)
Thursday 11:00 a.m. – 1:15 p.m. 4:15 p.m. - 5:15 p.m.

COURSE DESCRIPTION:

This course is the first in a five-course practice sequence. The aim of this course is to prepare students for professional generalist social-work practice. This course gives the student knowledge about entry-level skills for social workers in direct-service activities and transactions with individuals, groups, families, organizations, institutions, and community systems. Students are introduced to the art and science of generalist social work and ecosystems, strengths, and change approaches in professional practice. The course is designed to increase the student’s critical thinking and problem solving skills and to support a community of learners who engage in cooperative inquiry research to better understand their own behavior in preparation for building a foundation for generalist social work practice with diverse populations at risk of being oppressed and/or disadvantaged. As part of the course requirements, students will complete critical thinking and conflict management styles self-assessments. The course will also assist in integrating knowledge and skills gained in other professional foundation courses with generalist practice methods, which will be utilized in the future when students engage in fieldwork. Relationship building and a change process for social work practice will be studied and role-playing will be utilized to build knowledge and skills for practice. Within the context of the Black Experience and the philosophy of empowerment, application of social work values, promotion of social and economic justice and service to diverse groups will be highlighted as they pertain to generalist practice.

COURSE CREDITS: Three (3) Semester Hours

PREREQUISITE(S): Spring Sophomore Status. Freshman & Sophomore general education requirements. SCWK 101, SCWK 201, SCWK 315, SCWK 316.

COURSE RATIONALE
Critical thinking is a key skill for successful social work generalist practice. Critical thinking is judgment, reflection and purpose (Elder and Paul, 2001). Critical thinking skills assist a student to determine what he or she believes, in relation to social work values, to communicate the rationale for and the assumptions underlying judgments, and, ultimately, what action to take in helping situations. Increasingly, social workers are expected to produce change in client situations in a short amount of time and to solve problems and exert influence to benefit individuals and organizations. There is often no one right answer to resolving practice related problems, particularly, in situations where access to needed resources is limited or unavailable. Consequently, individual social workers are often faced with choosing among inadequate responses in attempting to meet clients’ needs in helping situations. Being creative and resourceful are key to being successful. The course will utilize the Paideia “Socratic” Seminar, a teaching innovation, designed to increase student proficiency in critical thinking, self-awareness and self-directed learning. The Paideia “Socratic” Seminar is based on the educational philosophy of Mortimer Adler and the Paideia Group. It encourages three types of teaching: didactic teaching of the subject matter, coaching that produces the skills of learning and Socratic questioning (open-ended) in the seminar discussion that facilitate the development of critical thinking skills. Skill development in conflict resolution, interpersonal communication, relationship building, empowerment and change management are also emphasized, with a primary focus on individuals, especially those who are members of populations that are at risk of being disadvantaged or oppressed. Students will also be taught to manage their own interpersonal conflict related to learning, classroom participation and completing assignment in a timely manner.

REQUIRED TEXTS


Additional Course Readings and Assignments: are provided on Blackboard

Blackboard Enhanced Course: Please log on to Blackboard for additional online course materials

COMPETENCIES & PRACTICE BEHAVIORS

This course will address the following Educational Policy and Accreditation Standards, core competencies and identified practice behaviors.

Obj. I EP 2.1.1 Students will identify as a professional social worker and conduct oneself accordingly

Practice Behaviors

PB 1 Students will advocate for client access to the services of social work

PB 2 Students will practice personal reflection and self-correction to assure continual professional Development

PB 3 Students will attend to professional roles and boundaries

PB 4 Students will demonstrate a professional demeanor

Corresponding Learning Objectives/Outcomes:
1. Students will assess various social work roles (i.e., advocate, facilitator, counselor, case manager educator, etc.) in different system (i.e., child welfare, geriatrics, drug and alcohol, mental health, school, etc.) at the micro, mezzo and macro levels of practice.

2. Students will describe and select the components of the Generalist Intervention Model (GIM) from engagement to termination and assess direct practice intervention that reflects an ecosystems perspective and social work values.

3. Given a case study, students will draw a diagram depicting an open and closed system and assess the concepts that organize closed and open systems.

4. Given a genogram, students will assess relationships and construct a hypothetical case summary

5. Given a case study, students will apply the GIM model to form an effective partnership with a client/family and describe evidence for genuineness, respect, trustworthiness and empathy.

**Obj. II EP 2.1.2 Students will apply social work ethical principles to guide professional practice**

PB 7 Students will recognize and manage personal values in a way that allows professional values to guide practice.

**Corresponding Student Learning Objective/Outcome:**

6. Students will describe in their own words--their own process for making judgments and problem solving and formulate a process for self-regulation that reflects social work values

**Obj. III EP 2.1.3 Students will apply critical thinking to inform and communicate professional judgments**

PB 11 Students will distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

PB 12 Students will analyze models of assessment, prevention, intervention, and evaluation; and

**Corresponding Learning Objectives/Outcomes:**

7. Given a case study, students will compare and contrast personal and professional relationships and critique how they are similar and/or dissimilar.

8. Given a case study, students will assess how social workers structure their professional relationship with clients to problem solve so that they avoid exerting power over clients through professional discourse and critique the underlying assumptions for action.

9. Given a case study, students will describe the three phases (dialogue, discovery, and development) of the empowering approach to generalist practice and their underlying assumptions. In addition, students will:
   a. Summarize how each phrase incorporates an orientation to strengths, empowerment and competence.
   b. Show how the empowering approach incorporate an ecosystems perspective; and
c. Outline how the empowering approach reflects a commitment to social justice.

10. Students will produce a final reflection paper that reflects a strengths orientation, their own experiences and critical thinking.

**Obj. 4 EP 2.1.4 Students will engage diversity and difference in practice.**

**PB 14** Student will recognize the extent to which a culture’s structures and values may oppose and Marginalize

**PB 16** Students will recognize and communicate their understanding of the importance of difference in shaping life experiences

**PB 17** Student will demonstrate that they view themselves as learners and understand that they can engage those with whom they work as informants.

**Corresponding Learning Objective/Outcome:**

11. Given a case study, students will apply the ethic of discourse, specifically analyze how their position/perception of the problem was constructed, demonstrate that they are aware of their own unique experiences, and role play different points of view.

<table>
<thead>
<tr>
<th>Course Learning Objectives/Outcomes</th>
<th>Identified Professional Social Worker Practice Behaviors and (Across the Curriculum General Education Outcomes)</th>
<th>Method of Assessment</th>
<th>Metrics for Success</th>
<th>Proficiency (Overall class proficiency, expected)</th>
<th>Identify the Department’s Underpinnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Objs. I-5: EP 2.1.1. and PG: #2)</td>
<td>Students will practice personal reflection and self-correction to assure continual professional development.  (Self-Evaluation, GE-SE)  (Speaking-Oral Communication-presentation and discussion, GE, OCP and OCD</td>
<td>1. Student Seminar Checklist  Self Evaluation Lecture 2. Mini-reflection writing exercise after each Socratic Seminar 3. Mid-term exam (50 multiple choice questions) 4. Final Exam (25 multiple choice questions and two essay questions)</td>
<td>1. Students are expected to attain a grade of “C” or better in the Socratic Seminar discussions: a) to speak at least three times, b) to look at the speaker, c) to ask at least two questions and d) to refer to the text at least twice. 2. Mid term and final exam--grade of “C” or better</td>
<td>80% of students are expected to achieve this goal</td>
<td>Strengths-based approach Empowerment</td>
</tr>
</tbody>
</table>

| (Obj. 6: EP 2.1. 2. and PG: | Students will recognize and manage personal | 1. Student Seminar Checklist | Demonstrates knowledge of | 80% of students are | Black Perspective |
| #3) | Students will apply social work ethical principles to guide professional practice | Values in a way that allows professional values to guide practice.  
(Self -Evaluation, GE-SE)  
(Listening, GE-L) | Self Evaluation Lecture  
2. Mini-reflection writing exercise after each Socratic Seminar  
3. Mid-term exam (50 multiple choice questions)  
4. Final Exam (25 multiple choice questions and two essay questions) | Social work values  
Mid term and final exam--grade of “C” or better | Expected to achieve this goal |
| --- | --- | --- | --- | --- | --- |
| (Obs. 7-10 EP 2.1.3. & PG. #4) | Students will apply critical thinking to inform and communicate professional judgments | Students will demonstrate effective oral and written communication in working with individuals, families, groups, organizations and communities.  
(Writing in the Major, GE-WR)  
(Critical Thinking/Problem Solving, GE-CT)  
(Computer Literacy, GE, CC and Information Literacy, GE, IL) | 1. Pre and Post Reflection Paper Assessment  
2. Socratic Seminar (Facilitated Discussion)  
3. Mini-reflection (in-class writing exercise)  
4. Mid-term exam (50 multiple choice questions)  
5. Final Exam (25 multiple choice questions and two essay questions) | Students’ will demonstrate critical thinking skills. In addition, their reflection paper will reflect consistently correct grammar and mechanics; use of standard English; display of coherent organization; will include detailed support and identification the challenges of practice at the proficient level “B (see critical thinking and problem solving rubric grading rubric. | 80% of students are expected to achieve this goal | Empowerment |
| (Obj. 11: EP 2.1.4 & PG: #1) | Student will recognize the extent to which a culture’s | 1. Socratic Seminar (Facilitated) | Students will demonstrate | 80% of students are | Black Rural |
and 4) Students will engage diversity and difference in practice. 

| Structures and values may oppose and marginalize.  
| (African-American Experience, GE-AF)  
| Students will recognize and communicate their understanding of the importance of difference in shaping life experiences  
| (Multicultural, GE-MC)  
| Students will demonstrate that they view themselves as learners and understand that they can engage those with whom they work as informants.  
| (Critical Thinking, GE-CT  
| and Global, GE-GL)  
| Discussion)  
| 2. Mini-reflection (in-class writing exercise)  
| 3. Mid-term exam (50 multiple choice questions)  
| 4. Final Exam (25 multiple choice questions and two essay questions)  
| Knowledge of social work values and diversity practice with a grade of “C” or better on the mid-term and final exams  
| Expected to achieve this goal  
| Global 

Department of Social Work Underpinnings

1. A Black perspective for social work practice
2. Empowerment
3. Strengths perspective
4. Rural Perspective
5. Global perspective

COURSE REQUIREMENTS

1. Participation in class activities and on-line discussions based on information from identified readings. The Paideia Seminar process identifies the following goals for classroom discussion: 1) to speak at least three times, 2) to look at the speaker, 3) to ask at least two questions and 4) and to refer to the text (reading assignment) at least twice.
2. Satisfactory completion of scheduled assignments (in class participation, self-assessments, take-home assignments, quizzes, exams and analysis of case studies, etc.
3. Completion of assigned readings prior to class

Paideia “Socratic” Seminar
The Paideia “Socratic” Seminar will be implemented within the context of the Seminar in Helping class on Thursdays from 9:30 a.m. to 10:45 a.m. Each seminar begins with a question and each participant responds to the question based upon a short 1-5 page reading assignment. The reading assignment is distributed on the Tuesdays and each line is numbered for easy reference. Students are required to read this reading assignment prior to class. Each 75-minute class is divided into the following components:
I. Front-loaded presentation that introduces the initial question and the assigned reading 10 minutes

II. Each participant identifies a line in the passage based on the question and shares their own Rationale for choosing the particular line in response to the initial question posed by the instructor. 20 minutes
(Development of critical thinking skills based on an increased understanding of ideas and social work values by relating content to practice situations.)

III. Seminar-facilitated discussion 25 minutes
(Student-centered discussion; open with main ideas from the text, reinforced learning, based on open-ended questions around a theme; and limited talk by instructor.)

IV. Closing -assessments 10 minutes
(Student evaluation of his/her class participation: # of times they made reference to the text, talk turns, and questions asked.)

V. Planning for next class 10 minutes
(Students discuss what worked; what didn’t work and make suggestions for continuous improvement.)
(The professor maps the discussion and evaluates the sequence and path of talk turns.)

VI. Graded writing assignment (self reflection and self evaluation)
Take home assignment (submitted through the Blackboard Discussion Board)
(Based on an identified theme -- students will write a mini-reflection that reinforces their understanding and of material discussed – writing must include references to the text as well as other source materials.)

ATTENDANCE POLICY

Since regular class attendance is a vital part of the educational process, students are required to attend all classes and to be present throughout the class period. The Office of the Provost and Vice President for Academic Affairs issues excuses for students who are absent from classes while participating in official University related activities or on University related travel. If the absence is excused by the Office of the Provost and Vice President for Academic Affairs for the student’s participation in official University related activities, all work [tests, quizzes, due assignments, etc. may be made up. In all other cases, only the instructor can approve a student’s request to be absent from class. A student’s final grade in a course will not be reduced solely because the student has incurred absences. (This policy is consistent with University Policy, effective Spring 2000.)

In this course, the student is responsible for requesting approval, in writing, ahead of time when an absence is planned. In the event of an unexpected absence, the student needs to advise the instructor as soon as possible after that absence. Unapproved absences and absences, without timely written notification to the instructor, will not be excused.

MAKE-UP POLICY - Quizzes And Make –Up Policy:

Each student is expected to take tests/exams and submit written assignments on the scheduled date and time that such work is due. Exams will be given either using blackboard or paper and pen/pencil.
Make up exams are given only in extreme cases and only after the student provides adequate documentation of circumstances beyond the student’s control. A student who is not able to take a test as scheduled, must notify the instructor in advance and then must schedule and take a make-up test within three (3) days. A student who does not follow this procedure will receive a grade of zero on the test. Also, in fairness to students who take the exam on time, 10% will be deducted from makeup exams. Quizzes (announced or unannounced) may not be made up. All papers and case-analyses are due in class on the assigned dates. Due dates for some of the papers and assignments will be indicated on the assignments. A point a day will be deducted for late papers. If the absence is excused by faculty/staff/advisor for the student’s participation in official University related activities, all work (tests, quizzes, due assignments, etc.) may be made up. The instructor reserves the right to make exceptions to this make-up policy in case of inclement weather, recognized religious holidays, and extenuating circumstances.

The instructor does not print or photocopy papers for students.

STUDENT'S RESPONSIBILITY FOR INCOMPLETE GRADES

Students are expected to complete all course requirements and stay on track with the course, regardless of his or her presence in class. Failure to meet these responsibilities may result in a grade of “I” (Incomplete) that automatically turns into an “F” after six (6) weeks into the next semester. An Incomplete grade will be given if:

1. At least 80% of the course work has been successfully completed so that a passing grade can be earned.

2. The student has made arrangement with the instructor prior to the time that final grades are assigned.

3. The student has provided information necessary to satisfy the instructor that circumstances beyond the control of the student has prevented him or her from completing the required work by the established deadline(s).

4. The student has met the minimum requirement for attendance.

STATEMENT ON EQUAL OPPORTUNITY

Delaware State University is an equal opportunity institution committed to extending educational equality and non-discrimination in all programs and services of the University to all persons, regardless of race, religion, gender, creed, color, national origin, ancestry, age, marital status, sexual orientation, disability, veteran status, genetic information or other legally protected classification. This policy is in compliance with Titles III and VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Delaware Code. General Equal Opportunity inquiries/complaints (whether informal or formal) should be directed to: the Assistant Vice President of Human Resources and Legal Affairs, 325 Administration Building, Delaware State University, Dover, Delaware 19901 or to the applicable coordinator listed in the directory.

Grievance Procedure Under Title VI And Title IX:

Title VI of the Civil Rights Act of 1964 prohibits discrimination against various protected classes by educational institutions. Title IX prohibits discrimination based on gender. The following grievance
procedure should be used by any student or other member of the public that believes that Delaware State University or any member of the College Community has engaged in any form of discrimination in violation of these laws, or otherwise violated the University’s Statement on Equal Opportunity, in any of its programs and services, with two exceptions. This grievance procedure does not apply to any issues involving employment, and there is a separate procedure regarding discrimination against persons with disabilities. In addition to the Assistant Vice President of Human Resources and Legal Affairs, ADA inquiries and/or issues may be directed to Laura Kurtz, Delaware State University’s Director of Academic Support Center and Disability Services, 302-857-6388.

AA/EO GRIEVANCE PROCEDURES are available on line at http://www.desu.edu (2008-2009 Undergraduate Student Handbook, p. 2)

Americans With Disabilities Act (ADA) And Section 504 of the Rehabilitation Act of 1973:

In accordance with ADA, Title II and Section 504 of the Rehabilitation Act of 1973, programs at the University must be accessible to all persons with disabilities. To provide academic program accessibility, it may be necessary to reschedule classes to accessible facilities. With respect to nonacademic programs, it may be necessary to schedule appointments and activities in accessible facilities. Delaware State University will make reasonable accommodations for persons with disabilities.

Any student with a disability who needs information or assistance with a disability should contact the Office of Disabilities Services in Room 214A of the William C. Jason Library, 857-6388. (2008-2009 Undergraduate Student Handbook, p. 9)

Honesty Policy:

Integrity must be practiced in all endeavors and relationships. All acts of dishonesty including, but not limited to, cheating on tests and examinations, plagiarism, unauthorized collaboration, alteration or misuse of college documents, records or identification cards, forgery, misrepresentation, unauthorized use of another’s property, lying, theft, or receiving stolen goods will be considered serious misconduct. Any student violating this policy is subject to dismissal from the University.(2008-2009 Undergraduate Student Handbook, p. 20)

Students’ Responsibilities for Learning:

Each student is responsible for his or her own learning. If you are unsure and/or your learning style differs from how the material is being presented, please let me know. We can work together to use a combination of teaching and learning methods that are effective for you.

Class Attendance and Participation/In-Class Discussion and Assessments:

Students are fully responsible for their class attendance. Regular and on-time attendance is expected for all classes. Consistent with the University policy, the final grade will not be reduced because of failure to attend classes. Nevertheless, final grades will reflect in-class attendance. Students are expected to attend all classes (University policy) and, in this course, are expected to be present throughout the entire class period. The student is responsible for requesting approval, in writing, ahead of time when an absence is planned. In the event of an unexpected absence, the student needs to contact the instructor afterwards as soon as possible. Under no circumstances will a student be able to pass this course if more than 40% of class time is missed, for any reason, due to the heavy reliance on classroom discussion/participation as part of the teaching/learning process. Missed assignments can only be made up with an excused absence unless the instructor gives permission.
Participation is expected via attendance and contributions to class discussions. Unapproved absences and absences without timely written notification to the instructor will not be excused. If absent from class, the student is responsible for obtaining notes from his or her classmates. Students are also responsible for keeping abreast of all the announcements made in class, online (Blackboard), and homework or out-of-class assignments given in class. In-class behavior will be considered an indication of the student’s identification with the profession and his or her readiness to assume the role of generalist social work practitioner. All cell-phones must be turned off and put away during class. Points will be deducted if a cell phone rings in class and/or texting occurs. Occasionally, classes may be held using blackboard. Dates for blackboard classes will be announced in advance in class or by e-mail. Attendance for Blackboard classes will be documented via Blackboard.

**UNIVERSITY GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>Excellent, perfect / without error, clear, readily understandable</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>Extremely well done –errors do not detract from clarity</td>
</tr>
<tr>
<td>B+</td>
<td>85-89</td>
<td>Very well done, some errors and lacks some clarity</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>Well done, but amount of errors detract from clarity</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
<td>Good: errors &amp; content are substantial distraction</td>
</tr>
<tr>
<td>C-</td>
<td>70-74</td>
<td>Acceptable, but with major errors and lacks clarity</td>
</tr>
</tbody>
</table>

**UNIVERSITY GRADING SCALE**

Test scores, grades on papers, individual and/or group presentations, community project, and class participation will be quantified in accordance with the following university rating system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 -100</td>
<td>Excellent, perfect / without error, clear, readily understandable</td>
</tr>
<tr>
<td>A-</td>
<td>85 -89</td>
<td>Extremely well done –errors do not detract from clarity</td>
</tr>
<tr>
<td>B+</td>
<td>80 -84</td>
<td>Very well done, some errors and lacks some clarity</td>
</tr>
<tr>
<td>B</td>
<td>75 -79</td>
<td>Well done, but amount of errors detract from clarity</td>
</tr>
<tr>
<td>C+</td>
<td>70 -74</td>
<td>Good: errors &amp; content are substantial distraction</td>
</tr>
<tr>
<td>C-</td>
<td>65 -69</td>
<td>Acceptable, but with major errors and lacks clarity</td>
</tr>
</tbody>
</table>

**COURSE GRADING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam (50 multiple choice questions)</td>
<td>25%</td>
</tr>
<tr>
<td>Critical Thinking Exercise</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection Paper (draft) due 2/16</td>
<td>12.5%</td>
</tr>
<tr>
<td>Reflection paper (final) due 4/26</td>
<td>12.5%</td>
</tr>
<tr>
<td>Attendance and mini reflections</td>
<td></td>
</tr>
<tr>
<td>In Classroom Assessments and Activities</td>
<td></td>
</tr>
<tr>
<td>(Includes Genogram and Ecogram Assignments)</td>
<td></td>
</tr>
<tr>
<td>Conflict Management/ Self-Assessment</td>
<td></td>
</tr>
<tr>
<td>Participation in Paideia “Socratic” Seminar</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam (30 multiple choice questions &amp; 2 essays)</td>
<td>25%</td>
</tr>
<tr>
<td>100% (total course grade)</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Rubric Mini-Reflection Assignments and Class Discussions**

<table>
<thead>
<tr>
<th>Objective</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Demonstrates</td>
<td>Demonstrates</td>
<td>Demonstrates</td>
<td>Demonstrates lack of</td>
</tr>
<tr>
<td>Assignments</td>
<td>comprehension of complex reading material</td>
<td>comprehension of all average and some complex reading material</td>
<td>comprehension of most of the average reading material</td>
<td>comprehension of the reading material</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>Uses appropriate professional vocabulary; grammar and sentence structure are nearly flawless. Organization is exceptionally clear; includes support that conforms to discipline-specific professional norms</td>
<td>Reflects consistently correct grammar and mechanics; uses standard English; shows coherent organization; includes detailed support</td>
<td>Makes minor grammatical errors, but does not display habitual deviations from standard English; shows some organization; uses details to support assertions; meets minimum criteria for the assignment</td>
<td>Makes serious grammatical errors; displays habitual deviations from standard English usage; uses poor organization; shows academic dishonesty</td>
</tr>
<tr>
<td>Speaking in Class</td>
<td>Uses standard English and always contributes consistently to class discussion</td>
<td>Uses standard English and contributes consistently to class discussion</td>
<td>Uses standard English and makes some appropriate contributions to discussions</td>
<td>Uses non-standard English or inappropriate voice volume; does not focus presentation or it is unorganized; does not contribute to class discussion</td>
</tr>
<tr>
<td>Listening</td>
<td>Is attentive during class discussions and presentations; note-taking is most appropriate and copious</td>
<td>Is attentive during class discussions and presentations; takes notes when appropriate</td>
<td>Is attentive much of the time, but occasionally is not focused</td>
<td>Displays evidence of not being attentive during class presentations and discussions</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Locates appropriate sources that exceed requirements and expectations; comprehends and cogently integrates these sources</td>
<td>Locates adequately sufficient and appropriate sources; comprehends and integrates these sources</td>
<td>Locates some appropriate sources, but other sources are not related to the task or are not reputable</td>
<td>Is unable to locate appropriate sources in the library or on-line or the majority of sources utilized are not reputable</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Raises pertinent and provocative questions about the subject or discipline; demonstrates superior understanding of what is expected in the class; most consistently bases decisions on information using logic</td>
<td>Raises important questions about the subject or discipline; demonstrates understanding of what is expected in the class; bases decisions on information using logic</td>
<td>Shows evidence of logical thinking, but there is evidence of occasional lapses of clarity, accuracy, precision or relevance</td>
<td>Is unable to make inferences and judgments based on concepts and theories. Thinking is not clear, accurate, precise or relevant</td>
</tr>
<tr>
<td>Reasoning and Problem Solving</td>
<td>Analysis of problems is exceptionally perceptive; proposed solutions display a deep knowledge of the subject matter and creative application of this knowledge</td>
<td>Analysis of problems is superior; proposed solutions display an appropriate knowledge of the subject matter and application of this knowledge</td>
<td>Analysis of problems is adequate if uninspired; proposed solutions display a superficial knowledge of the subject matter and application of this knowledge</td>
<td>Is unable to understand the complexities of a problem; fails to propose any feasible partial solutions</td>
</tr>
</tbody>
</table>

Adapted from St. Mary's College
http://www2.bc.cc.ca.us/jfulks/basicSkills%20course_coding/Example_Writing_Rubric.pdf
MODULE I: PERSPECTIVES ON SOCIAL WORK PRACTICE WITH POPULATIONS THAT ARE AT RISK OF BEING OPPRESSED AND/OR DISADVANTAGED

- Understand the concept of generalist social work practice and social work roles
- Beginning understanding of a Black perspective for social work practice, empowerment, the strengths perspective, the rural perspective and the global perspective.
- Develop knowledge of the profession’s history, especially as this relates to aspects of generalist social work practice.
- Beginning understanding of the need for personal reflection and self-correction to assure continual professional development.
- Beginning understanding of social work values and ethical principles that guide professional practice.
- Understand the importance of critical thinking skills at all levels of generalist social work practice.
- Begin developing an understanding of prejudice, oppression, and discrimination, and the need to act as an advocate to advance social and economic justice with diverse individuals, families, and groups.
- Continue developing an understanding of and respect for the diversity of individuals, families, and groups in local communities, and knowledge of the world beyond.
- Begin to understand principles of research and its application to knowledge in social work interventions through participating in a research group studying a diverse population at risk of prejudice, oppression, and discrimination.
- Begin to evaluate professional growth and development and develop self-awareness of one’s needs, strengths, development, and diversity.
- Begin to understand the application of social work values and ethics in generalist social work practice with diverse individuals, families, and groups.
- Begin to understand use of self in generalist social work practice with individuals, families, and groups.
- Understand the importance of communication skills in generalist social work practice with diverse individuals, families, and groups, and in effectively linking them with resources and services.
- Understanding professional posture when differences exist between social worker, clients and others involved in the change process.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>COURSE CONTENT</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1             | Getting acquainted, syllabus review and introduction to generalist social work practice. Discussion of social work responses to needs. Social systems theory. Overview of generalist social work, levels of practice, social work roles, including advocate, empowerment, strengths-based, Black, rural and global perspectives. Development of social work as a profession. | Introductions  
Conflict Management Self Assessment  
Pre-Review of Chapter 1 Quiz  
Read Chapter 1, 4& 5 for September 6 class  
Read department’s definitions of a Black perspective for social work practice, empowerment, strengths, rural and global perspectives  
Submit Mini-Reflection on Blackboard |
| January 10    | S.W. knowledge base, values, and skills. Introduction to change process:  
Ecosystem perspective;  
interdisciplinary approach to social work practice; ethic of critique. | Preview Chapter 2 Quiz  
Review Chapter 2  
Submit Mini-Reflection on Blackboard  
Eco-map assignment |
| January 12    |                                                                                  |                                                                          |
January 17
January 19

STRUCTURAL VIEW OF STRUCTURAL SYSTEMS, subsystems, and environments;
INTERACTIONAL VIEW OF SYSTEMS;
Discussion of human diversity and globalization of oppression, Cultural and diversity competent generalist practice. Formation of diversity competent research groups. **Question for Reflection:** Identify a diverse group with whom you might have difficulty working and discuss reasons why it might be difficult. How do you maintain professional demeanor?

Module 2: The Interactional Process and Multicultural Competence
- Continue to develop understanding of prejudice, oppression, discrimination, and the need to act as an advocate to advance social and economic justice with diverse populations.
- Continue to develop an understanding of and respect for the diversity of individuals, families, and groups in local communities, and knowledge of the world beyond.
- Understand use of critical thinking skills in understanding self, clients, and environment.
- Understand the use of knowledge of human development and behavior in understanding self, the client, and the ecosystem in generalist social work practice.
- Continue to develop understanding of principles of research and the application of knowledge of social work interventions by participating in a research group studying a diverse population at risk.
- Continue to develop an understanding of evaluating professional growth and development and develop self-awareness of one’s needs, strengths, development, and diversity.
- Continue to develop an understanding of the application of social work values and ethics in working with diverse populations in generalist social work practice.
- Continue to develop understanding of use of self in generalist social work practice.
- Understand the use of communication skills in working with diverse populations and in effectively linking them with resources and services.
- Identify and define important elements of the ecosystem, especially for those at risk of being oppressed and/or disadvantaged because of race, ethnicity, gender, poverty, age, disability, or sexual orientation.
- Understand interaction and engagement with clients and their ecosystems in generalist social work practice, especially those clients at risk of being oppressed and/or disadvantaged.
- Acquire knowledge and skills in understanding an ecosystems strengths approach for generalist social work practice with diverse populations in various community settings.

Week | Course Content | Assignments
---|---|---
4 | Discussion of Chapter 3: Knowledge of self as a social worker in the helping process and worldview biases, prejudices, LGBTQ and stereotypes; NASW Code of Ethics: Critical thinking and analysis. A framework for cultural and diversity competent generalist practice. | Pre-Review Chapter 3 Quiz
| | | Read Chapter 4 for September 29
| | | Genogram (in class assignment)
| | | Be prepared to discuss standards in NASW Code of Ethics that pertain to boundaries in social work practice.
| | | Present a case where a social worker violated a related standard.

Chapter 2 continued
Chapter 2 Quiz and mini-reflection
Reflection pre-assessment (Poverty of the Mind) due 9/27 @ 10:00 p.m. EST--submit through Blackboard
Read Chapter 3 for September 20

MODULE II: THE INTERACTIONAL PROCESS AND MULTICULTURAL COMPETENCE

Chapter 2 Quiz and mini-reflection
Reflection pre-assessment (Poverty of the Mind) due 9/27 @ 10:00 p.m. EST--submit through Blackboard
Read Chapter 3 for September 20
<table>
<thead>
<tr>
<th>Date</th>
<th>Class/Assignment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 7 (Blackboard Class)</td>
<td>Understanding clients and influence of diversity and culture on needs. Writing social histories; genograms. Knowledge acquisition in diversity competent generalist practice.</td>
<td>Preview Chapter 4 Quiz Reflection Paper (Draft) due 9/27, 10:00 p.m. EST Genogram assignment due 9/29 (in class assignment)</td>
</tr>
<tr>
<td>February 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 14</td>
<td>The environment as an ecosystem. Skill development in cultural and diversity competent generalist practice; strengths perspective, ethics of power Mid-term review</td>
<td>Mid-term Exam (Blackboard) must be completed by Friday, October 7 10:00 p.m., EST Paideia “Socratic” Seminar Read chapter 5 for October 11 class</td>
</tr>
<tr>
<td>February 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 21(Mid-term Exam)</td>
<td>Applying a strengths perspective; helping relationship with diverse clients and applying an inductive learning in diversity competent generalist practice. <strong>Question for Mini-Reflection</strong> Describe your relationship skills: How do you maintain important relationships in practice situations?</td>
<td>Preview Chapter 5 Quiz Procrastination Self Assessment (in class) Paideia “Socratic” Seminar Chapter 5 Quiz and mini-reflection</td>
</tr>
<tr>
<td>February 23 (Mid-term Exam)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mid-term Exam—due Friday, October 7 @ 10:00 p.m. (completed on Blackboard)**
The mid-term exam will consist of multiple choices, true/false and short answer questions. There will be no additional time given for the exam. You may take the exam up to 2x--your highest score will be recorded

**MODULE III: ASSESSMENT, PLANNING, ACTION, AND EVALUATION AND TERMINATION WITH DIVERSE CLIENTS AND THEIR ECOSYSTEMS.**
Module III — Learning Objectives:
- Continue to develop understanding of prejudice, oppression, and discrimination, and the need to act as an advocate to advance social and economic justice with diverse populations.
- Continue to develop understanding of and respect for the diversity of individuals, families, and groups in local communities, and knowledge of the world beyond.
- Understand use of critical thinking skills in assessment, planning, action, and evaluation and termination phases of generalist social work practice.
- Understand the use knowledge of human development and behavior in assessment, planning, action, and evaluation and termination in generalist social work practice.
- Continue to develop an understanding of principles of research and application of knowledge of social work interventions through participating in a research group studying a diverse population at risk.
- Continue to develop an understanding of evaluating professional growth and development and develop self-awareness of one’s needs, strengths, development, and diversity.
- Continue to develop an understanding of the application of social work values and ethics in generalist social work practice during the assessment, planning, action, and evaluation and termination phases.
- Continue to develop an understanding of use of self in generalist social work practice.
- Understand use of communication skills in working with diverse populations and in effectively linking them with resources and services during the assessment, planning, action, and termination phases.
- Identify and define in the assessment, planning, action, and evaluation and termination phases of the social work helping process the common and unique elements which apply to various settings and to various size client systems, especially those at risk of being oppressed and/or disadvantaged.
- Understand the assessment, planning, action, and evaluation and termination phases of the change process with clients and their ecosystems, especially those clients at risk of being oppressed and/or disadvantaged.
- Acquire knowledge and skills in assessment, planning, action, and evaluation and termination using an ecosystems strengths approach to generalist practice with diverse populations in various community settings.

<table>
<thead>
<tr>
<th>Week</th>
<th>COURSE CONTENT</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Chapter 10 Assessment with diverse populations using an ecosystems strengths and empowerment approach; the dual perspective.</td>
<td>Preview Quiz for Chapter 10 Paideia “Socratic” Seminar Mini-reflection on Blackboard Assessment tools w/diverse groups</td>
</tr>
<tr>
<td></td>
<td>Chapter 10 continued. Forming partnership; confidentiality; qualities of professional partnership; the planning phase of the change process using an ecosystems strengths approach; client system empowerment; augmenting power; and assuring equal access to resources. Chapter 7 Articulating Situations; Responding to feelings; Affect Management; Script theory; The action phase of the change process. Direct practice actions using an ecosystems strengths and empowerment approach to facilitate change.</td>
<td>Chapter 10 Quiz Paideia “Socratic” Seminar. Mini reflection on Blackboard. Read Chapter 7 Preview Quiz for Chapter 7 Conflict Management Self Assessment Paideia “Socratic” Seminar Review of the Conflict Management Self-Assessment</td>
</tr>
<tr>
<td>10</td>
<td>Defining Direction; Transforming challenges into directions, Indirect practice actions using an ecosystems strengths and empowerment approach to facilitate change. Assessment of the procrastination self assessments</td>
<td>Chapter 7 Paideia “Socratic” Seminar Chapter Quiz and mini-reflection Read Chapter 8 for November 15</td>
</tr>
<tr>
<td></td>
<td>Chapter 8–Class review--what works what could be changed; introduction to evaluative techniques and single-subject research design.</td>
<td>Paideia “Socratic” Seminar Chapter Quiz 7 and mini-reflection</td>
</tr>
</tbody>
</table>

**MODULE IV: DEVELOPING DIVERSITY COMPETENT GENERALIST PRACTICE WITH DIVERSE CLIENTS AND MULTIPERSON CLIENT SYSTEMS**
- Demonstrate an understanding of prejudice, oppression, and discrimination, and the need to act as an advocate to advance social and economic justice with diverse populations.
- Demonstrate an understanding of and respect for the diversity of individuals, families, and groups in local communities and knowledge of the world beyond.
- Understand generalist social work practice with diverse individuals, families, groups, organizations, and communities.
- Understand use of critical thinking skills in generalist social work practice with diverse individuals, families, and groups.
- Understand the use of knowledge of human development and behavior in generalist practice with diverse individuals, families, and groups.
- Demonstrate an understanding of principles of research and the application of knowledge of social work interventions by participating in a research group studying a diverse population.
- Understand evaluation of professional growth and development and demonstrate self-awareness of one’s needs, strengths, development, and diversity.
- Demonstrate an understanding of the application of social work values and ethics in generalist social work practice with diverse individuals, families, and groups.
- Understand use of self in generalist practice with diverse individuals, families, groups, organizations, and communities.
- Understand use of communication skills in generalist social work practice with diverse individuals, families, groups, organizations, and communities in effectively linking client systems with resources and services.
- Identify and define in the social work helping process the common and unique elements that apply to various size client systems, especially those at risk of being oppressed and/or disadvantaged.

<table>
<thead>
<tr>
<th>Week</th>
<th>COURSE CONTENT</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>April 3 (Blackboard class)</td>
<td>Individual consultation regarding reflection papers and individual self-assessments</td>
</tr>
<tr>
<td></td>
<td>April 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 10</td>
<td>Review of Chapters 1-8</td>
</tr>
<tr>
<td></td>
<td>April 12</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>April 17</td>
<td>Review of social work practice models; review of assessment of reflection papers and good practices in generalist practice.</td>
</tr>
<tr>
<td></td>
<td>April 19</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>April 24</td>
<td>No classes</td>
</tr>
<tr>
<td></td>
<td>April 26 (Last class)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Final Exam Period</td>
<td></td>
</tr>
</tbody>
</table>

**Final Exam is due December 12 @ 10:00 p.m. (Blackboard)**
The final exam will consist of 30 multiple choices, true/false and two essay questions. The exam will be taken online through Blackboard.
Bibliography


