# FLORIDA ATLANTIC UNIVERSITY

# SCHOOL OF SOCIAL WORK

# SOW 3302 Sec.003 CRN 15328 (3 Credit Hours)

**The Profession of Social Work**

**WAC Course**

|  |  |
| --- | --- |
| Semester: | Classroom: |
| Dates: | Class Times: |
| Instructor: | Office Hours: |
| Phone: | Office Location: |
| Email: | Web: [www.fau.edu/ssw](http://www.fau.edu/ssw) |

### The student must pass the Writing Competency Exam with a minimum grade of 70% prior to registration for this course. Contact Testing and Evaluation Center at http://www.fau.edu/testing.

### Course Description:

PLEASE NOTE THAT ATTENDANCE AT THE FIRST CLASS IS REQUIRED. **THERE ARE NO EXCEPTIONS.**

This course introduces the beginning student to the profession of Social Work. It focuses on the development of the knowledge, skills, and values of the profession, with an emphasis on professional interpersonal and critical thinking skills. This course covers the generalist intervention model and the delivery of services to people in need through a variety of programs in multiple fields of practice. Current social welfare issues and problems are highlighted and special attention is devoted to the needs of the people of south Florida.

This writing intensive course serves as one of two "Gordon Rule" classes at the 2000-4000 level that must be taken after completing ENC 1101 and 1102 or their equivalents.  You must achieve a grade of "C" (not C-minus) or better to receive credit.  Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, meaning there is an expectation that you will improve your writing over the course of the term. The University’s WAC program promotes the teaching of writing across all levels and all disciplines. WAC asserts that writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions.

***NOTE: If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.***

**Relevance to Educational Program**

This is a required course for social work majors and is normally taken at the beginning of a student’s studies in this discipline. The goals of Social Work are examined, as well as its history, and the social welfare systems which have become a fundamental part of our American culture.

**Textbooks**

The required textbooks for this course are available in the FAU Bookstore:

1. American Psychological Association (2001). ***Publication manual of the American Psychological Association***(6th ed.). Washington, DC: Author.
2. Zastrow, Charles (2010, 2008). ***Introduction to Social Work and Social Welfare,***

***10th or 11th Edition.***Belmont, CA.: Thompson Learning.

**Competencies and Educational Objectives**

The Council on Social Work Education’s Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. The following educational objectives draw from these 10 core competencies and identify specific educational objectives for this course that relate to these competencies (each course covers some, but not necessarily all of the 10 core competencies). Upon successful completion of this course, students will be able to demonstrate these practice behaviors.

**1. Identify as a professional social worker and conduct oneself accordingly.**

* function within clearly defined professional roles and boundaries (PB 1c)
* demonstrate professional demeanor in behavior, appearance, and communication (PB 1d)

**2. Apply social work ethical principles to guide professional practice.**

* recognize and manage personal values in a way that allows professional values to guide practice (PB 2a)
* make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles (PB 2b)
* tolerate ambiguity in resolving ethical conflicts (PB 2c)

**3. Apply critical thinking to inform and communicate professional judgments.**

* demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (PB 3c)

**4. Respond to contexts that shape practice.**

* continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (PB 9a)

**Teaching Methodologies**

The teaching methods utilized in this course include lectures, discussions, reading and writing assignments, videos, and individual and group activities.

**Course Assignments and Grading**

Assignments are due before class on the dates indicated in the course outline. The grade for an assignment will be reduced at least one letter grade if it is late. All papers must be submitted online through Safe Assign on Blackboard unless otherwise indicated by the instructor.

**Grading Summary:**

Ethics Paper 60%

Group Presentation 10%

Readings Quizzes 15%

Journal Assignments 15%

**The grading scale for this course is as follows:**

|  |  |  |
| --- | --- | --- |
| 93 – 100% = A (930-1000 points) |  | 73 – 76% = C (730-769 points) |
| 90 – 92% = A- (900-929 points) |  | 70 – 72% = C- (700-729 points) |
| 87 – 89% = B+ (870-899 points) |  | 67 – 69% = D+ (670-699 points) |
| 83 – 86% = B (830-869 points) |  | 63 – 66% = D (630-669 points) |
| 80 – 82% = B- (800-829 points) |  | 60 – 62% = D- (600-629 points) |
| 77 – 79% = C+ (770-799 points) |  | 0 – 59% = F (0-599 points) |

**Support in developing your writing**

The university offers assistance to students who need help with writing skills. See <http://www.library.fau.edu/npb/respaper.htm> for writing and research tips. See <http://www.apastyle.org/faqs.html> for help with APA requirements.

**Class Attendance and Punctuality**

*Attendance at the first class is mandatory. In class assignments can NOT be made up. Any student who misses the first class will need to drop the course. More than two absences will result in a failing grade.*

Students need to inform the Professor in advance of absences and tardiness to class in accordance with professional expectations. Students are expected to arrive promptly and ready to work and to stay for the entire class or until excused by the instructor.

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency.  Given the Council on Social Work Education’s requirements for professional behavior, ***attendance for all classes is required*.** Since participating in class is an integral part of social work education, it is vital that the student be in class. More than two absences will result in a failing grade.

# Assignments

Specific formats and grading criteria for the written assignments will be provided by the instructor. Papers will be graded on the quality of the writing, required content, APA compliance, and organization.

1. **Learning modules – Basic Writing Skills and APA (Pb 3c)**

Students will be asked to complete two online learning modules in this class. The web link for the modules is [www.writingskills.fau.edu/modules.asp](http://www.writingskills.fau.edu/modules.asp). The Basic Writing learning module will be successfully completed within the first two weeks of class in order for the student to continue in the course (see class outline for due date). This module serves as an indicator of students’ knowledge of basic writing skills. Students must obtain a score of 85 to pass this module and move on in the course. The certificate of completion must be submitted through Blackboard for each module.

1. **Individual Meeting with Advisor**

Each student will meet with their advisor during the course of the semester and submit their program plan online via Blackboard.

1. **Individual Meeting with Instructor**

Each student will meet individually with their instructor to go over recommended revisions to strengthen their ethics paper. This appointment usually takes approximately 20 minutes. A signup sheet will be provided on Blackboard.

1. **Ethics paper (Pb 2a, Pb 2c, Pb 3c, Pb 1d)**

Students will write a 5- to 7-page (excluding the title page, abstract, and references- so ten pages total) paper discussing a case vignette provided by the instructor and integrating relevant information from a journal article(s) assigned by the instructor. This paper will be written in stages.

1. Students will read and analyze the article in class
2. Students will write and submit a thesis statement based on that analysis
3. Student will develop and submit an outline of the paper
4. Students will write their paper and bring Draft One for an in class peer review
5. Students will revise their paper and submit Draft Two
6. Students will meet individually with the instructor to review Draft Two
7. Students will submit their final paper

All of the assignments that make up your Ethics Paper are worth 60% of your final grade. Points available total 600 and are distributed as follows:

|  |  |
| --- | --- |
| 25  points | Thesis Statement |
| 50 points | Outline |
| 25 points | Draft One |
| 150 points | Draft Two |
| 350 points | Final Paper Due via Turnitin |
| 600 points |

**5. Group presentation (Pb 1c, Pb 3c, Pb 9a)**

The purpose of this assignment is to familiarize students with the broad array of social work practice settings available to them in the local community, and to provide an opportunity to practice professional presentation skills.

Students will work in groups to:

1. Choose an area of social work practice from the list below
2. Read the chapter concerning that area in the text
3. Consult other appropriate sources to develop the intro to the practice area, including journal articles, potentially interviewing a local social worker, etc.

The presentation will begin with a **thorough introduction to the practice area**. It should then should provide a detailed description of what a social worker in that practice area does, a description of the client population, the nature of social worker and client interaction, assessment, case planning, treatment, and evaluation. The presentation will also include specifics on local organizations that serve this practice area, such as size, funding sources, management approaches used, and performance results.

The group presentation should be ten to fifteen minutes in duration. Presentation skills such as use of voice, clarity of content, quality of handouts and Power Point will be evaluated. Peer review of the groups, as well as of teammate participation, will also be utilized. Specific grading criteria will be provided by the instructor.

**Suggested social work practice areas:**

Adult mental illness (Ch. 5)

Child/adolescent mental illness (Ch. 5)

Family (Ch. 6)

Domestic violence (Ch. 6)

GLBTQ (Ch. 7)

Substance abuse (Ch. 8)

Juvenile delinquency (Ch. 9)

School social work (Ch. 10)

Advocacy (Ch. 12)

Gerontology (14)

Medical social work (Ch. 15)

Disabilities (Ch. 16)

Family planning (teen pregnancy) (Ch. 17)

Other as approved by instructor

**7. Reading Quizzes (Pb 3c, Pb 9a), in class assignments, and reaction papers**

The instructor will begin each class with a writing exercise utilizing concepts from the readings assigned to be completed prior to that class**.** Up to three points will be awarded based on the student’s ability to articulate their critical thinking on the assigned materials. These quizzes will be given in the first fifteen minutes of each class session. Students will not be allowed to enter the classroom during that time so as to allow students who arrived promptly the opportunity to complete their quizzes. These points cannot be made up. There will often be additional assignments given and graded during the class session.

**Extra Credit**

There is NO extra credit activity available in this class.

**Professional Expectations of Student Behavior**

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability**: Attend class, arrive on time, and return from break in a timely manner.

* *Participate in group activities and assignments at a comparable level to peers.*
* *Complete work in a timely fashion and according to directions provided.*
* *Come to class prepared, with readings and other homework completed.*

1. **Respect**: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

* *Listen while others are speaking.*
* *Give feedback to peers in a constructive manner.*
* *Approach conflict with peers or instructors in a cooperative manner.*
* *Use positive and nonjudgmental language.*

1. **Confidentiality**: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

* *Maintain any information shared in class, dyads or smaller groups within that unit.*
* *Use judgment in self-disclosing information of a very personal nature in the classroom. Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.*
* *Never use names of clients or disclose other identifying information in the classroom.*

1. **Competence**: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

* *Come to class with books, handouts, syllabus, and pens.*
* *Seek out appropriate support when having difficulties to ensure success in completing course requirements.*
* *Take responsibility for the quality of completed tests and assignment.*
* *Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

1. **Integrity**: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
   * *Commit yourself to learning the rules of citing other’s work properly.*
   * *Do your own work and take credit only for your own work.*
   * *Acknowledge areas where improvement is needed.*
   * *Accept and benefit from constructive feedback.*
   * *Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*
2. **Diversity**: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

* *Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*
* *Exhibit a willingness to serve diverse groups of persons.*
* *Demonstrate an understanding of how values and culture interact.*

1. **Communication**: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

* *Demonstrate assertive communication with peers and instructors.*
* *Practice positive, constructive, respectful and professional communications skills with peers and instructor (body language, empathy, listening).*

8. **Social Justice**: Strive to deepen your commitment to social justice for all populations at risk.

* *Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*
* *Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

**Consequences of Unacceptable Behavior**

The School of Social Work may terminate a student’s participation in the program on the basis of professional non-suitability if the School’s faculty members determine that a student’s behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.

1. Academic cheating, lying, or plagiarism.
2. Behavior judged to be in violation of the NASW Code of Ethics.

1. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
2. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
3. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
4. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at http://www.fau.edu/academic/registrar/universitycatalog/welcome.php. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

**Policy on Use of Computers and Recording Devices in the Classroom**

The School of Social Work prohibits the use of computers, audio recording and video recording devices, and cell/smart phones during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

**Communicating Professionally Via E-Mail**

Students are expected to behave and act professionally at all times. Therefore, it is expected that students write in a professional manner as well. All emails **are required** to have the following components if they are to be read by the instructor: 1) a clear and specific subject identifying yourself and the reason for the email; 2) within the text of the email address the instructor as “Dear Dr., Ms. or Mrs. ” (add name) or “Dear Instructor”; 3) write a clear message using a professional vocabulary, clearly identifying and explaining the purpose of the email; 4) finish the email in a professional way using “Sincerely” or similar wording; and 5) always write your first name and last name below the expression used in # 4.

Please visit the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. If you are experiencing problems logging on to MyFAU or Blackboard, you can contact the helpdesk at (561) 297-3999.

**STUDENT ACCESSIBILITY SERVICES**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Student Accessibility Services (SAS) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585 and follow all SAS procedures.

**CODE OF ACADEMIC INTEGRITY**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>

**Course Outline and Reading Assignments:**

The following outline and readings may change as the course progresses, given student interests and needs. Students must read the required readings prior to the class when we will be discussing them. You will be quizzed on the required readings during the first ten minutes of class- no exceptions or make-ups provided.

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| Class | **Topics and Activities** | **Readings** |
| Wk 1 | |  | | --- | | Course overview, requirements, assignments, and evaluation criteria   * Introductions and reflective writing * Basic Writing Skills Module Due via Blackboard at midnight | | Syllabus |
| ***1/18/16*** | ***MLK DAY- NO CLASS*** |  |
| Wk 2 | |  | | --- | | Social Welfare/Social Work   * Readings Quiz Chapters 1 & 2 and Bb content | | Chapters 1 & 2, Bb content |
| Wk 3 | |  | | --- | | Generalist Social Work Practice   * Readings Quiz on Chapter 3 and Bb * orientation to School of Social Work * Reflection paper due at 11:59 PM via Bb | | Chapter 3, Bb content |
| Wk 4 | Poverty and Public Welfare   * Readings Quiz on Ch 4 and Bb content * APA Module due at 11:59 PM via Bb | Chapter 4, Bb content |
| Wk 5 ONLINE CLASS | Social Work Ethics and Dual Relationships   |  | | --- | | * Journal Assignment due at 11:59 PM: Ethics in Social Work: read and analyze journal article and case study * Thesis Statement for Ethics Paper Due at 11:59 PM via Bb | | |  | | --- | | NASW Code of Ethics  Assigned journal article | |
| Wk 6 | |  | | --- | | Emotional/behavioral problems; Counseling   * Readings Quiz on Ch 5 and Bb content * Outline for Ethics Paper Due 11:59 PM via Bb | | Chapter 5, Bb content |
| Wk 7 | |  | | --- | | Family Services   * Readings Quiz on Ch 6 and Bb content | | Chapter 6, Bb content |
| 3/7/16 | ***SPRING BREAK- NO CLASS*** |  |
| Wk 8 | |  | | --- | | Sexual Orientation and Services with GLBTQ Population   * Readings Quiz on Ch 7 and Bb content | | Chapter 7, Bb content |

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| Wk 9 | |  | | --- | | In class peer review:   * Draft One of Ethics Paper due: two copies in class AND online by 11:59 PM | |  |
| Wk 10 | |  | | --- | | Drug Abuse and Drug Treatment Programs   * Journal Assignment due at 11:59 PM on Ch 8 and Bb content | | Chapter 8, Bb content |
| Wk 11 | |  | | --- | | Crime, juvenile delinquency & Correctional services   * Readings Quiz on Ch 9 and Bb content | | Chapter 9, Bb content |
| Wk 12 | |  | | --- | | Individual meetings to go over Ethics Papers- Draft Two of Ethics Paper due via Bb at 11:59 PM | |  |
| Wk 13 | |  | | --- | | Social Work and Older Adults   * Journal Assignment due at 11:59 PM on Chapter 14 and Bb content | | Chapter 14, Bb content |
| Wk 14 | |  | | --- | | * Individual meetings to go over Ethics Papers * Application to the School of Social Work due via e-mail to professor | |  |
| Wk 15 | |  |  | | --- | --- | | * Final Group Presentations * Final version of Ethics paper due at 11:59 PM via Bb |  | |  |

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**ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php>, BSW policies at <http://www.fau.edu/ssw/bsw>, and MSW policies at [http://www.fau.edu/ssw/msw.](http://www.fau.edu/ssw/msw/)

READ AND SIGN THIS PAGE.

Scan and submit via Blackboard

**SOW 3302-003**

**PROFESSION OF SOCIAL WORK**

**Fall 2014**

**By signing this paper, I acknowledge receipt of the syllabus for the above-named course, and, more importantly, I am taking personal responsibility for knowing and applying the requirements contained therein.**

**Student’s Name, Printed**

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**Student’s name, signature**  Date