

Department of Social Work
Indiana State University
Spring 2012

Professional Seminar in Social Work

SOWK 494, 3 credit hours

Classroom: CON 0109

Class Times: Thurs, 9:30am-12:15pm

Office Hours: M & W; 11:00am-2:00 pm; Th 12:15 pm-1:30 pm & by Appointment

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COURSE DESCRIPTION

Integrates the knowledge base and learning experiences of the total social work program as well as multiple ways of knowing through topical discussions and assignments. Students develop their own practice framework and take a comprehensive exam to demonstrate preparation for practice. Students integrate the different “ways of Knowing” with emphasis in social and behavioral studies, ethical and social responsibility, and global perspectives and cultural diversity. Prerequisite: concurrent enrollment in 491 and 499; satisfactory completion of all Social Work courses. See the Foundation Course section of the Catalog for a complete description of the Upper Division Integrative Elective requirement.

PREREQUISITES

To be taken concurrently with Social Work 499; all other course work must be completed satisfactorily. Open to social work majors only.

COURSE OBJECTIVES

The student will be able to:

1. Integrate the following ways of knowing throughout the course:
 - a. Social and behavioral studies
 - b. Ethical and social responsibility
 - c. Global perspectives and cultural diversity.
2. Apply an analytic framework for the selection of theories to be used in their generalist practice.
3. Demonstrate the ability to develop and apply their theoretical framework to practice.
4. Develop a practice framework that articulates their generalist practice framework model, which includes their skills, roles, values, and ethics.
5. Develop and apply a framework to analyze policy.
6. Develop and apply a framework for ethical decision-making.
7. Develop and apply a framework to analyze/critique research and research articles.
8. Develop a practice framework, which articulates an understanding of populations-at-risk and diversity (i.e. age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, spirituality), within a global context.
9. Demonstrate the preparation for practice as a beginning generalist social worker.
10. Demonstrate the preparation for advanced learning in a master's program.

11. Demonstrate a plan for self-initiated lifelong learning.
12. Pass a comprehensive examination which demonstrates the development of the student's practice framework.
13. Demonstrate critical thinking skills in synthesis and integration of basic studies, liberal studies and social work coursework as the underpinning of the student's practice framework.
14. Demonstrate effective written and oral communication skills through class presentations, group discussion and written assignments.

RELEVANT PROFESSIONAL, UNIVERSITY, FOUNDATIONAL STUDIES, AND DEPARTMENT CURRICULUM STANDARDS

1. Educational Policy and Accreditation Standards per CSWE
 - a. Program Mission and Goals (1.0, 1.1, 1.2) – See Student Handbook
 - b. Explicit Curriculum
 - 1) Educational Policy 2.0 through, and including Educational Policy 2.2 – See grids in Student Handbook
 - 2) Educational Policy 2.1 with special emphasis on 2.1.1, 2.1.4, 2.1.5, 2.1.7, & 2.1.9 (Core Competencies) – See course grid (Departmental Objectives are consistent with Educational Policy Core Competencies)
 - 3) Educational Policy B2.2 (Generalist Practice)
 - c. Implicit Curriculum
 - i. Educational Policy 3.0 (The Learning Environment)
 - ii. Educational Policy 3.1 (Diversity)
 - iii. Educational Policy 3.2 (Student Development) – See Student Handbook regarding Departmental policies and procedures
2. University Standards (University Handbook)
 - a. Courses are open only to ISU students who have enrolled in this course.
3. Foundational Studies (**REFER TO COURSE OBJECTIVES CHART**)
 - a. Students who have completed “Guatemala: Family and Child Welfare” will meet a 2010 Foundational Studies Upper-Division Integrative Elective requirement.
 - b. The course will move students towards competence in the following Foundational Studies learning objectives:
 - i. Locate, critically read, and evaluate information to solve problems;
 - ii. Critically evaluate the ideas of others;
 - iii. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
 - iv. Demonstrate an understanding of diverse cultures within and across societies;
 - v. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
 - vi. Demonstrate an understanding of the ethical implications of decisions and actions;
 - vii. Apply principles of physical and emotional health to wellness;

Express themselves effectively, professionally, and persuasively both orally and in writing.

- c. Foundational Studies Learning Objectives for UDIE Integration of “Multiple Ways of Knowing”:
- i. Describe how individual choices and/or evolving social institutions affect human decision-making (Social and Behavioral Sciences)
 - ii. Utilize social work methodologies to predict an individual or social outcome (Social and Behavioral Sciences)
 - iii. Connect social work content and methodology to contemporary social issues (Social and Behavioral Sciences)
 - iv. Explain how Social Work informs and contributes to other disciplines (Social and Behavioral Sciences)
 - v. Analyze the origins and consequences of historical events and the roles of individuals and societal forces in bringing about change over time (Historical Studies)
 - vi. Explain historical events and changes as a continuous movement through time rather than as discrete and disconnected moments in time (Historical Studies)
 - vii. Locate and evaluate sources of evidence within the context of time, place, and culture (Historical Studies)
 - viii. Use an historical perspective to understand the world today and address contemporary issues (Historical Studies)
 - ix. Demonstrate knowledge of cultures and worldviews (Global Perspectives and Cultural Diversity)
 - x. Identify social, economic, political, and environmental inter-relationships between cultures and worldviews (Global Perspectives and Cultural Diversity)
 - xi. Use multiple lenses such as race and ethnicity, gender, social class, regional culture, and religion to evaluate one’s culture in comparison to those studied (Global Perspectives and Cultural Diversity)
 - xii. Articulate how the social construction of culture and worldviews shapes contemporary social and political issues (Global Perspectives and Cultural Diversity)
 - xiii. Apply course material to real world scenarios (Ethics and Social Responsibility)
 - xiv. Participate in experiential learning (Ethics and Social Responsibility)
- d. Foundational Studies Skill Applied Learning Requirements - The course will assist students in developing and improving their critical thinking, information literacy, written communication skills, ability to read and critically analyze sophisticated and complex text, and their integration of various “ways of knowing” using the following course assignments:
- i. Required reading (critical thinking skills and information literacy,)
 - ii. Class discussion (critical thinking skills)
 - iii. Written assignments and Culminating Project(critical thinking; information literacy; read and analyze sophisticated and complex text; and written communication skills and write intensively)

- iv. Group discussions during cross cultural experience (critical thinking skills)
 - v. Post cross cultural experience reflection (critical thinking and written communication skills)
4. Department Curriculum Standards
- a. Students who do not meet prerequisite requirements for this course must receive permission from the instructor to enroll in the course.

Indiana State University Department of Social Work Program Goals

Indiana State University Bachelor of Social Work program goals are to:

1. Provide a challenging BSW curriculum that is grounded in a strong liberal arts foundation.
2. Prepare graduates who are competent generalist social work practitioners who operate from a practice framework which integrates knowledge, values, skills, ethics, diversity and a theoretical base.
3. Prepare students for graduate education.
4. Prepare graduates who are committed to social and economic justice, and improving service delivery systems.
5. Prepare students who are actively engaged in the community.
6. Prepare students to contribute to the development of the social work profession, their communities and global society.
7. Contribute to the social work profession's body of knowledge.
8. Engage in leadership roles and activities in the profession and in the community.

Department of Social Work Core Competencies

Graduates demonstrate the ability to:

1. Identify as a professional social worker & conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
 - a. Engagement
 - b. Assessment
 - c. Intervention
 - d. Evaluation

SOWK 494
Professional Seminar in Social Work

Program		SOWK 494 Course Objectives	Implementation	
Goals	Core Competency		Students will be able to:	Course Topic Content: Readings, Lectures Discussions
1, 2	3, 7, 10	1. Apply an analytic framework for the selection of theories to be used in their generalist practice. <u>Social and Behavioral Sciences</u>	(Unit 1, 2) Review Generalist Practice Model; Values, knowledge and skills and its theoretical underpinning; (All Units) Developing student's own practice framework	Theory Paper; Comprehensive: Take Home Question; & Comprehensive: In-class Practice Framework Question
2, 3	3, 7, 10	2. Demonstrate the ability to develop and apply their theoretical framework to practice. <u>(Social and Behavioral Sciences)</u>	(Unit 1, 2) Review Generalist Practice Model; Values, knowledge and skills and its theoretical underpinning; (All Units) Developing student's own practice framework	Theory Paper; Comprehensive: Take Home Question; & Comprehensive: In-class Practice Framework Question
2	1, 2, 3, 4, 9, 10	3. Develop a practice framework that articulates their generalist practice framework model, which includes their skills, roles, values and ethics. <u>(Ethics and Social Responsibility)</u>	(Unit 1, 2) Review Generalist Practice Model; Values, knowledge and skills and its theoretical underpinning; (All Units) Developing student's own practice framework	Comprehensive: In-class Practice Framework Question
4, 6	3, 4, 5, 6, 8, 9	4. Develop and apply a framework to analyze policy. <u>(Social and Behavioral Sciences; Ethics and Social Responsibility)</u>	(Unit 6) Policy Analysis; Developing student's own Policy Analysis Framework; Empowerment of vulnerable populations	Developing a Framework for Policy Analysis Paper; & Comprehensive: In-class Policy Question

Program		SOWK 494 Course Objectives	Implementation	
Goals	Core Competency	Students will be able to:	Course Topic Content: Readings, Lectures Discussions	Method of Measurement/ Assignments
2	1, 2, 3	5. Develop and apply a framework for ethical decision-making. (<u>Ethics and Social Responsibility</u>)	Developing student's own Ethical Decision Making Framework (Unit 4)	Developing an Ethical Decision Making Framework Paper; & Comprehensive In-class Practice Framework Question
7	3, 4, 6, 10	6. Develop and apply a framework to analyze/critique research and research articles.	Analyzing Research: Developing student's own Framework for Analyzing Research (Unit 6)	Framework for Analyzing Research paper; & Comprehensive: In-class Research Question
2, 3, 4	3, 4, 5, 7, 9, 10	7. Develop a practice framework which articulates an understanding of populations-at-risk and diversity (i.e. age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation). (<u>Global Perspectives and Cultural Diversity</u>)	Unit 3 (The social work commitment (i.e. including professional use of self and empowerment of vulnerable populations); Unit 6 (Professional Use of Self; Empowerment of vulnerable populations); Today's societal context: Nationally & globally (Unit 7)	Comprehensive: In-class Practice Framework Question; theory paper Theory Paper; Developing a Framework for Policy Analysis Paper
2	1-10	8. Demonstrate the preparation for practice as a beginning generalist social worker. (<u>Social and Behavioral Sciences; Global Perspectives and Cultural Diversity; Ethics and Social Responsibility</u>)	Developing student's own practice framework (All Units)	All Papers; & Comprehensive Questions
3	1-10	9. Demonstrate the preparation for advanced learning in a master's program. (<u>Social and Behavioral Sciences; Global Perspectives and Cultural Diversity; Ethics and Social Responsibility</u>)	Developing student's own practice framework (All Units)	All papers: & Comprehensive Questions

Program		SOWK 494 Course Objectives	Implementation	
Goals	Core Competency	Students will be able to:	Course Topic Content: Readings, Lectures Discussions	Method of Measurement/ Assignments
7, 8	1, 6, 9	10. Develop a plan for self-initiated lifelong learning.	Social Worker as a Lifelong Learner and knowledge contributor; Developing an agenda for continued learning. (Unit 5)	Comprehensive: Take Home Question
2	1-10	11. Pass a comprehensive examination which demonstrates the development of the student's practice framework.	Developing student's own practice framework (All Units)	Comprehensive Questions
1	3, 7	12. Demonstrate critical thinking skills in synthesis and integration of foundation studies and social work coursework as the underpinning of the student's practice framework. <u>(Social and Behavioral Sciences; Global Perspectives and Cultural Diversity; Ethics and Social Responsibility)</u>	Developing student's own practice framework (All Units)	All Papers: & Comprehensive Questions
2, 3	1, 3	13. Demonstrate effective written and oral communication skills through group discussion and written assignments.	Developing student's own practice framework (All Units)	All papers; & Comprehensive Questions

REQUIRED TEXTS

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Indiana State University Department of Social Work. (2011). *Social work student handbook*.
To access go to the Departmental web site: <http://www.indstate.edu/socwork/>
(go to Student Resources link, then Student Handbook)
- National Association of Social Workers. (2006). *Social work speaks: National Association of Social Workers policy statements 2006-2009* (7th ed.). Washington, DC: NASW Press.
- Reamer, F. G. (2008). Ethics and values. In T. Mizrahi, L. E. Davis et al. (Eds.), *Encyclopedia of social work* (20th ed., Vol. 2 D-I, pp. 143-151). Washington, DC: NASW Press.
Washington, DC: NASW Press and New York, NY: Oxford University Press.
- Saleebey, D. (2009). *The strengths perspective in social work practice* (5th ed.). Boston, MA: Allyn and Bacon.
- Turner, F. J. (Ed.). (1996). *Social work treatment: Interlocking theoretical approaches* (4th ed.). New York: The Free Press

RECOMMENDED TEXT

- Reamer, F. G. (2006). *Social work values & ethics* (3rd ed.). NY: Columbia University Press.
- Sheafor, B. W., Horejsi, C. R., & Horejsi, G. A. (1994). *Techniques and guidelines for social work practice* (3rd ed.). Boston: Allyn & Bacon. (This book is excellent as a source of review of the content of the Social Work Program.)

It is strongly recommended that each student join or maintain membership in NASW. We will be using their current materials. It is our professional responsibility to keep up to date on professional concerns.

Topics under discussion will be determined by the learning needs of the students in each particular seminar. Students will play a role in the design and content of the course. The outline, is, therefore, subject to modification and reordering of the sequencing of content. Students, in addition, are expected to contribute to the development of the bibliography.

COURSE PROCEDURES

1. Attendance

Students are expected to attend all classes. Your attendance is vital for your participation in course activities. You must notify the instructor prior to the scheduled class time if you are unable to attend.

- a. For classes that meet twice a week
 1. Absences: Any student who misses more than the four (4) classes will receive a lower grade for the course.
 - 5 absences = 1/3 grade lower
 - 6 absences = 1/3 grade lower
 - 7 absences = 1/3 grade lower

- 8 absences = 1/3 grade lower
 - 9 classes or more = failing grade
2. The student must also arrive to class by the scheduled meeting time. Tardies:
 - If you are late (tardy) for four (4) or more classes, each tardy thereafter will be counted as an absence. If you are absent (including tardies) for more than $\frac{1}{4}$ of the classes, you will not pass the course.
 - b. A student will not pass a social work course when absent for more than 25% (or $\frac{1}{4}$) of the class; there are no exceptions.
 - c. To be counted as attending class students must be present and awake. Students must be focused on the current course content.
2. Participation:
 - a. The student is expected to participate in class discussions and activities and to be prepared to discuss the readings (readings should be read before coming to class). The ability to give oral presentations and participate fully in discussions are skills needed in social work practice.
 3. Timeliness
 - a. All assignments are due at the beginning of the class period on the date specified.
 - b. Late assignments will receive a 5% reduction in grade for each day they are delinquent.
 - c. Students must turn in all assignments to pass this course.
 - d. Late exams - The student is expected to take examinations on the date and time specified. If a student is unable to attend class on the day of an exam, the student must contact the professor prior to the class time to provide notification of the absence and to determine if the exam can be taken at a later time. Only under dire situations will approval to take the exam at a different time be given. Work conflicts and being out of town for vacation will not be considered approvable reasons. You are expected to make your academic experience a priority. If approval is given, the student must adjust her/his schedule around the professors to do a make-up exam. The make-up exam must be taken within 24-hours of the scheduled exam. Not following this procedure will result in the student earning a zero (0) on the missed exam.
 4. Class Format

This class will utilize a variety of methodologies due to different student learning styles (i.e.: class discussion, lectures, group work, videos, and guest speakers). The student should come to class prepared and anticipate being called upon by the instructor for this purpose.
 5. Class Etiquette
 - a. Class discussion: Students should discuss topics related to the course and listen to other students and the professor.
 - b. Cell phone: Students are not permitted to have their cell phones on during class time. Students are not permitted to conduct telephone conversations during class time.
 - c. Students are not to leave the room once class has begun without the permission of the instructor.
 6. Communication
 - a. Students are encouraged to consult with the instructor, especially if there is an issue or concern. Hours for consultation with the instructor are posted by the instructor's

- office. Appointments can be made with the Instructor if the student is unable to meet during regular office hours. Students may also contact the instructor by telephone and e-mail.
- b. E-mail (Sycamore Login – MyISU): Students are expected to check their campus e-mail regularly (recommendation is to do this daily).
7. Computers/Technology
- a. Laptop Not Required for Course: Usage not permitted, unless directly specified by instructor
 - b. Blackboard – The course utilizes Blackboard technology. The syllabus and other course documents are posted on the course website. You may access Blackboard via MyISU (<http://myisu.indstate.edu/cp/home/loginf>), then go under My Courses and select this course; or go directly to the Blackboard website (<http://blackboard.indstate.edu/>) and then use your portal identification.
 - c. TurnItIn
 - i. All students must post all written assignment to TurnItIn by the due date of each assignment. TurnItIn is accessed through this course on Blackboard.
 - ii. You will not receive a grade for your written work until you have turned the work in to TurnItIn.
 - iii. It is the student’s responsibility to ensure the correct work has been posted.
 - d. No form of technology (e.g., laptop, cell phone) may be used in the classroom during exams
8. APA Format
- a. All students are required to use the APA Manual on how to format and write papers.
 - b. All papers are to be typed and double-spaced.
 - c. All papers should have a cover page, which should include the title of the paper, the student’s name, submission date, and course number located clearly in the center of the page.
 - d. Remember that when you quote other authors you must cite this information in your paper. Plagiarism will not be tolerated – please consult the ISU Code of Academic Integrity.
9. Academic Integrity. The following is from the Indiana State University Code of Student Conduct (2008-2009):
- Because academic integrity is a cornerstone of the University’s commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards in research, writing, assessment, and ethics. In the academic community the high value of honesty mandates a corresponding intolerance of dishonesty. Written or other work which students submit must be the project of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.

A summary of behaviors that constitute academic dishonesty appears below....They are not all-inclusive. Questions regarding this policy or requests for additional clarification should be directed to the Office of the Provost, the Vice President for Student Affairs, or Student Judicial Programs. The types of academic dishonesty described include:

- Cheating on examinations
- Plagiarism
- Falsification, forgery, and obstruction
- Multiple submissions
- Facilitating academic dishonesty
- Misconduct in research and creative endeavors
- Misuse of academic resources
- Misuse of intellectual property
- Violation of ethical and professional standards

A Notification of Academic Integrity Violation Form is now in place for faculty to use with students who appear to be in violation of the policy. For detailed information please go to the Academic Integrity web site (<http://www1.indstate.edu/academicintegrity/index.htm>), read the University Student Code of Conduct booklet, go to the University Student Judicial Programs web site, (<http://www1.indstate.edu/sjp/code.htm>) and see the instructor if you have any questions.

The Department of Social Work expects students to abide by the University Code of Student Conduct, (<http://www1.indstate.edu/sjp/>), the Department of Social Work Code of Student Conduct, (<http://www1.indstate.edu/socwork/>), and the NASW Code of Ethics, (<http://www.socialworkers.org/>).

10. Accommodations and Support

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms. Courses in the Department of Social Work maintain an environment of non-discrimination and support the Americans with Disabilities Act (ADA).

11. Emergency Warning System

Indiana State University has a warning system in case of emergencies. There are two sirens that may be heard in case of emergencies:

- a. Outdoor siren (All Hazard Warning) – If outside when hearing this siren, go in to the nearest building to ascertain what is occurring. If inside, stay indoors.
- b. Indoor siren – If the siren goes off within the building, leave the building immediately.

Indiana State University Public Safety Department will provide information about campus emergencies in the following ways:

- a. Global e-mail will be posted
- b. Individual e-mails will be posted on students MyISU Portal account
- c. Novel accounts will have a pop-up message posted

- d. Telephone extension 7777 for information
 - e. Listen to a local radio and television station
12. Teaching Philosophy – consult the Department of Social Work website (www.indstate.edu/socwork/)
- a. Department of Social Work
 - b. Instructor
13. Course Adjustments/Disclaimer
- a. This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to change as class needs change. Any changes will be discussed during class sessions with electronic notification to follow.
 - b. The instructor reserves the right to change the grade allocation of assignments if students demonstrate they are not completing the reading assignments and pop quizzes become a necessity.
14. HIPAA Policy
- Indiana State University social work programs comply with all federal laws related to the confidentiality of student/patient/client medical information including the Privacy Regulations issued pursuant to the Health Insurance Portability and Accountability Act of 1996. Students are required to comply with such laws and the medical record confidentiality policies and procedures of any health care encounters they are assigned.

COURSE ASSIGNMENTS

1. **Comprehensive Examination:** In order to pass SOWK 494 you must achieve a minimum of 70% on this examination. In addition, it is also necessary for you to have developed at minimum an adequate, a 70% level practice framework. The comprehensive is comprised of five (5) take home questions (See attached) due throughout the semester and an in-class day long examination at the end of the semester.
2. **Presentation of Case:** Student Presentation of application of the GIM to a case scenario, incorporating evidence based practice from the literature, connecting to policy and macropractice issues.
3. **Practice Framework:** Students are required to bring in for review their practice, and ethical frameworks. The completion of this assignment requires the synthesis and integration of course content obtained in basic studies, liberal studies, cognate courses and social work curriculum.

GRADING

All students must pass the comprehensive final with a minimum of a “C”. To pass the exam, students must perform at a level that indicates the mastery of the BSW content. The take home question portion of the Comprehensive is open-book. The In-Class portion of the Comprehensive is closed book. See Rules for In-Class Comprehensive (See Syllabi). Students are expected to adhere to the academic honesty policy for all assignments. Failing to do so, will result in failure

of the assignment and the student will be expected to meet with the Admission and Retention Committee for a hearing to determine if the student should be allowed to continue in the course.

GRADING SCALE

Pass: Grades will be earned based on the quality of the material submitted, demonstrating proficiency in the area.

A+	=	100 - 97
A	=	96 - 93
A-	=	92 - 90
B+	=	89 - 87
B	=	86 - 83
B-	=	82 - 80
C+	=	79 - 77
C	=	76 - 73
C-	=	72 - 70

Pass with Conditions: The student passes the question/exam but must fulfill some specific conditions before the question/exam is considered complete. In general the question is sufficient to demonstrate proficiency in the area but there are aspects that need further work. Student will be provided with feedback as to the deficiencies in the answer and will be expected to meet with the faculty to review these deficiencies. The student will have one week from the notification of the grade to rework the assignment. Failure to achieve marked improvement in the question/exam will result in a failure of the assignment and student will be expected to withdraw from the course (if prior to the time to withdraw from the course) or will fail the course (if after the last day to withdraw from the course). Upon making acceptable corrections the student will earn no higher than a “C” for the assignment

D+	=	69 - 67
D	=	66 - 63
D-	=	62 - 60

Failure: The student fails one or more questions or sections in the exam. When a student fails all or part of the comprehensive exam (take home and/or in class), the student will be given one more opportunity to retake the exam no sooner than one month from the date of the initial exam. Students who fail the exam twice will lose their eligibility to graduate and must retake the course the following year.

F	=	59 - 0
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Assignments for Course: Grade Weighting

In-Class Comprehensive	40%
Theory Take Home	20%
Ethics Take Home	15%
Policy Take Home	10%
Research Take Home	10%
Professional Development	5%

COURSE OUTLINE

Unit 1. Overview of course. (Social and Behavioral Sciences; Global Perspectives and Cultural Diversity; Ethics and Social Responsibility)

- A. The significance of the capstone and synthesis and integration of course. Content obtained in foundational studies, cognate courses and social work curriculum.
- B. A review of the generalist model in social work: Values, knowledge and skills, and its theoretical underpinning.
- C. The strength perspective, barriers to implementation and the requirement for greater usage.
- D. The need for the generalist practitioner in today's society.
- E. Overview and identification of learning necessary to demonstrating integration and synthesis of requirements for practice and/or advanced schooling
- F. A self/group appraisal of learning needs/gaps.
- G. Development of a work plan and selection of topics for class discussion, which should include: Methodological and theoretical knowledge gaps and review, professional ethics, current professional issues, and societal controversies that impact on practice.
- H. Development of a personal social work practice framework.

Unit 2. The knowledge base for the generalist model: Developing a theoretical framework for practice. (Social and Behavioral Sciences)

As a practitioner it will be important to have conceptualized your own framework in an organized and systematic manner. This unit will guide the student in developing the theoretical component of the practice framework.

- A. Analyzing Theoretical Models and Theories
- B. Developing the theoretical component of a generalist social work practitioner's framework
- C. **Student Presentations** of Application of the GIM to a Case Scenario, incorporating evidence based practice from the literature.

Readings: (See Bibliography-Theory Section)

- Fischer, J. (1971). A framework for the analysis and comparison of clinical theories of induced change. *Social Service Review*, 45, 110-130.
- Meyer, C. H. (1983). Selecting appropriate practice models. In A. Rosenblatt & D. Waldfogel (eds.). *Handbook of Clinical Social Work*. San Francisco, CA: Jossey-Bass.
- Saleebey. The Strengths Perspective in Social Work Practice.
- Sheafor, Horejsi, & Horejsi. The use of practice frameworks in social work.

(Good beginning point for starting the write-up of your framework. Review your class notes and texts from other classes for greater detail.)

Unit 3. The Social Work Commitment to Diversity and Addressing Social and Economical Injustice (Global Perspectives and Cultural Diversity; Ethics and Social Responsibility)

- A. Professional use of self
 - a. Dual perspective revisited
 - b. Transference and counter-transference
- B. Being the reflective practitioner
- C. Empowerment of vulnerable populations (women, people of color, gay/lesbian, physically and mentally challenged, poor, etc.)

Readings: (See Bibliography-Theory Section)

The Encyclopedia is a valuable resource. There is much other content that you may wish to read as a starting point for developing your framework for generalist social work practice.

Review Social Work 270 Ethno-cultural issues notes.

Norton. The dual perspective, pp. 3–10.

Sheafer, Horejsi, & Horejsi. Techniques and guidelines for social work practice.

Unit 4. Developing an Ethical Decision-making Framework (Ethics and Social Responsibility)

- A. Social Work Values, Ethics and the NASW Code of Ethics
- B. Development of a personal framework
- C. Identifying Controversial Social Work Issues.
- D. Developing a framework for critical thinking when confronting Controversial issues.

Readings: (See Bibliography- Ethics Section)

NASW. Code of Ethics

Gambrill & Pruger. Controversial issues in social work.

Gambrill & Pruger. Controversial issues in social work ethics, values, and obligations.

Reamer. Ethical dilemmas in social service. (Read in total)

Unit 5. The social worker as a lifelong learner and knowledge contributor (Social and Behavioral Sciences; Global Perspectives and Cultural Diversity; Ethics and Social Responsibility)

- A. Identification of participant's learning needs developing an agenda for continued learning
- B. Reflection on Social Work Education: Social work and the Foundational Studies, integrating the “ways of knowing”
- C. Recognizing the need for shifting paradigms

Unit 6. Developing Frameworks for Analyzing Research, Social Policy, and Agency Policy (Global Perspectives and Cultural Diversity; Ethics and Social Responsibility)

- A. Policy analysis revisited
- B. Developing a Framework for Analyzing Agency Policy
- C. Research & Social Work practice revisited
- D. Developing a Framework for Analyzing Critiquing Research and Research Articles.

Readings: (See Bibliography: Policy and Research Sections)

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Unit 7. Entry into professional practice in today's societal context (Global Perspectives and Cultural Diversity; Ethics and Social Responsibility)

- A. Today's societal context: National and international; technological
- B. Responsibilities to clients and the profession including whistleblowing
- C. Personal significance of social work practice

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Comprehensive Examination Code of Conduct

The department continues to expect that students will abide by the Department of Social Work's Code of Conduct as well as the National Association of Social Worker's Code of Ethics at all times during the comprehensive exam.

RULES OF EXPECTED CONDUCT DURING THE COMPREHENSIVE

Students will NOT:

- access by email during the comprehensive.
- open any email during the comprehensive.
- talk about the comprehensive or share information with others during breaks and/or lunchtime.
- review any materials related to the comprehensive during breaks and/or lunchtime.
- access any files that might have been put on the computer in the computer lab earlier.
- bring in and/or use any printed supplemental materials during the comprehensive.
- use or accept any documents from other students during the comprehensive.
- access personal belongings during the comprehensive (i.e. personal belongings should remain on the floor at all times).
- remove flash drive from computer.
- print any of the comprehensive until the end.
- leave the group during break and/or lunch times.

Students will:

- take the official breaks and lunch with all class members
- go alone to the bathroom during unofficial break-time, speak to no other person about the comprehensive, and return within a reasonable time.
- abide by the official breaks and lunch:
 - 1st break: 10:00-10:15 am
 - Lunch: 12:00-12:45 pm
 - 2nd break: 2:00-2:15 pm
 - 3rd break: 4:00-4:15 pm
- quit typing no later than 5:00 pm.
- Have Ms. Snyder remove the disk upon completion and print the document. (**At no time should students remove the disk once the comprehensive has begun.**)

If any of the above expectations are not met, Ms. Snyder will ask for your disk, print out what is completed, and direct the student to leave the comprehensive immediately.

The department continues to expect that students will not discuss the content of the comprehensive examination with underclass social work students currently in the program or future students.

COMPREHENSIVE TAKE HOME QUESTIONS

HBSE THEORY QUESTION (20%)

As a social worker you are expected to use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. Integrate the Social and Behavioral Sciences “way of knowing”. The use of Human Behavior and Social Environment theories is an important element in distinguishing a professional social worker from a non-professional person. Assessments are to be based on theoretical constructs. Practice interventions should stem from solidly based application of theory. You are expected to demonstrate critical thinking skills throughout this assignment (Core Competency 3). **Use the following outline in developing your paper. (40 pages minimum)**

- A. **Select 7 major theories discussed in your SOWK 241, SOWK 270, and SOWK 382 classes.** Four of the seven must include the following theories: system’s theory, life span, dual perspective/intersectionality and strength’s perspective.
(Core Competencies 7, 10)

- B. **Explain the theories and the major concepts for each theory.**
 - a. Describe the theory and its main tenets concerning the ways humans function and how humans change.
 - b. Identify key constructs.
 - c. Identify major assumptions of the theory.
 - d. Make sure to apply theories to all levels of human behavior (i.e. individuals, families, groups, communities, etc) as well as addressing diversity.
(Core Competencies 4, 7, 10)

- C. **Include a critique of each theory** (strengths and limitations of each). Use Meyer’s (1983) or Fischer’s (1971) framework for the analysis of human behavior theories.
(Core Competencies 3, 7, 10)

- D. **Apply your theories to one (or more if needed) client scenario/situation that you encountered during your internship experience. Make sure to apply theories to all levels of generalist social work practice and diversity.**
(Core Competencies 1, 3, 4, 10)

- E. **Include a Reference List of the sources used.**

ETHICS QUESTION (15%)

As a social worker you are expected to demonstrate through your practice an understanding of the value base of the profession, the profession's ethical principles, and ethical standards. Integrate the Ethical and Social Responsibility "way of knowing". You are expected to demonstrate critical thinking skills throughout this assignment (Core Competency 3). Use the following outline in developing your paper. (15 pages minimum)

Part 1

What is the importance of ethical conduct for the profession, society, client, and practitioner?
(Core Competency 2)

Why does the social work profession need a Code of Ethics and ethical standards?
(Core Competency 2)

What are the professional values that underpin your social work practice?
(Core Competency 2)

Part 2

Present your own framework for ethical practice that reflects the integration of multiple social work ethical decision making models. This should be one that you can realistically use in your every day professional work.
(Core Competencies 2, 3)

Identify a situation where the Code of Ethics might prove a dilemma for you? Using your ethical decision making framework, how would you resolve that dilemma?
(Core Competency 2)

Incorporate the use of supervision and consultation in addressing this dilemma
(Core Competency 1)

Critique your ethical decision making framework. How effective was it in addressing your ethical dilemma?
(Core Competency 3)

Part 3

Select a controversial issue for the profession. Discuss in depth the controversy, giving the pros and cons. Incorporate an understanding of the history of the social work profession's stance on this issue as well as the contemporary structures and issues that impact this issue. Take a stand on the controversy and support your position.
(Core Competency 3, 8)

Part 4 Include a Reference List of the sources used for this paper.

POLICY QUESTION (10%)

As a social worker you are expected to be able to analyze, formulate and influence social policy. You also are expected to balance functioning within the structure of organizations and service delivery systems with seeking change that promotes the humane and effective delivery of services and striving to eliminate institutional discrimination. Integrate the ethical and social responsibility as well as the global perspective and cultural diversity “ways of knowing”. You are expected to demonstrate critical thinking skills throughout this assignment (Core Competency 3). Use the following outline in developing your paper. (15 pages minimum)

1. Develop a framework for social policy analysis that reflects the integration of multiple policy analysis models. (Core Competency 8)
 - Make certain that your policy analysis includes an assessment of the impact of the policy on diverse populations, and provide an assessment of how oppression and discrimination are addressed. (Core Competency 4)
 - Make certain that your policy analysis includes an assessment of the context that shapes practice. (Core Competency 9)
2. Identify the social problem and social policy that impacts the agency’s current operation.
 - Make sure to incorporate the history of the social work profession’s stance on this policy as well the contemporary structures and issues that impact this policy. (Core Competency 8)
 - Make certain that your policy analysis includes an assessment of the context that shapes practice. (Core Competency 9)
3. Analyze an agency or social policy using your personal framework for policy analysis. (Program Objective 8)
4. Formulate/amend this agency/social policy that would better serve to resolve the problem. Include your plan for influencing change of this agency/social policy. (Core Competency 8)
 - Include strategies of advocacy and agency/social change that are needed to advance social and economic justice in the implementation of this policy. (Core Competency 5)
 - Incorporate your recommended change in the organizational structure and service delivery. If applicable, include how state &/or federal regulations or legislation should be amended. (Core Competency 8, 9)
 - Detail what needs to be accomplished to assure humane and effective delivery of services and the elimination of institutional discrimination. (Core Competency 8, 9)
5. Discuss the strengths and limitations of your suggested policy change. Discuss the strengths and limitations of your framework for social policy analysis. (Core Competency 3)
6. Include a Reference List of the sources used. Attach a copy of the agency/social policy.

RESEARCH QUESTION (10%)

As a social worker you are expected to be a consumer and producer of research. Graduates of the social work program are expected to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. This assignment will evaluate the student's ability to evaluate research studies. You are expected to demonstrate critical thinking skills throughout this assignment (Core Competency 3). Use the following outline in developing your paper. (10 pages minimum)

1. Develop a framework to critique a research article using the sources discussed in class. (Core Competency 3, 6)
2. Using your framework, critique the social work research article that you have selected. (Core Competency 3, 6)

Note: Your article must be an Evidence-Based Practice article that applies to your agency field experience. The research article chosen must not be any older than 6 months.

3. Analyze your research article critique framework that you have developed, including its strengths and limitations. Make sure to describe how the article will influence your practice. (Core Competency 3, 6)
4. Include a Reference List of the sources used.
5. Include a copy of the research article.

Professional Development (5%)

As a social worker you are expected to apply critical thinking skills and have developed ways of knowing within the context of professional social work practice, be reflective in your practice, and to keep updated in the field. (5 pages)

- a. Describe the influence that your education (i.e. social work curriculum, foundational studies content and the social work profession) has had on the person that you have become. Write about your experiences to illustrate. Make sure to include references to the specific cognate classes for social work curriculum as well as the development of “ways of knowing” of the foundational studies curriculum, emphasizing: Social and behavioral studies; Ethical and social responsibility; Global perspectives and cultural diversity.(Core Competency 7)
- b. Discuss the following. How are you a
 1. Better critical thinker today? (Core Competency 3)
 2. More effective communicator today? (Make sure to address oral and written communication skills.) (Core Competency 3)
- c. As a social work professional it is expected that you will be a life-long learner:
 - What do you see as your current knowledge/skill gaps?
 - How do you plan to identify your theoretical knowledge and skill development gaps?
 - How do you plan to use research in your social work practice?
 - Provide a detailed plan for your continued education.
(Core Competency 1, 6)
- d. A global/international social work perspective is important for the profession.
 - Explain why this is true.
 - Provide two examples.
(Core Competency 9)

The Student was able to:	Theory Paper	Ethics Paper	Policy Paper	Research Paper	Professional Development	Comprehensive Final Exam
	20%	15%	10%	10%	5%	40%
1. Identify as a professional social worker & conduct oneself accordingly.	X	X			X	X
2. Apply social work ethical principles to guide professional practice		X			X	X
3. Apply critical thinking to inform and communicate professional judgments.	X	X	X	X	X	X
4. Engage diversity and difference in practice.	X		X			X
5. Advance human rights and social and economic justice.			X			X
6. Engage in research-informed practice and practice-informed research.				X	X	X
7. Apply knowledge of human behavior and the social environment.	X				X	X
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.		X	X			X
9. Respond to contexts that shape practice.			X		X	X
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.						X

Meyer's (1983) Framework for Critiquing Human Behavior Theories and Models of Practice

Meyer, C. H. (1983). Selecting appropriate practice models. In A. Rosenblatt & D. Waldfogel (eds.). *Handbook of Clinical Social Work*. San Francisco, CA: Jossey-Bass.

1. What are the ideological biases?

Does the theory focus on psychological (person) or sociological (environment) factors, or is it a combination of both? What are the assumptions and values of the theory about humans? Ideology means commitment to a particular system of ideas. Is the ideological bias of the theory articulated? The answer to this question, when found in explication of any model, will indicate whether or not the purposes of the model are clear and will offer an explanation for its selection of knowledge base, use of differential manpower, and tilt toward a particular kind of specialization commitment and types of treatment.

2. What is the Real Value System?

Another way to state this question is: "Who is left out of the model?" With the rising "ethnic practice," it is important to examine the theory to see if it may be discriminatory to any population, culture, class. (For example, are there structural barriers of language?) Another way a theory may be viewed as discriminatory is in the degree to which it expects clients to depend upon resources other than the clinician for physical, social, economic, and emotional sustenance.

3. What is the knowledge base?

What fields do they pull from and do you have to infer this or do they clearly articulate it? Apart from the articulation of ideology or purpose, what is the nature of knowledge explicitly used. This is important because this will serve as the basis for viewing the person and/or the environment. For example, all clinical practice models rely upon some psychological theory, and some models identify certain aspects of social science theory. The articulation of the knowledge base used in social work human behavior theories and models of practice helps in determining the appropriateness of the model to social work.

4. What is the unit of attention addressed by the model?

Does the model explicitly provide examples of application or has the social work profession adapted it? Is the theory/model applicable and was it designed for that use? (example, cognitive theory and therapy was not initially intended for groups.) It is important in analyzing a theory or model to determine whether or not the theory or model encompasses different sizes of systems for attention (example, individual, family, group, community, society). In addition to these sizes of systems, the breadth of the unit of attention is dependent upon the perspective used.

5. How are problems defined?

Is it a deficit or strengths (solution) focused model or theory? This can impact many areas and dictate much of what the social work assesses and where the focus lies. The theory's structure and concepts impacts the mind set of practitioners who utilize one practice model or theory will impact how the client is viewed and dealt with. The unit of attention is governed by the way

problems are defined and how social work is done, which also ties back to the ideological and value base of the theory or model.

6. Are the theoretical concepts (interventions) congruent and explicit?

Purpose, knowledge and values, problem definition, and unit of attention chosen by a model of practice have but one direction, and this is toward the explication of interventions. Purpose, knowledge and values, problem definition, and unit of attention chosen by a human behavior theory have but one direction, and this is to explain human behavior. This connection may be narrow or broad, explicit or implicit.

7. How is the professional relationship used?

At one extreme, models of practice use the professional relationship as a backdrop to the service provided, while at the other extreme the relationship is used as the major tool of practice. The emphasis placed upon the relationship as a tool or as a backdrop is a differentiating factor among practice models and some human behavior theories.

8. What is the desirable outcome: Cure/resolution of the problem or adaptive (to the environment)/maintenance?

The more clearly it is articulated the stronger the model. The decision to work for cure/resolution or adaptation/maintenance is heavily value-based. Does the theory address the social work focus of person in the environment and the strengths perspective?

9. How is the time structured?

Direct and indirect use of time is one of the significant descriptive factors to be understood in choosing a model. Indirect uses of time are more common in most practice models.

10. What options exist for use of differentially trained staff?

Social work does not take place in a socioeconomic or political vacuum. It is important to include staffing issues in the framework for analyzing practice models, for these determine whether the social work practice can be delivered. How many people need to be trained in the model? Is there sufficient funding to implement the model and can it fit into the size of the typical caseload. Are there enough resources to implement?

11. To what degree does the model permit use of social services?

Does it fit into clients' lives outside the social work and client encounter. For example, is classical psychoanalysis a fit for most people in terms of their time and resources?

12. Can the model be evaluated for effectiveness?

The practice model or human behavior theory's explicitness will determine how readily it can be evaluated. The theory or model that rests upon practice wisdom, belief, conviction, and "hidden" inexplicit processes are less subject to objective research.

Fischer's Framework for Analysis of Theories

Fischer, J. (1971). A framework for the analysis and comparison of clinical theories of induced change. *Social Service Review*, 45, 110-130.

Fischer (1971) noted that asking “does a given theory work” may not always be the most useful question because there are so many potential intervening, extraneous and confounding variables. He recommends asking, “What methods, based on what theory (the relationship to outcome must be demonstrated), with what therapists, working with what clients, with what kinds of problems, in what situations, are most successful?”

A. Structural Characteristics

1. Formality
2. Informality
3. Explanatory ability
4. Internal consistency
5. Reductionism
6. Determinism
7. Comprehensiveness
8. Level of abstraction
9. Clarity
10. Explicitness
11. Reification of concepts
12. Capacity to generate predictions
13. Construction of propositions as testable hypotheses
14. Operationalization of concepts
15. Focus on observables
16. Stimulation of related study
17. Flexibility
18. Congruence with other theories
19. Degree of parsimony

B. Characteristics as a Theory of Therapy

1. Articulation with theory of normal development
2. Articulation with theory of behavior disorder
3. Dependence on knowledge of antecedent conditions
4. Identification of client-unit
5. Detailing of behaviors to which social work should attend
6. Delineation of goals of the theory
7. Emphasis on specification of objectives
8. Description of who should set goals
9. Use of differential assessment
10. Relationship between assessment and treatment
11. Focus on the present
12. Emphasis on interpersonal behavior
13. Emphasis on intrapsychic behavior
14. Emphasis on change of observable behavior
15. Emphasis on self-understanding
16. Specification of principles regarding extinguishing unwanted behavior

17. Specification of techniques (re. #16)
18. Specification of principles regarding development of new behavior
19. Specification of techniques (re: #18)
20. Specification of principles for transfer of change
21. Specification of techniques (re: #20)
22. Range of procedures for changing behavior
23. Emphasis on systematic approach by therapist
24. Provision for environmental approach
25. Specification of in-treatment client behaviors
26. Facilitation of client understanding of program
27. Planned use of relationship
28. Degree of structure in relationship
29. Source of change in therapist's personality
30. Source of change in technical procedures
31. Applicability to range of clients
32. Applicability to range of problems
33. Degree of cultural specificity
34. Efficiency
35. Specification of criteria for termination

C. Empirical Status

1. Emphasis on empirical testing
2. Success in measuring aspects of theory
3. Clarity about how outcome should be determined
4. Relationship to outcome of elements of theory
5. Success in validating effectiveness

D. Assumptions and Moral Implications

1. Positive view of nature of man
2. Optimism about therapy process
3. View of man as responsible
4. Attention to value issues
5. Primary value on man's dignity and individuality
6. Attempt to avoid imposition of therapist's values
7. Use of disease model
8. Use of psychological model
9. Use of medical model
10. Attempt to minimize client dependency
11. Importance of client's perspective
12. Maintenance of reality orientation
13. Emphasis on therapist involvement
14. Emphasis on what works
15. Attempt to control for incompetent practitioners

E. Applicability for Social Work

1. Relevance to phenomena of concern
2. Value convergence
3. Degree of empirical validation
4. Heuristic value
5. Teachability
6. Utility

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January 12	Unit 1 Review Syllabi; Review Theories Developing Theoretical Framework
January 19	Unit 2 Evaluating Theories Draft: First theory/application due
January 26	Attention Deficit Hyperactivity Disorder Conference; Landsbaum Center 8:30-4:30
February 2	Unit 2 SPSS Training and Career Center College of Education 107 Computer Lab
February 9	Unit 3 Ethical Decision Making Framework Theory Take Home Due
February 16	Unit 3 Student Presentations of GIM
February 23	Unit 4 Student Presentations of GIM
March 1	Unit 4; Ethics Take Home Due
March 5-9	Spring Break
March 15	Unit 5 Policy Analysis Framework
March 22	Unit 5 Student Presentations of GIM
March 29	Unit 6; Research Analysis Framework Policy Take Home Due
April 5	Unit 7 Review for Comprehensive
April 12	Review for Comprehensive; Research Take Home Due
April 19	No Group Class; Study for Comprehensive
April 26	No Group Class; Study for Comprehensive Professional Development Paper Due
April 28	Comprehensive Final Exam Science 134 8:00am - 5:00pm