

Volume 2
Course Syllabi for Required Courses Identified on Curriculum Matrices

Institution Name:	Castleton University
Program Level:	Baccalaureate
Program Options:	In person
	Castleton, Vermont USA
Primary Contact Name/Credentials:	Michael G. Reeves, Ph.D., LICSW
Primary Contact Title:	BSW Program Director
Primary Contact Email:	Michael.Reeves@Castleton.edu
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**Social Work Practice I
SWK 3010 C01 & C02
Spring 2020**

Professor: Dr. Michael Reeves
(802) 468-1395

MW 1-2:15 or MW 2:30-3:45
Michael.Reeves@Castleton.edu

Office: LVH 256 (office hours schedule on door)

Castleton Social Work Program Mission Statement

The mission of the Castleton University Social Work Program is to prepare students, through higher education that is grounded in the liberal arts, to be effective and competent social work professionals in the context of their practice. Consistent with the profession's purpose and guided by the person-in-environment framework and a strengths-based approach, students will be prepared to provide global and local leadership to implement evidence-based services that respect human diversity, promote human rights and social, economic, and environmental justice, work towards the elimination of poverty, and enhance quality of life through a range of prevention and intervention methods with diverse client systems. Students will use critical thinking to reflect the profession's ethical and core values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence and their application in practice.

Course Description

This course is the first in a sequence of three generalist practice courses. The focus is on concepts of social work practice applicable to all client populations and systems. Systems theory continues to be the integrating theoretical framework which links practice to foundation knowledge from preceding coursework. Additionally, the course draws primarily from the "person/situation/environment" perspective to enable the student to develop a "tool box" of skills that encompasses both "people helping" and "system changing."

The problem-solving model utilizes a process that encompasses assessment for identifying problem/need; determining appropriate client, target, action and change agent systems; recognizing impact of physical and social environments as both causal and ameliorating factors; determining the intervention/interaction skills appropriate to the identified problem/need; and evaluation of the outcome of the intervention.

Change is taught as a process over time with intervention/interaction skills presented in relation to the beginning, middle, and ending phases in that change process. A humanistic value base, which stresses the autonomy and responsibility of all participants in any human interaction, and the reciprocity of social units and their members, will be recognized as a prevailing underpinning for all activities in the helping role.

Required Texts

Kirst-Ashman, Karen K. and Hull, Grafton H. Jr. Understanding Generalist Practice, Chicago: Nelson-Hall Publishers. (Edition does not matter, although syllabus follows 8th edition)

Rivas, Robert F. And Hull, Grafton H. Jr. Case Studies in Generalist Practice, Pacific Grove, CA: Brooks/Cole Publishing Company.

SOCIAL WORK PROGRAM COMPETENCIES AND BEHAVIORS

Council on Social Work Education (CSWE) - 2015 Standards

Commission on Accreditation & Commission on Educational Policy

Competency 1: Demonstrate Ethical and Professional Behavior

- A. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- B. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- C. demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication;
- D. use technology ethically and appropriately to facilitate practice outcomes; and
- E. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- A. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- B. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- C. self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- A. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- B. engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

- A. use practice experience and theory to inform scientific inquiry and research;
- B. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- C. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- B. assess how social welfare and economic policies impact the delivery of and access to social services;
- C. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- A. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- B. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- A. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- C. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- D. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- A. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- B. apply knowledge of human behavior, and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in Interventions with clients and constituencies;
- C. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- D. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- E. facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- A. select and use appropriate methods for evaluation of outcomes;
- B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- C. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- D. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Knowledge Objectives/Learning Outcomes

Upon completion of the course, students will be able to:

1. Understand how to use of the National Association of Social Workers Code of Ethics, laws and regulations, models, supervision, consultation, and additional codes of ethics as appropriate for ethical decision-making and the ethical conduct of research.
2. Use supervision and consultation to guide professional judgment and behavior.
3. Use technology ethically and appropriately to facilitate practice outcomes.
4. Understand the role of the physical and social environments on client systems and the means of drawing upon and/or manipulating environments on behalf of client systems.
5. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
6. Recognize conflicts and congruencies between personal and professional values. Recognize the use of self as the essential tool of the social worker. Apply self-awareness and self-regulation to manage the influence of personal biases and values.
7. Demonstrate beginning engagement, communication, and interviewing techniques including empathy and other interpersonal skills.
8. Demonstrate critical thinking in the assessment of client system (individuals, families, groups, organizations and communities) functioning and client system needs through the application of knowledge of bio-psycho-social-spiritual human growth and development.
9. Develop mutually agreed-on intervention goals and objectives using inter-professional collaboration as appropriate.
10. Select appropriate intervention strategies applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks.
11. Negotiate, mediate, and advocate for clients.
12. Facilitate effective transitions and endings.
13. Communicate verbally and in writing with clarity and conciseness.
14. Engage diversity in practice; present as learners and engage clients and constituencies as experts of their own experiences.
15. Analyze, formulate, advocate, and collaborate with colleagues for policies that advance social, economic, and environmental justice.
16. Begin to evaluate the practice of self and others using appropriate methods and applying evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Type of instruction

Instruction will include lecture, small group and class discussion, videos, internet sources, and student presentations. Social work is an interactive profession and this class will require student interaction with other students, professors, and members of the community. Guest speakers may also come to class.

Expectations

1. Class attendance and participation are mandatory. Social workers have the ethical responsibility to contribute to others' knowledge and to do their fair share in the learning process. To do so, you must critically read the required texts and readings for each week before class. This will help you participate in text-based discussion. Social workers have the right and responsibility to shape social policy and need to be in the classroom to develop those skills and interests. You cannot participate if you are not in class, therefore all absences count against the attendance/participation grade. Unexcused absences count as a full absence and excused as a half. Excuses are at the discretion of the professor and must come prior to class. Tardiness counts as a half unexcused absence; tardiness of more than 20 minutes counts as a full unexcused absence. Students are

responsible for all assignments and covered content if absent/tardy. Students will need to get notes and handouts from missed classes from their classmates and/or Canvas.

2. Two hours of outside work per hour of class is required in accordance with University policy. The student's level of commitment will enhance the ability to earn the desired grade. Critically read the required texts and readings for each week before first class. Be prepared with at least two discussion questions for each week's assigned reading.
3. Check your email at least weekly for updates.
4. Cell phones are to be turned off and put away in the classroom. Laptops and tablets may be used for academic purposes only with the express permission of the professor.
5. Existing college policies will be followed in the event a class must be cancelled due to inclement weather.
6. If the professor is late, students are expected to stay for the duration of the class. The professor will make every effort to communicate anticipated lateness or the need to cancel class.
7. Students are expected to be respectful of the views and perspectives of others. Respectful does not mean acceptance, but a willingness to listen and to respond.
8. Students must attend exams and/or presentations during finals week.
9. Assignments must be handed in on time for full credit. Each day late will result in a deduction. Major assignments are due on the date assigned by midnight via Canvas. Homework, if assigned, is due at the beginning or before class. Timeliness for assignments will be based on the time the assignment is received, not what time it was sent.
10. Extensions may be granted by the professor in advance, if requested.

Written assignments

All assignments must be typed. Assignments must follow APA style (Arial, Helvetica, or Times New Roman 12pt. font, 1 inch margins, cover page, numbered pages). In-text citations, reference page, and grammar must also follow APA style. The reference librarian can assist you with APA style and assistance is available at

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_for_mat.html

Papers will be graded on content and conventions. Rubrics will be distributed in class and are available on Moodle. If you anticipate difficulty in writing, please self-refer to the writing clinic. If you are referred to the writing clinic by the professor, it is mandatory to receive an improved grade.

Timeliness

All assignments must be submitted on the due date unless approved by the professor.

Hardcopies/presentations are due at the beginning of class. Electronic copies are due by midnight of the date the assignment is due. Extensions may be granted in advance on a case by case basis.

Writing Standards

All written work should adhere to the University's Writing Standards. The Writing Standards handbook is at: s3.amazonaws.com/Castleton/files/resources/writingstandards.pdf. If you have concerns, please access the Academic Support Center.

Grading/Rating Scale

A=4 points--Excellent mastery of course material
B=3 points--Good mastery of course material
C=2 points--Acceptable mastery of course material
D=1 point--Deficient in mastery of course material
F=0 points--Serious deficiency in mastery of course material

Major papers/presentations are graded on a rubric following the GPA (4pt) scale. Assignment-specific rubrics will be posted on Canvas.

Assignment weighting

Quiz – 10%

Two take-home exams – 20% each – 40%

Final in-class exam – 25%

Attendance and participation – 25%

Quizzes & Exams

The purpose of quizzes is to demonstrate retention of social work knowledge. The purpose of exams is the demonstration of the ability to **integrate and apply** theoretical and conceptual learning rather than demonstrating memory. The social work profession relies on excellence in communication, therefore students will be graded on writing as well as content. There may be additional graded assignments during the semester, which will involve application of practice models to client situations.

Grades

A+ (97-100)	4.0	B (83-86)	3.0	C- (70-72)	1.7
A (93-96)	4.0	B- (80-82)	2.7	D+ (68-69)	1.3
A- (90-92)	3.7	C+ (77-79)	2.3	D (65-67)	1.0
B+(87-89)	3.3	C (73-76)	2.0	F (0-64)	0.0

Accommodations policy

Students with an academic difficulty or disability may elect to seek supportive services and accommodations for their classes and coursework at CU. Please contact Academic Support Center, Babcock Hall at 468-1347 for general information or Gerry Volpe, Coordinator at 468-1428. Professors and ASC staff can coordinate accommodations for any student based on CU policies. Accommodations will only be made by the professor when they are required in writing by the ASC.

Safety

Please note that there are security and safety policies and resources at CU designed to keep all members of the community safe. Students are encouraged to review these policies and to understand that disclosures of dangerous or harmful behaviors are subject to mandated reporting by staff to the CU administration, human resources, and/or public safety. Confidential counseling services are available at the Wellness Center at 468-1346.

Academic support

The Academic Support Center offers math clinics, writing clinics, tutoring, and assistance with study skills, including time management, test preparation, note taking, textbook reading, and coping with stress. Go to www.castleton.edu/academics/academic-support. The instructor may refer you to the Academic Support Center and your willingness to follow through may be reflected in your grade.

Academic Honesty

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles. Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities. The University's definitions of infractions can be found online at catalog.castleton.edu.

Plagiarism policy

Using the words or ideas of someone else without proper acknowledgment is immoral and illegal, and **will result in a grade of F** for the assignment and/or the course and a referral to the Dean. The University's examples of plagiarism can be found at catalog.castleton.edu. Be sure to double check your work. With today's internet, it is very easy to check for plagiarism. Do not let this issue negatively impact your academic and professional career.

Sexual Misconduct Required Reporting: Title IX/Policy 311-A

The Vermont State Colleges System is committed to ensuring our campuses are safe places for students and employees. Faculty and staff are considered mandated reporters when it comes to experiences of interpersonal violence (sexual assault, sexual harassment, dating/domestic violence, and stalking). Disclosures of interpersonal violence will be reported to the Title IX Coordinator, who can help provide support and academic accommodations for students who have been impacted. More information can be found online at <https://resolve.vsc.edu/>

COURSE OUTLINE

**This schedule may be modified based on student/professor needs, with due notice.
Please pay attention to Canvas and emails from the professor.**

Week 1 January 22 (BOTH CLASSES TOGETHER)

Introduction to Course

Review of syllabus; timeframe for program application
Review Generalist Practice Model from text page 10 (for quiz)

Week 2 January 27 & 29

UNIT 1 Generalist Practice

Response to need, foundation knowledge, objectives, values, skills.

Text reading: Chapter 1: “Introducing Generalist Practice: The Generalist Intervention Model”

Week 3 February 3 & 5 (FEB 3 BOTH CLASSES TOGETHER)

Monday - In-class quiz on the *Dimensions in the Definition of Generalist Practice*

UNIT 2 Values, Ethics, and Resolution of Ethical Dilemmas

Understanding the Code of Ethics

Dealing with ethical dilemmas – use of supervision, Code of Ethics, and rank-ordered models

Case vignettes requiring use of ranked ethical principles

Text reading: Chapter 11: “Values, Ethics, and the Resolution of Ethical Dilemmas”.

Field Folder (on (L)eft side of folder): NASW Code of Ethics

Handout: Rank-ordered principles

Week 4 February 10 & 12

UNIT 3 Engagement and Assessment

Connection to social work values

Engagement, developing therapeutic rapport, non-verbal communication

Multidimensional assessment; client participation

Text reading: Chapter 5: “Engagement and Assessment in Generalist Practice”

Case reading: Rivas & Hull: “*Substance Abuse as Problem or Symptom: The Smith Family*”

Field Folder (R): Individual/family assessment/service plan (A)

Field Folder (R): Student examples of the individual/family assessment & service plan

Field Folder (R): Genogram guidance & examples

Ungraded biographical paper - 3 pages, following APA style. “Social Work and Me” - Due Monday midnight.

Respond to the first six questions from *Application for Admission to the Social Work Program*. The seventh/last question you will answer later when you submit the entire application in April. The degree to which the student chooses to self-disclose is up to the student’s level of comfort. All papers will be confidential between the professor and student.

Week 5 February 17 & 19

UNIT 4 Planning and Intervention

Connection to social work values

Use of interventions in different settings.

Text reading: Chapter 6: “Planning in Generalist Practice” & Chapter 7: “Implementation Applications”

Field folder (L): Understanding the DSM V; several specific diagnoses

Distribute take home exam #1

February break

Week 6 March 2 (NO CLASSES MARCH 4 – GRAD & JOB FAIR)

UNIT 5 Evaluation, Termination, and Follow-up

Connection to social work values

Evaluation of practice; termination as process.

Text reading: Chapter 8: “Evaluation, Termination, and Follow-up in Generalist Practice”

Case reading: Rivas and Hull: “*The Case of Trent*” & “*The Case of Trent Revisited*”

Grad school and job fair Wednesday March 4 – NO CLASSES

Take-home exam #1 due midnight Wednesday March 4

Field Folder (R): Termination and Transfer Summary (E)

Week 7 March 9 & 11

UNIT 6 Working with Individuals

Helping relationships, communication, interviewing

Understanding diagnoses: DSM V

Text reading: Chapter 2: “Practice Skills for Working with Individuals”

Field folder (R): Individual/family Process Recording (B)

Field Folder (R): Student examples of the individual/family process recording

Field Folder (L): *Ages and Stages of Development*

Field Folder (L): *Life Stages and Task*

Week 8 March 16 (NO CLASS MARCH 18 – STATE HOUSE MARCH 19)

Review field placement options with Field Director

UNIT 7 Working with Groups

Social worker values, roles, knowledge, and skills

Text reading: Chapter 3 “Practice Skills for Working with Groups”

Case readings: Rivas and Hull, “*No Mad Dog Looks*” and “*Deanna’s Dilemma*”

Field Folder (R): Group assessment/service plan (C1& C2) Group Process Recording (D)

Field folder (R): Ecomap/sociogram examples

Week 9 March 23 & 25

(MARCH 23 TOGETHER WITH SENIORS TO REVIEW FIELD PLACEMENTS)

Wednesday March 25 - Choose field placements

UNIT 8 Skills for Working with Organizations and Communities

Social work values

Organizational context, theoretical base, global application, worker roles and skills.

Text reading: Chapter 4: “Skills for Working with Organizations and Communities”

Case readings: Rivas and Hull, “*Project Homeless*” and “*The Wilton River Developmental Disabilities Center*”

Week 10 March 30 & April 1 (MARCH 30 BOTH CLASSES TOGETHER)

UNIT 9 Understanding Families

Assessing family functioning

Social work values Working with Families

Text reading: Chapter 9: “Understanding Families: Family Assessment”

Case reading: Rivas & Hull, Case: “*Late Night with Bea Rosen*”

Required reading: Van Pelt, J (2010). Adult ADHD: Hidden Diagnosis. *Social Work Today*, May/June. <https://www.socialworktoday.com/archive/052010p14.shtml>

Required reading: Van Pelt, J. (2008). Autism Into Adulthood: Making the Transition. *Social Work Today*, Sept/Oct <https://www.socialworktoday.com/archive/090208p12.shtml>

UNIT 10 Working with Families

Text Reading: Chapter 10: “Working with Families”

Case reading Rivas & Hull “*Brad: Consequences of a Dysfunctional Family*”

Field Folder (L): Web, Nancy Boyd. Play Therapy with Children.

Field Folder (L): *Inside the Teenage Brain*, Time Magazine, May 2000.

Field Folder (L): *Risk Matrix Assessment Tool* for families.

Field Folder (L): Child abuse/neglect reporting

Distribute exam #2

APPLICATION TO SOCIAL WORK PROGRAM IS DUE FRIDAY

SPRING BREAK

Week 11 April 13 & 15

UNIT 11 Advocacy

Text reading: Chapter 14 “Advocacy”

Case reading: Rivas and Hull: “*Personal Growth and Self-Esteem*”

Interviews for program acceptance April 16 & 17

Week 12 April 20 & 22

UNIT 12 Gender-Sensitive Social Work Practice

UNIT 13 Spirituality in Social Work Practice

Text reading: Chapter 13: “Gender Sensitive Social Work Practice”

Case reading: Rivas and Hull, Case: “Self-Disclosure and Client Discrimination”

Supplemental reading: Handout: Zastrow, C. (2000). “Respect for the spiritual and religious beliefs of others”

Field folder (L): Sexuality

Take-home Exam #2 due midnight Wednesday

Week 13 April 27 & 29

UNIT 14 Cultural competency

Diversity, barriers, developing sensitivity to difference.

Text reading: Chapter 12: “Culturally Competent Social Work Practice”

Case readings: Rivas and Hull, Two Cases: “The Young Bears” and “Between Two Worlds”

UNIT 15 Suicide & crisis intervention

Suicidality – assessment, response, macro impact

Week 14 – May 4 & 6

UNIT 16 Recording & Documentation

Required reading: Text Chapter 16: “Recording in Generalist Social Work Practice”

Field Folder (L): *World Health Organization Disability Assessment Schedule* (in *DSM V*)

UNIT 17 Brokering and Case management

Required reading: Text Chapter 15: “Brokering and Case Management”

Required reading: Rivas and Hull, Case: “Sandra Santiago”

Field Folder (L): Domestic Violence; Substance Abuse

Field folder (L): Resources in Rutland County

Field Folder (L): Book list

FINAL EXAM Wednesday May 13 130-300 BOTH CLASSES In-class final exam

History & Philosophy of Social Work: SWK 3020-01 (WI/SI)

Professor: Margaret Miles, MSW, LICSW **Classroom:** Leavenworth Hall 205
Class Time: Mondays & Wednesdays, 1-2:15 pm **Office:** Leavenworth Hall 254
Office Phone: (802) 468-6071
Office Hours: Mondays: 12-1 pm Wednesdays: 12-1 pm or by appointment
E-Mail: Margaret.Miles@castleton.edu

Castleton University Social Work Program Mission Statement

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Course Description

Provides a theoretical model of professionalization for analyzing social work's historical development. Examines how social work moved from its original altruism to become identified with case work rather than social reform. A critical review of issues central to social policy and social services. Prerequisite: SOC 1010, SWK 1010, SWK 2011, taken concurrently with SWK 3010 except with consent of instructor.

This course is designated as writing (WI) and speaking(SI) intensive. As such, it meets one of the requirements necessary to allow the student to complete Castleton's writing requirement for graduation. A WI course is one in which students study and practice various forms of writing. The goal is to develop one's capacity to learn through writing and how to effectively communicate important ideas and concepts both verbally and in writing as a life-professional skill. It also meets one of the SI requirements for graduation to support student's learning about public speaking skills.

Required texts: (Available for purchase at the bookstore)

1. Day, P., & Schiele, J. (2013). *A new history of social welfare*. 7th Edition. Pearson.
2. Specht, H., & Courtney, M. (1994). *Unfaithful angels: How social work has abandoned its mission*. The Free Press.

Please review and utilize the following resources throughout the course:
Castleton University Writing Standards:

<https://s3.amazonaws.com/castleton/files/resources/writingstandards.pdf>

APA Writing Standards:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

NASW Code of Ethics:

<https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>

SOCIAL WORK PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS

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Competency 1: Demonstrate Ethical and Professional Behavior

- A. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
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- D. use technology ethically and appropriately to facilitate practice outcomes; and
- E. use supervision and consultation to guide professional judgment and behavior.

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- A. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- B. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- C. self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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- A. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- B. engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

- A. use practice experience and theory to inform scientific inquiry and research;
- B. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- C. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- B. assess how social welfare and economic policies impact the delivery of and access to social services;
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D. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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A. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

B. apply knowledge of human behavior, and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in Interventions with clients and constituencies;

C. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

D. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

E. facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

A. select and use appropriate methods for evaluation of outcomes;

B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

C. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

D. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Learning Outcomes:

1. Develop core knowledge and skills of generalist social work practice competencies most relevant in this course. (C1; C2; C3; C4; C5; C9)

2. Demonstrate an understanding of micro, mezzo, and macro practice concepts applicable to this course. (C2; C3; C5; C9)

3. Increase knowledge base about social work and social welfare history and be able to articulate important questions/controversies within the profession. (C1-A; C2; C3; C5)

4. Demonstrate critical thinking from a generalist framework about the social, political, and economic forces in world and American history which shaped and influenced the development of social work as a profession. (C3; C5; C9)

5. Understand the role of social work values and philosophical perspectives that have shaped and defined social work's historical and modern mission in American society. (C1-A; C2; C3; C5)

6. Experience history as personal, something we each experience, and are active agents-participants in creating the world in the times in which we live. (C1-A, B; C2; C3; C5)

7. Develop the capacity to reflect and learn from history. (C1-A, B; C2; C3; C4; C5, C9)

8. Explore the values and perspectives of clients to become a more effective social worker. Specifically understanding diversity and difference and how some populations at risk in society can incur multiple levels of oppression and exploitation. (C1; C2; C3)

9. Learn to think critically about modern issues by applying history and policy knowledge. (C5; C9)

10. Gain knowledge about the role of interdisciplinary research and scientific study that contribute to the profession of social work. (C4; C9)

11. Explore the role of advocacy strategies for intervention and resolution of social problems in American society aimed at improving social work services as well as the social and economic well-being of vulnerable populations. (C3; C5; C8-D; C9)

12. Demonstrate competency in Castleton's writing standards. (C1)

13. Demonstrate competency in Public Speaking. (C1)

Requirements/Expectations:

1. Class attendance is mandatory, unless excused **prior to class** by the professor. Class participation is essential, as social workers have the ethical responsibility to contribute to others' knowledge and fully engaged in the learning process. Attendance and participation are graded. Please inform the professor if there are special circumstances.
2. Students are responsible for all assignments and covered content if absent.
3. Two hours of outside work per hour of class is required in accordance with University policy. The student's level of commitment will enhance the ability to earn the desired grade. Students are expected to critically read the required texts and readings for each week before class and participate in text-based discussion.
4. Please check your email daily for any course updates.
5. Cell phones are to be turned off and put away in the classroom. Laptops and tablets may be used **for academic purposes** only with the express permission of the professor.
6. Existing college policies will be followed in the event a class must be cancelled due to inclement weather.
7. If the professor is late, students are expected to stay for the duration of the class. The professor will make every effort to communicate anticipated lateness or the need to cancel class.
8. Students are expected to be respectful of the views and perspectives of others. Respectful does not mean acceptance, but a willingness to listen and to respond.
9. Assignments are due by the beginning of class on the day listed on the calendar. **All assignments are required to be uploaded to Canvas. Some assignments may also require a printed copy to be turned in during class.** All late work will be penalized ten percent per day. Work turned in after the class period is considered late. Late work will no longer be accepted after one week from due date. It is the student's responsibility to make arrangements with the instructor regarding late assignments. Assignments will not be accepted via e-mail.

Type of Instruction

Instruction will include lecture, small group and class discussion, multimedia, guest speakers, and peer feedback sessions. Social work is an interactive profession and this class will require student interaction with other students, professors, and members of the community.

Writing Assignments

All assignments must be typed. The three essay assignments must follow APA style (Times New Roman 12pt. font, 1 inch margins, cover page, numbered pages, etc.). Citations, references, and grammar must also follow APA style. The reference librarian can assist you with APA style and assistance is available at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

Papers will be graded on content and conventions. Rubrics will be distributed in class and are available on Canvas. The writing clinic is an excellent source for all students.

Writing Standards Policy

All written work should adhere to the University's Writing Standards. If you have concerns, please access the Academic Support Center.

Accommodations Policy

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Safety

Please note that there are security and safety policies and resources at CU designed to keep all members of the community safe. Students are encouraged to review these policies and to understand that disclosures of dangerous or harmful behaviors are subject to mandated reporting by staff to the CU administration, human resources, and/or public safety. Confidential counseling services are available at the Wellness Center at 468-1346.

Academic Support

The Academic Support Center offers math clinics, writing clinics, tutoring, and assistance with study skills, including time management, test preparation, note taking, textbook reading, and coping with stress. Go to www.castleton.edu/academics/academic-support. The instructor may refer you to the Academic Support Center. Tutors may be available from within the social work program. Please speak to the professor for more information.

Academic Honesty

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Sexual Misconduct Required Reporting: Title IX/Policy 311-A

The Vermont State Colleges System is committed to ensuring our campuses are safe places for students and employees. Faculty and staff are considered mandated reporters when it comes to experiences of interpersonal violence (sexual assault, sexual harassment, dating/domestic violence, and stalking). Disclosures of interpersonal violence will be reported to the Title IX

Coordinator, who can help provide support and academic accommodations for students who have been impacted. More information can be found online at <https://resolve.vsc.edu/>

Course Assignments

A detailed description of each assignment can be found in Canvas under the “Assignments” tab.

Assignment	Percent age of	Due Date
Attendance & Participation	10%	Ongoing
Essay #1	10%	2/3/20
Preparation Exercise #1	5%	2/10/20
Essay #2	10%	3/2/20 (rough draft due 2/12)
Preparation Exercise #2	5%	3/9/20
Midterm Exam	15%	3/16/20
SI: History Repeats Itself Presentation	10%	Ongoing
Preparation Exercise #3	5%	4/20/20
Essay #3	15%	5/4/20 (rough draft due 4/27)
SI: Symbols of Social Work Presentation	15%	Assigned date will be either 5/4, 5/6, or 5/11
Total	100%	

Grades

A+ (97-100)	4.0	B (83-86)	3.0	C- (70-72)	1.7
A (93-96)	4.0	B- (80-82)	2.7	D+ (68-69)	1.3
A- (90-92)	3.7	C+ (77-79)	2.3	D (65-67)	1.0
B+ (87-89)	3.3	C (73-76)	2.0	F (0-64)	0.0

Course Schedule

This schedule is a flexible document and may be adapted and adjusted based on student need and what is covered during class week to week. Students are expected to check Canvas regularly for any updates.

Date	Unit	Class Topic	Required Reading	Assignment Due
Week 1: Wed 1/22/20		Introduction and Course Overview *Combined Class		
Week 2: Mon 1/27/20	Unit 1	What is the Mission of Social Work in Modern Society?	<i>A New History of Social Welfare</i> , Chapter 1	Upload profile picture to Canvas.
Week 2: Wed 1/29/20			<i>Unfaithful Angels</i> , Chapter 1	
Week 3: Mon 2/3/20		Guest Speaker: Doe Dahm *Combined class with Section 2 during normal class time	<i>A New History of Social Welfare</i> , Chapter 2	Essay #1
Week 3: Wed 2/5/20	Unit 1	What is the Mission of Social Work in Modern Society? Continued	<i>Unfaithful Angels</i> , Chapter 2	
Week 4: Mon 2/10/20	Unit 2	Historical Survey of Welfare Systems	<i>A New History of Social Welfare</i> , Chapters 3&4	Preparation Exercise #1
Week 4: Wed 2/12/20				Draft of Essay #2
Week 5: Mon 2/17/20			<i>A New History of Social Welfare</i> , Chapter 5&6	
Week 5: Wed 2/19/20				

Week 6: Mon 2/24/20		NO CLASS: WINTER BREAK		
Week 6: Wed 2/26/20		NO CLASS: WINTER BREAK		
Week 7: Mon 3/2/20	Unit 3	History of Social Work Ethics and Survey of Social Work Philosophy	<i>A New History of Social Welfare</i> , Chapter 7 <i>Unfaithful Angels</i> , Chapter 3	Essay #2
Week 7: Wed 3/4/20		NO CLASS: HUMAN SERVICES JOB & GRADUATE SCHOOL FAIR		
Week 8: Mon 3/9/20	Unit 3	History of Social Work Ethics and Survey of Social Work Philosophy	<i>A New History of Social Welfare</i> , Chapter 8 <i>Unfaithful Angels</i> , Chapter 4	Preparation Exercise #2
Week 8: Wed 3/11/20				
Week 9: Mon 3/16/20		In-Class Midterm Exam		Midterm Exam
Week 9: Wed 3/18/20		NO CLASS: STATE HOUSE TRIP ON MARCH 19TH		
Week 10: Mon 3/23/20	Unit 4	The Great Depression and Social Security for Americans *Combined class from 2:30-3:45 pm	<i>A New History of Social Welfare</i> , Chapter 9 <i>Unfaithful Angels</i> , Chapter 5	

Week 10: Wed 3/25/20	Unit 5	Civil and Welfare Rights in the New Reform Era	<i>A New History of Social Welfare</i> , Chapter 10 <i>Unfaithful Angels</i> , Chapter 6	
Week 11: Mon 3/30/20		Guest Speaker: Adam Chill *Combined class with Section 2 during normal class time	<i>A New History of Social Welfare</i> , Chapter 11 <i>Unfaithful Angels</i> , Chapter 7	
Week 11: Wed 4/1/20		In-Class WI Essay		
Week 12: Mon 4/6/20		NO CLASS: SPRING BREAK		
Week 12: Wed 4/8/20		NO CLASS: SPRING BREAK		
Week 13: Mon 4/13/20	Unit 6	How is History Related to the Modern Mission of Social Work?	<i>A New History of Social Welfare</i> , Chapter 12	
Week 13: Wed 4/15/20				
Week 14: Mon 4/20/20			<i>A New History of Social Welfare</i> , Chapter 13	Preparation Exercise #3
Week 14: Wed 4/22/20				
Week 15: Mon 4/27/20		Peer Review of WI: Essay #3		Draft of Essay #3

Week 15: Wed 4/29/20	Unit 7	Toward the Future	<i>A New History of Social Welfare</i> , Chapter 14	
Week 16: Mon 5/4/20		Symbols of Social Work Presentations	<i>A New History of Social Welfare</i> , Chapter 15	Essay #3
Week 16: Wed 5/6/20		Symbols of Social Work Presentations		
Final Exam Slot: Mon 5/11/20 1:30-3:30 PM		Symbols of Social Work Presentations		

Assignment Descriptions

For additional details regarding assignment descriptions (including assignment rubrics) please refer to Canvas.

Essays

Essay #1

Submit a personal reflection on what inspired you to study social work, what your current understanding of the mission of social work is and what type of professional social work role you imagine for yourself. This assignment is intended to give the professor a sample of your writing as a foundation for the WI component of course. **(2-3 pages in length)**

Essay #2

Interview a social worker in a professional setting that interests you. Write a descriptive, summary essay explaining what you learned from the interview and include commentary on various professional skills, values, and issues. Make sure to include a concluding paragraph on how the interview impacted your professional development. **(2-3 pages in length)**

Essay #3

Write an opinion/persuasive essay on the following theme: What is the mission of social work in modern American: social reform or private practice?

- Utilize *A New History of Social Welfare* and *Unfaithful Angels*.
- Articulate new insights regarding the mission of social work since you've written Essay #1.

(4-5 pages in length)

Preparation Exercises (minimum 1 page)

Preparation Exercise 1

This reflective response will help you prepare for WI: Essay #2.

- Submit the name, agency, and date you completed an interview with a professional social worker in preparation for WI: Essay #2.
- Attach a list of the interview questions you used.
- Include a brief outline for your plans for WI: Essay #2.

Preparation Exercise 2

This reflective response will help you prepare for the in-class midterm essay exam.

- How do you think history is relevant to the modern mission of social work?
- Write a 1 paragraph definition of social welfare.
- Make a list of 3 key perspectives about the proper balance of public and private responsibility for social welfare.
- Write an outline of a current social issue and 1-2 sentences on each of the following items as it relates to Values>Ideology>Policy>Plan>Action.

Preparation Exercise 3

This reflective response will help you prepare for WI: Essay #3 and your Symbols of Social Work Presentations.

- How has my understanding of the mission of social work evolved or changed during this course?
- How does social work remain responsive to history and current culture?
- What is a pivotal event or person in American social work history that has shaped my understanding of the mission of social work?
- What social work values impact my perspective on the mission of social work?

Speaking Intensive Presentations

History Repeats Itself Presentation

"Those who cannot remember the past are condemned to repeat it." - George Santayana

A sign-up sheet will be distributed the first day of class. Select a day for your presentation and note the associated chapter from a *New History of Social Welfare*. Select an event, theme, person, or philosophy from that chapter and create a presentation that explains how your selection is related to modern-day social work. In other words, how has history repeated itself? The presentation should be between 10 and 15 minutes in length. Prepare 2-3 questions for the class to guide them in discussion after your presentation. E-mail Professor Miles at least one week prior to your presentation to let her know the topic of your presentation.

Symbols of Social Work Presentation

Select a pivotal event or person in American social work history that shaped your understanding of the mission of social work. Explain why you chose this person or event and explain how you think your choice has shaped the profession of social work. The presentation should be between 10 and 15 minutes in length. Prepare 2-3 questions for the class to guide them in discussion after your presentation. E-mail Professor Miles at least one week prior to your presentation to let her know the topic of your presentation. Students will be assigned to present on either 5/4, 5/6, or 5/11.

Social Work Practice II: SWK 4020

Professor: Margaret Miles, MSW, LCSW

Classroom: Leavenworth Hall 207

Class Time: M, W 2:30 pm – 3:45 pm

Office: Leavenworth Hall 254

Office Phone: (802) 468-6071

Office Hours: Monday: 1-2:30 pm Wednesday 1-2:30 pm or e-mail for appointment

E-Mail: Margaret.Miles@castleton.edu

Castleton University Social Work Program Mission Statement

The mission of the Castleton University Social Work Program is to prepare students, through higher education that is grounded in the liberal arts, to be effective and competent social work professionals in the context of their practice. Consistent with the profession's purpose and guided by the person-in-environment framework and a strengths-based approach, students will be prepared to provide global and local leadership to implement evidence-based services that respect human diversity, promote human rights and social, economic, and environmental justice, work towards the elimination of poverty, and enhance quality of life through a range of prevention and intervention methods with diverse client systems. Students will use critical thinking to reflect the profession's ethical and core values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence and their application in practice.

Course Description

This course moves from the general to the specific: specificity defined in relation to size or type of client system or special kind of social problem. The process and efficacy of determining size of client system as well as alternate approaches with different client systems are examined. Continuing from SWK 3010 Social Work Practice I, emphasis is on assessment as the key skill, with person/situation/environment providing the primary model for assessment and problem solving as the primary practice mode. Content is related to the concurrent experience of the field placement, thus emphasis is on the beginning and middle phases of the helping process and the structure and function of the agencies which provide the framework and sanctions for practice. Content is introduced on the evaluation of practice using the single system design model and integrating this model with actual practice situations students are encountering in the field.

Required text: (Available for purchase at the bookstore)

Sheafor, B. W., & Horejsi, C.R. (2015). *Techniques and Guidelines for Social Work Practice*, (10th edition). Boston, MA: Pearson.

SOCIAL WORK PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS
Council on Social Work Education (CSWE)-Standards - Commission on Accreditation & Commission on
Educational Policy

Competency 1: Demonstrate Ethical and Professional Behavior

- A. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- B. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- C. demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication;
- D. use technology ethically and appropriately to facilitate practice outcomes; and
- E. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- A. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- B. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- C. self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- A. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- B. engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

- A. use practice experience and theory to inform scientific inquiry and research;
- B. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- C. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- B. assess how social welfare and economic policies impact the delivery of and access to social services;
- C. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- A. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- B. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- A. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- C. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- D. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- A. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- B. apply knowledge of human behavior, and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in Interventions with clients and constituencies;
- C. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- D. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- E. facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- A. select and use appropriate methods for evaluation of outcomes;
- B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- C. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- D. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course learning objectives:

Upon completion of the course, the student will be able to:

1. Identify as an ethical and professional social worker and conduct oneself accordingly.
2. Engage diversity and difference in practice, understanding how some populations at risk in society incur multiple levels of oppression and exploitation.
3. Apply knowledge of human behavior and the social environment.
4. Engage, access, intervene, and evaluate with individuals, families, groups, organizations, and communities.
5. Engage in research-informed practice and practice-informed research.
6. Understand the agency's function and structure, its sanctions and limits, its history, philosophy, programs, client population, funding and organizational structure.
7. Demonstrate knowledge of the problem-solving process through the development of a biopsychosocial assessment, setting goals, contracting, intervention strategies, consultation and evaluation.
8. Demonstrate awareness of self and how one's own values and ethics influence work with culturally diverse groups.
9. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
10. Learn and demonstrate techniques for sustaining social work practice including use of supervision, stress management, and consuming and contributing to social work knowledge.

Requirements/Expectations:

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https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

Papers will be graded on content and conventions. Rubrics will be distributed in class and are available on Canvas. The writing clinic is an excellent source for all students.

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Assignment	Percentage of Total Grade	Due Date
Attendance and Participation	10%	Ongoing
Case Presentation Based on Reflective Journal	Pass/Fail	Ongoing. Individual presentation dates will be assigned.
Competency 8d Case Vignette	10%	10/14/19
Competency 9d Case Vignette	10%	11/4/19
Competency 1e Case Vignette	10%	12/4/19
Quizzes	25% (5 quizzes)	See course schedule
Agency Paper	25%	12/11/19
Agency Presentation	10%	12/18/19
Total	100%	

Grades

A+ (97-100)	4.0	B (83-86)	3.0	C- (70-72)	1.7
A (92-96)	4.0	B- (80-82)	2.7	D+ (67-69)	1.3
A- (90-92)	3.7	C+ (77-79)	2.3	D (65-66)	1.0
B+ (87-89)	3.3	C (73-76)	2.0	F (0-64)	0.0

Course Schedule

This schedule is a flexible document and may be adapted and adjusted based on student need and what is covered during class week to week. Students are expected to check Canvas regularly for any updates.

*** Readings listed in *italic* can be found on Canvas under the “Files” tab.***

Date	Unit	Class Topic	Required Reading	Assignment Due
Week 1: Mon 8/26/19		Introduction and Course Overview		
Week 1: Wed 8/28/19	Unit 1	The Domain of Social Work Practice	Sheafor & Horejsi Chapter 1	Upload profile picture to Canvas.
Week 2: Mon 9/2/19		NO CLASS: LABOR DAY		
Week 2: Wed 9/4/19	Unit 2	Merging Person with Profession	Sheafor & Horejsi Chapter 2	
Week 3: Mon 9/9/19	Unit 3	Merging the Person’s Art with the Profession’s Science	Sheafor & Horejsi Chapter 3	Quiz 1
Week 3: Wed 9/11/19	Unit 4	Physical and Emotional Safety: Considerations and Planning	<i>National Association for Social Workers. (2013). Guidelines for Social Work Safety in the Workplace.</i>	
Week 4: Mon 9/16/19			Sheafor & Horejsi Chapter 4	

Week 4: Wed 9/18/19	Unit 5	The Roles and Functions of Social Workers	Review Sheafor & Horejsi Chapter 4	
Week 5: Mon 9/23/19	Unit 6	Guiding Principles for Social Workers	Sheafor & Horejsi Chapter 5	Quiz 2
Week 5: Wed 9/25/19	Unit 7	Graduate School Education	Review Sheafor & Horejsi Chapter 5	
Week 6: Mon 9/30/19		NO CLASS: FALL BREAK		
Week 6: Wed 10/2/19		NO CLASS: FALL BREAK		
Week 7: Mon 10/7/19	Unit 8	Practice Frameworks for Social Work	Sheafor & Horejsi Chapter 6	
Week 7: Wed 10/9/19			Review Sheafor & Horejsi Chapter 6	
Week 8: Mon 10/14/19	Unit 9	Using Evidence in the Change Process	Sheafor & Horejsi Chapter 7	Competency 8d Case Vignette
Week 8: Wed 10/16/19	Unit 10	Basic Communication and Helping Skills Applying Cultural Competence to Helping <i>In-class on film on Cultural Humility.</i>	Sheafor & Horejsi Chapter 8	

Week 9: Mon 10/21/19	Unit 11	Basic Skills for Agency Practice	Sheafor & Horejsi Chapter 9	Quiz 3
Week 9: Wed 10/23/19			Review Sheafor & Horejsi Chapter 9	
Week 10: Mon 10/28/19	Unit 12	Intake and Engagement	Sheafor & Horejsi Chapter 10, Section A	
Week 10: Wed 10/30/10	Unit 12	Intake and Engagement	Sheafor & Horejsi Chapter 10, Section B	
Week 11: Mon 11/4/19	Unit 13	Data Collection and Assessment	Sheafor & Horejsi Chapter 11, Section A	Competency 9d Case Vignette
Week 11: Wed 11/6/19			Sheafor & Horejsi Chapter 11, Section B	
Week 12: Mon 11/11/19	Unit 14	Planning and Contracting	Sheafor & Horejsi Chapter 12, Section A	Quiz 4
Week 12: Wed 11/13/19			Sheafor & Horejsi Chapter 12, Section B	
Week 13: Mon 11/18/19	Unit 15	Intervention and Monitoring	Sheafor & Horejsi Chapter 13, Section A	
Week 13: Wed 11/20/19			Sheafor & Horejsi Chapter 13, Section B	
Week 14: Mon 11/25/19	Unit 16	Evaluation and Termination	Sheafor & Horejsi Chapter 14, Section A	Quiz 5

Week 14: Wed 11/27/19		NO CLASS: THANKSGIVING BREAK		
Week 15: Mon 12/2/19	Unit 16	Evaluation and Termination	Sheafor & Horejsi Chapter 14, Section B	
Week 15: Wed 12/4/19	Unit 17	Guidelines for Working with Vulnerable Client Groups	Sheafor & Horejsi Chapter 15	Competency 1e Case Vignette
Week 16: Mon 12/9/19	Unit 18	Techniques for Sustaining Social Work Practice	Sheafor & Horejsi Chapter 16	
Week 16: Wed 12/11/19		Class Wrap-Up & Conclusions		Agency Paper
Final Exam Slot: Wed 12/18/19 1:30-3:30 PM				Agency Presentation

Social Work Practice III

SWK 4030

M: 1:00-3:50 PM

Office: Leavenworth 253

Telephone: 468-1330

E-Mail: luther.brown@castleton.edu

Office Hours:

M 11:00-11:50

W 02:00-02:50

TTH 11:00-12:00

Dr. Luther Brown

Castleton University Mission Statement

Castleton, the 18th oldest institution of higher education in the United States, emphasizes undergraduate liberal arts and professional education while also offering selected graduate programs.

The University is dedicated to the intellectual and personal growth of students through excellence in teaching, close student-faculty interaction, numerous opportunities for outside-the-classroom learning, and an active and supportive campus community. Castleton strives to learn, use, and teach sustainable practices. The University prepares its graduates for meaningful careers; further academic pursuits; and engaged, environmentally responsible citizenship.

As a member of the Vermont State Colleges, Castleton is committed to supporting and improving the region's communities, schools, organizations, businesses, and environment.
(Castleton University Bulletin, 2018-2019)

Castleton University Social Work Program Mission Statement

The mission of the Castleton University Social Work Program is to prepare students, through higher education that is grounded in the liberal arts, to be effective and competent social work professionals in the context of their practice. Consistent with the profession's purpose and guided by the person-in-environment framework and a strengths-based approach, student will be prepared to provide global and local leadership to implement evidence-based services that respect human diversity, promote human rights and social, economic, and environmental justice, work towards the elimination of poverty, and enhance quality of life through a range of prevention and intervention methods with diverse client systems. Students will use critical thinking to reflect the profession's ethical and core values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence and their application in practice.

SOCIAL WORK PROGRAM COMPETENCIES

Relevant Program Competencies

As a program accredited by the Council on Social Work Education, the Castleton University program competencies and practice behaviors are consistent with the Educational Policy Statement of that organization.

Competency 1: Demonstrate Ethical and Professional Behavior

- A. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes as appropriate to contexts;
- B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- C. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- D. Use technology ethically and appropriately to facilitate practice outcomes; and
- E. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- A. apply and communicate an understanding of the importance of diversity and difference in shaping the life experiences in practice at the micro, mezzo, and practice levels;
- B. present themselves as learners and engage clients and constituencies as experts of their own experiences, and
- C. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- A. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- B. engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- A. use practice experience and theory to inform scientific inquiry and research;
- B. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- C. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- A. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- B. assess how social welfare and economic policies impact the delivery of and access to social services;
- C. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with individuals, Families, Groups, Organizations, and Communities

- A. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- B. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess individuals, Families, Groups, Organizations, and Communities

- A. collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- C. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- D. select appropriate intervention strategies based on the assessment, research knowledge, and value preferences of the clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- C. Use inter-personal collaboration as appropriate to achieve beneficial practice outcomes;
- D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- E. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- A. select and use appropriate methods for evaluation of outcomes;
- B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- C. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- D. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course Description

This senior level course will help students to integrate and consolidate their acquisition of practice theory, methods, professional ethics, and values, thus enhancing their potential for effective practice as beginning level generalists.

In that this course is taken during the senior year, it will seek to promote the transition from student to an independent beginning generalist practitioner.

The main focus of this course will be upon multidimensional assessments and planning, as well as variations in intervention modalities as critical elements of generalist practice. Emphasis will also be

placed upon the student's use of self in the strengthening of professional identity; assuming responsibility for his/her professional performance, and for the evaluation of his/her practice. The generalist practitioner functioning within social systems will guide the practice process.

Students will focus on cases from their field placement during the application of theoretical models, class discussions, and presentations.

Learning Outcomes:

At the conclusion of this course students should:

1. Experience a reinforcement of their ability to evaluate their own practice as an element of professional development **(Competency 3,9)**
2. Be able to conceptualize practice interventions in accordance with the complex environmental context **(Competency 7).**
3. Be able to apply biopsychosocial, spiritual and cultural content when assessing and planning intervention with individuals, families, groups, organizations, and communities (Competency 7).
4. Refine their ability to use values and ethics to guide the assessment and intervention with the range of client systems **(Competency 7,8,9)**
5. Have the ability to consider the dimensions of diverse populations when assessing and planning intervention with the range of client systems **(Competency 7).**
6. Reflect a refinement of their ability to use critical thinking skills within the context of generalist practice.
7. Reflect an ability to effectively practice as a generalist with the context of the range of client systems associated with social work, guided by credible evidence, past practice experience, and the utilization of recent technological innovations **(Competency 7,8,9)**
8. Reflect a commitment to human rights, social and economic justice and Consumer advocacy within the context of generalist practice **(competency 3)**
9. Refinement of the generalist practice process through the integration and application of skills, techniques, and strategies **(Competencies 3, 6, 7,).**

Content:

Themes developed in prior practice courses will be refined through an emphasis upon:

1. Differential/Multidimensional assessment and intervention. Expanding ability to base intervention on an integrated assessment of the client's life space, including clinical, cultural, and social/environmental dimensions; in the joint selection of goals and strategies, models and techniques of intervention; changing the client-worker contract because of merging material. Differential intervention approaches will be emphasized. Systems of various dimensions and contexts will be highlighted, including individuals, families, groups, organizations, and communities **(Competency 7).**
2. The worker-client transactions. Focus on perception and skill in handling variation in the engagement relationship in the beginning, middle and end stages of the social work contract; awareness of the impact of the client-worker behavior and the implications of clinical and cultural variables on the relationship. Special attention is paid to racial, sexual, class, sexual orientations, opportunities for empowerment strategies, environment, and client systems differentials: individuals, families, groups, communities, organizations **(competency 3).**

3. The development and utilization of external resources. Focus on the skills and knowledge needed to effectively assess the quality and nature of community-based resources for possible use by clients. Natural and constructed resources such as self-help groups, family service agencies, group homes, public assistance bureaucracies and more skilled practitioners (MSW) are evaluated. An understanding of the political, economic, and environmental forces that affect the development of needed resources is an important dimension of the generalist practice process (**Competencies 7, 9**).
4. The place of social science research in practice competence. Focus on the utilization of research in evaluating practice outcomes for both clients and professionals (**competency 7**).
5. The selection of approaches to intervention with client systems. In keeping with a generalist orientation, students are afforded an opportunity to examine a range of approaches to practice with individuals, families, groups, organizations, and communities. Criteria for the selection and use of an approach include the knowledge and skill level of the helper, the value system of the client, findings from efficacy-based research, economic cost, the extent to which the approach is capable of incorporating the views of indigenous helpers, whether the approach conveys a sensitivity to racial and ethnic groups, those who are poor, those who reflect the range of sexual orientations, women, the oppressed, the aged and the disabled, and whether the approach includes principles and strategies that promote the acquisition of social, economic, and environmental justice. Thus the refined use of critical thinking is embedded in the practice process (**competencies 7, 8**).

Major Assignment #4 Guidelines (See supplement also):

The course will be structured so as to maximize opportunities for sharing experiences that are related to specific fieldwork settings and varied intervention approaches along with the development and enactment of a range of key program competencies. There will be a series of individual/small group presentations (dyads), each focused upon a specific intervention approach, and how the intervention might be applied to a particular case from students' field placements. Students can select a micro, mezzo, or macro approach that is related to their interests and field placement.

Because of the extensive research needed for this assignment students are expected to begin this assignment no later than the third week of the semester.

Some possible approaches/models are:

1. Behavior Modification/Social learning models
2. The Life Model
3. Systems Model
4. Psychosocial Intervention
5. Planned Short-Term Intervention
6. Community-Based Advocacy
7. Intervention with Groups
8. Cognitive-Behavioral Intervention
9. Generalist Practice (individuals, families, groups, organizations, communities)

10. Community Practice/Intervention
11. Small Group Practice/Intervention
12. Family Practice/Intervention

Each presenter is expected to review the empirical literature for theories relevant to the selected approach and compare the viewpoints of the major theorists.

Case situations from your own field placement must be included in the presentations: demonstrating the application of theory in the assessment, goal setting, contracting, intervention process and evaluation of outcomes. You may elect to use one case and analyze it in depth or compare two cases using different approaches. The case presentation should include where applicable content related to:

1. The phases; beginning, middle, end, if appropriate
2. Theoretical foundation
3. The problem formulation
4. The agency as context
5. Engagement complexities that are embedded in systems of varying size and cultural help-seeking preferences.
6. Assessment process and relevant areas of knowledge and skills via identification and use of biopsychosocial knowledge. Also assessment variability due to the size of the client system.
7. Special problems or concerns: over-identification with the client, cross racial, cultural, gender or sexual issues, immigration status, establishing a relationship, social class issues or other special problems, the lack of social, environmental, and economic justice, the effects of spirituality, power imbalances etc.
8. Levels of intervention: individual, family, group, organization, or community
9. Empirical referents to selected approach
10. The relative degree of emphasis on social work ethics and values
11. The extent to which client empowerment is stressed
12. Perspectives on clients: tendencies toward transpersonal orientations that are anchored in spirituality
13. The extent to which the approach has incorporated strategies that can be applied to systems of various dimensions: individuals, families, groups, organizations, and communities
14. The extent to which techniques to evaluate the effectiveness of one's own practice have been incorporated.
15. Provision of social utilities: food, shelter, clothing, health care, and physical security as needed
16. Provision of personal social services: counseling, therapy, and emotional security as needed

The execution of presentation areas 2, 5, 6, 8, 9, 12, 13, 14 and 15 are weighted at 11.1 points each when determining your grade for this project.

An array of practice competencies are assessed and illustrated by students as they complete this assignment. Key competencies include: engagement in research-informed practice and practice informed research; engagement, assessment, intervention; application of knowledge of human behavior; evaluation of interventions; giving consideration to ethical concerns; and the application of critical thinking skills (**Applied Competencies 3,6,7,8,9**).

The format for presentation:

Each student is expected to submit:

1. A content outline of significant points and issues is submitted one week prior to the presentation. This outline must include the goals and objectives you will achieve during your aspect of the presentation.
2. An extensive individualized **annotated bibliography** (minimum of 10 sources) is submitted at the first class meeting following the presentation: The annotated bibliography lists describes and evaluates all sources consulted for the presentation. Use a paragraph format to provide the description and evaluation of each source. Internet sources must include the credentials of the author along with the organization he/she represents. At least five of the ten sources must be scholarly thus are derived from reputable research-based, peer-reviewed journals.
3. A **four-page summary** is submitted at the first class meeting following the presentation: the typewritten summary highlights the main practice messages presented, a statement about why the messages are important to social work practice, an evaluation of the overall presentation specifying whether the goals and objectives were met: where, when, how, and by whom, a listing of the limitations of the presentation, and a notation of areas in need of improvement. See supplemental handout for this assignment.
4. Presentations will take place during the last four weeks of the semester.
5. There will be both individual and small group grades when appropriate assigned for this activity.

*A Rubric is used to evaluate the assignment

Course Activities:

1. Evaluation of simulated practice
2. Individual/small group (dyads) presentations
3. Case study analyses
4. Audio-visual materials as appropriate and available
5. Lecture-discussions
6. Feedback and integration of cases from field placements

Grading System for Course:

- | | |
|--|-----|
| 1. Nature and quality of class contributions | 20% |
| 2. Quality of oral presentation | 30% |
| 3. Examinations | 20% |
| 4. Short assignments/tests(3) | 30% |

LIKERT SCALE POINT VALUE

4 = A

3 = B

2 = C

1 = D

0 = F

Descriptive Equivalents of Letter Grades:

Grade of (A):

1. Excellent mastery of course material
2. Student performance indicates a very high degree of originality, creativity or both
3. Excellent performance in analysis, synthesis, and critical expression, oral or written
4. Student works independently with unusual effectiveness

Grade of (B):

1. Good mastery of course material
2. Student performance demonstrates a high degree of originality, creativity, or both
3. Good performance in analysis, synthesis, and critical expression, oral or written
4. Student works well independently

Grade of (C):

1. Acceptable mastery of course material
2. Student demonstrates some degree of originality, creativity, or both
3. Acceptable performance in analysis, synthesis, and critical expression, oral or written
4. Student works independently at an acceptable level

Grade of (D):

1. Deficient in mastery of course material
2. Originality, creativity, or both not apparent in student performance
3. Deficient performance in analysis, synthesis, and critical expression, oral or written
4. Ability to work independently deficient

Grade of (F):

1. A serious deficiency in the mastery of course material
 2. Originality, creativity, or both clearly lacking
 3. Seriously deficient performance in analysis, synthesis, and critical expression oral or written
 4. Cannot work independently
 5. Failure to submit "I" work by the deadline
- From Castleton University Undergraduate Bulletin, 2018-2019, Pages 23-24

Course Policies:

1. Attendance will not be taken orally, however; students are expected to attend all sessions. A student's existing grade will be reduced one grade level for every three unattended classes.
2. Existing university policies will be followed in the event a class is canceled due to inclement weather.
3. All students are expected to be present for all tests, exams, and presentations. Make-up exams/tests will be given only when there is a legitimate excuse related to severe illness or emergency situations. A physician's note is needed when the absence is due to illness. I reserve the right to define an "emergency" situation for the purposes of this class.
4. Students are responsible for all assignments and content covered during their absence.
5. Students are expected to be prepared for all class sessions. Preparation includes completion of written assignments, having read and reflected upon assigned readings and the completion of group assignments where applicable.
6. Short tests/written assignments will be scheduled after specific content areas have been covered. Students will be given ample notification regarding the specific dates.
7. Students are expected to be respectful of their peers during class sessions. Being respectful does not mean that one must always agree with the position (s) of others, but to listen and provide feedback. Lively debates about issues related to the course are encouraged.
8. Students are expected to take responsibility for their learning. Asking for clarification, providing feedback to the professor, injecting ideas into the class, and completing and submitting assignments when due, etc. are included in this process.
9. Students are expected to use/monitor their campus-based email account for messages regarding course-related matters, etc.
10. Cell phones are to be turned off and located out of sight while this class is in session. Thus cell phone use in any format is not permitted during the class sessions. Students are asked to leave the class when violations are detected.
11. All written assignments must contain a *proper title page (APA, MLA), must be type-written with properly stapled pages, and must be submitted on the due date.*
12. Students are expected to enter the class at the assigned time. Should you on occasion arrive late, take a seat near to the door so as not to disturb the flow of the class. If on occasion you must leave class before the end, notify the professor, then take a seat near the door and leave at the agreed upon time. Students must be prepared to remain in class during the entire class session.
13. Extraneous conversations are not permitted during the class session as such behavior is impolite and disruptive. However, robust discussion of class content is encouraged and rewarded when enacted at appropriate times.
14. Work on material from other courses is not permitted in my class.

ACCOMMODATIONS POLICY:

If you have a disability that may require assistance or accommodations, or you have questions related to any accommodations for testing, note-takers, readers, etc., please speak with your professor as soon as possible. Students also may contact the Academic Support Center, (468-1314) with questions about such services. A Learning Specialist will assist you with all aspects of gaining proper assistance.

ACADEMIC HONESTY:

All students are expected to maintain the highest integrity in all their academic endeavors. A definition of academic honesty, as well as an explanation of the procedures and penalties for violations of academic honesty, will be found in the Student Handbook. Please consult it for a detailed statement on academic honesty.

ACADEMIC SUPPORT:

The Academic Support Center offers Math clinics, Writing clinics, tutoring, and assistance with study skills, including time management, test preparation, note-taking, textbook reading, and coping with stress. Go to www.castleton.edu/academics/academic support for additional information.

Required Reading Will Be Marked * Throughout Syllabus

Texts Required:

1. Miley, Karla, O'Melia, Michael & Dubois, Brenda. Generalist Social Work Practice: An Empowering Approach. Boston: Allyn and Bacon, 8th Edition, 2017. **(Purchase is not required)**.
2. Payne, Malcolm. Modern Social Work Theory Chicago: Lyceum Books, Inc. 3rd Edition, 2011. (On Library Reserve).
3. Baruth, Leroy G. & Manning, M. Lee. Multicultural Counseling and Psychotherapy: A Lifespan Perspective. Columbus: Pearson: Merrill/Prentice Hall, 4th Edition, 2007. (On Library Reserve)
4. Turner, Francis J. (Ed). Social Work Practice: Interlocking Theoretical Approaches New York: Oxford University Press 6th edition, 2017**(Purchase is required)**.

PART I: INTRODUCTION AND APPROACHES TO PRACTICE

Unit 1, Week I: Introduction to the Course

- A. The current nature of the practice of social work
 - 1. Person-environment transactions
 - 2. Theoretical underpinning: The meaning of advanced
 - 3. Problem definition within the current practice context
 - 4. Realities of agency functioning
 - 5. Direct/indirect practice, micro/macro practice
 - 6. An eco-systems orientation to generalist practice
 - 7. Evaluation of students' understanding of the practice of social work
- B. The relationship between knowledge and values (Competencies 1, 2,)
 - 1. Decision-making process
 - 2. Areas of conflicts
 - 3. Conscious use of self
 - 4. Ethical guidelines for practice
- C. The use of methods, process, and skills in practice
 - 1. Phase goals and knowledge
 - 2. Phase skills and knowledge
 - 3. The generalist practitioner
 - 4. Forming helping relationships
- D. The role of human/environmental diversity
 - 1. Who are our Clients
 - 2. Cultural competency; critical elements
 - 3. Qualities of culturally effective counselors
- E. Generalist practice defined
 - 1. Policy implications
 - 2. Practice implications
 - a. Levels of intervention
 - b. Roles and functions
 - 3. Research implications
 - 4. Empowerment issues

Readings:

- 1. Payne, Malcolm Modern Social Work Theory 2nd Edition, 2005 Chapters 1-3.
- 2. Miley, Karla et al. Generalist Social Work Practice 2017, Updated 6th Edition Chapter 1.
- 3. Germain, Caryl "An Ecological Perspective in Casework Practice" Social Casework, Vol. 54, No. 6, 1973 pp 322-331.
- 4. Mitchell, Christopher G. Perceptions of Empathy and Clients Satisfaction with Managed Behavioral Care Social Work Vol. 43 No. 5 September 1998 pp 404-412

5. Weaver, H.A. (1999). "Indigenous People and the Social Work Profession: Defining Culturally Competent Services" Social Work Vol. 44, Number 3, May pp 217-225.
6. Baruth, Leroy G. & Manning, M. Lee Multicultural Counseling and Psychotherapy: A Lifespan Perspective. Columbus: Pearson, 4th Edition, 2008, Chapters 1-2.

Unit 2. Weeks 2-3: Crisis Intervention in Social Work Practice

A. The Crisis Intervention Model and Individual demands: Lecture and Discussion

1. Theoretical Underpinning
 - a. Environment demands
 - b. Timing as a factor
 - c. The concept of a steady state, stress
 - d. Commonalities of crisis for communities, families, groups, individuals, organizations.
 - e. Crisis as experienced by selected population subgroups (racial and ethnic groups sharing a common community; entry of immigrants into the social welfare system, etc.).
(Lecture)

2. Life tasks as the crisis

3. Nature of the engagement and assessment processes **(Competencies 6,7,8,9,)**

- a. Worker-client tasks
- b. Situational analysis
- c. Support systems
- d. Coping and adaptation

4. Intervention **(Competency 7)**

- a. Skills needed
- b. Mobilizing dormant resources
- c. Mobilizing environmental resources
- d. Restoration of a steady state-termination

5. DSM V: Trauma related reactions

6. Graded Assignment: #1: Crisis Intervention and Cultural Conflicts (upon Entry into the Social Welfare System (Competencies 6,7,8,9,))

B. Field placement case sharing and analysis

Readings:

1. Turner, Francis. Social Work Treatment: Interlocking Theoretical Approaches, New York: The Free Press, 6th Edition, 2017, Chapter 7.
2. Smith, E.D. (1995). Addressing the psychospiritual distress of death as reality: A transpersonal approach. Social Work, 40, 402-413
3. Norris-Shortle, C., Young, P.A. & Williams, M.A. (1993). Understanding death and grief for children three and younger. Social Work 38, 736-741.
4. Gorey, Kevin M. et al. Differential Effectiveness of Prevalent Social Work Practice Models: A Meta-Analysis Social Work Vol. 43 No. 3 May 1998 pp 269-278.

5. Payne, Malcolm. Modern Social Work Theory: A Critical Introduction Chicago: Lyceum Books, Inc. 2005 Chapters 4 – 5, 7, 13.
6. Baruth, Leroy G. & Manning, M. Lee. Multicultural Counseling and Psychotherapy Columbus: Pearson, 4th Edition, 2007, Chapters 5-6, 14-15
7. Aguilera, Donna. Crisis Intervention: Theory and Methodology Saint Louis: Mosby, 1997 Eighth Edition, Chapters 1-6.
8. Hepworth, Dean, Rooney, Ronald H. Larsen, JoAnn. Direct Social Work Practice: Theory and Skills. 1997, Chapters 1-7
- 9 Kanel, Kristi. A Guide to Crisis Intervention Samford, CT: Cengage Publisher, 2015, 5th Edition, Chapters 1-3.

Unit 3. Weeks 4-5: Problem Solving in Social Work Practice

- A. Problem Solving Models **(Competencies 6,7,8,9)**
 1. Theoretical Underpinnings
 - a. Systemic notions
 - b. Problem Context
 - c. Use with individuals, groups, communities, organizations, and families
 2. Nature of the engagement and assessment processes **(Competency 7)**
 - a. The initial interview
 - b. Nature of the communication process
 - c. Goals and Tasks
 - d. The contract
 3. Intervention **(Competency 7)**
 - a. Nature of intervention efforts
 - b. Application to problem situations
- B. Field placement case sharing and feedback

Winter Recess

C. Mid-Semester

Readings:

- *1. Turner, Francis. Social Work Treatment: Interlocking Theoretical Approaches, New York: The Free Press, 6th Edition, 2017, Chapter 24.
- *2. Compton, B.R., & Galaway, B. (1994). Social Work Processes (5th Ed.) Pacific Grove, CA. Brooks/Cole Publishing Company. The chapter on problem-solving.
- *3. Payne, Malcolm. Modern Social Work Theory: A Critical Introduction Chicago: Lyceum Books, Inc. 2005 Chapters 4 – 5, 7, 13.
4. Haley, Jay. Problem-Solving Therapy chapters 1-6.

Unit 4. Weeks 6-7: Task-Centered Practice in Social Work

- A. Task-Oriented Models (**Competencies 6,7,8,9,**)
 - 1. Theoretical unpinning
 - a. Knowledgebase needed
 - b. Problem definition
 - c. Client's needs
 - d. Use with individuals, families, groups, organizations, and communities
- C. Nature of the engagement and assessment processes (**competency 7**)
 - A. Worker-client tasks
 - B. Goals and roles
 - C. Strategy development
 - D. The practice of community and organizational change
 - 1. Identifying base for change
 - 2. Planned Change
 - a. Traditional Approaches to Community change
 - b. Relevance to current social science
 - 3. Needs Assessments
 - 4. An evolving model for organizational and community change.
 - a. Phases
 - b. Approaches
- E. Video: "Task-Centered Practice: Part 1" 2"

Spring Recess

GRADED ASSIGNMENT #2: APPLICATION OF KNOWLEDGE, SKILLS, AND METHODS WITHIN A CASE FROM FIELD PLACEMENT (ENGAGEMENT, ASSESSMENT, PLANNING, INTERVENTION)

Readings:

- *1. Turner, Francis. Social Work Treatment: Interlocking Theoretical Approaches, New York: The Free Press, 6th Edition, 2017, Chapters 36.
- *2. Payne, Malcolm. Modern Social Work Theory: A Critical Introduction Chicago: Lyceum Books, Inc. 2005 Chapters 4 – 5, 7, 13.
- *3. Brueggemann, William. The Practice of Macro Social Work Chicago: Nelson-Hall Inc. 1996, Chapters 1-3.
- *4. Marsh, Jeanne. From Task-Centered Social Work Practice to Evidence-Based and Integrative Practice, Chicago: Lyceum Books, 2012.

Unit 5. Weeks 8-9: Advocacy Practice

- A. Social Activism and Advocacy
- B. Class versus case advocacy
- C. Advocacy roles
- D. Designing advocacy interventions
- E. Field Placement case sharing and feedback

*1 Miley, Karla et al. Generalist Social Work Practice: An Empowering Approach Boston: Allyn and Bacon, Eighth edition 2017, chapter 14

Unit 6. Weeks 10-12: Key Dimensions of Generalist Practice

A. Engagement: The Dialogue Phase (Competency 6)

- 1. Developing empowering relationships (engagement)
- 2. Exchanging information as guided by ethics and values
- 3. Accessing client's perspective
- 4. Special issues in responding
- 5. Variations across client systems
- 6. The clinical diagnosis: DSM IV, etc.
- 7. Assessing individuals, families, and groups
- 8. Assessing communities
- 9. Assessing organizations
- 10. Integrating a strength perspective

B. Assessment: The Discovery Phase (Competency 7): Lecture and Discussion

- 1. Skill development and implementation
- 2. Changing challenges into directions as guided by ethics and values
- 3. Client level of motivation and resistance
- 4. Assessment tools: Social histories, genograms, and eco-maps, social network maps,
- 5. Variations across client systems
- 6. Assessing individuals, families, and groups
- 7. Assessing communities
- 8. Assessing organizations
- 9. Goals and objectives, action plans
- 10. The role of ethics and values

C. Intervention and Evaluation: The Development Phase: Lecture and Discussion

- 1. Maintaining progress in the plan of action
- 2. Developing alliances through small groups
- 3. Organizational alliances for service delivery
- 4. Community change
- 5. Social Activism
- 6. Integrating research and practice
- 7. Client outcome evaluation
- 8. Single-system designs
- 9. Program evaluation

D. GRADED CASE STUDY ASSIGNMENT #3: APPLIED CONTENT TO CASE FROM FIELD PLACEMENT: ENGAGEMENT, ASSESSMENT, INTERVENTION, EVALUATION

Readings:

- *1. Turner, Francis. Social Work Treatment: Interlocking Theoretical Approaches, New York: The Free Press, 6th Edition, 2017, chapter 32.
- *2. Payne, Malcolm. Modern Social Work Theory Chicago: Lyceum Books, Inc. third Edition, 2005, Chapters 1, 6.
- *3. Miley, Karla et al. Generalist Social Work Practice: An Empowering Approach Boston: Allyn & Bacon, eighth edition, 2017 Chapters, 7-16.

PART II: APPLICATION OF PRACTICE COMPETENCIES

Unit VI Continued: Weeks 12-15 **Demonstration of Mastery of Practice Competencies**

- A. Individuals, Families, Groups, organizations, and Communities
- B. Refinement of generalist practice
- C. Applied research findings
- D. Application and demonstration of practice competencies

Comprehensive Assignment #4: PRESENTATION AND ANALYSIS OF CASE STUDY FROM FIELD PLACEMENT WITH ILLUSTRATION OF MASTERY OF KEY COMPETENCIES.
(Specific Dates to be Determined)

(Competencies 2, 3, 4, 6, 7, 8, 9)

- A. Graded Individual –Group Presentation1: Comprehensive Format: Individual
- B. Graded Individual-Group Presentation 2: Comprehensive Format: Family
- C. Graded Individual-Group Presentation 3: Comprehensive Format: Group
- D. Graded Individual-Group Presentation 4: Comprehensive Format: Community and Organization
- E. Summary and Wrap-up of the Course

Required Readings:

- *1. Hepworth and Larsen, Chapter 20.
- *2. Miley, Karla et al. Generalist Social Work Practice 2017, Updated 6th edition Chapters 12-16
- *3. Tripodi, Tony. A Primer on Single-Subject Design for Clinical Social Workers Washington D.C.: NASW Press, 1994 Chapters 1, 2, 5.
- 4. Elbow, Margaret. "The Memory Book: Facilitating Terminations with Children
- *5. Turner, Francis. Differential Diagnosis and Treatment in Social Work, New York: The Free Press, 4th Edition. 1995. Chapters 7, 14, 17-18, 23, 26,27-28, 32, 45, 72.
- *6. Dore, M.M. et al (1998). "Friends in Need": Designing and Implementing a Psychoeducational Group for School Children from Drug-Involved Families" Social Work Vol. 44, Number 2, March pp 179-190
- 7. First, Richard J. et al. "Homelessness in Rural Areas: Causes, Patterns, and Trends" Social Work Vol. 39, No. 1, January 1994, pp 97-108

8. Ball, Steven. "A Group Model for Gay and Lesbian Clients with Chronic Mental Illness" Social Work Vol. 39, No. 1 January 1994, pp 109-115.
9. Pawliuk, Nicole et al (1996). "Acculturation Style and Psychological Functioning in Children of Immigrants" The American Journal of Orthopsychiatry 66 (1), January pp 111-121.
10. Iglehard, Alfreda & Becera, Rosina Social Services and the Ethnic Community Boston: Allyn and Bacon 1995 chapters 6-8.
- *11. Hepworth, Dean. "Managing Manipulative Behavior in the Helping Relationship" Social Work Vol. 38 No. 6 November 1993 pp 674-684
12. Brueggemann, William. The Practice of Macro Social Work, 1996 Chapters 7, 8.
13. Ewalt, Patricia, Freeman, Edith, Kirk, Stuart & Poole, Dennis (Eds.) Multicultural Issues in Social Work Washington D.C.: NASW Press, 1996 Parts 1.3.6.
- *14. Homan, Mark Promoting Community Change: Making it Happen in the Real World Pacific Grove: Brooks/Cole, 1994, Chapters 1, 11-15.
15. Morrow, Deana "Social Work with Gay and Lesbian Adolescents" Social Work Vol. 38 No. 6 November 1993 pp 655-660.

FINAL EXAM
WEDNESDAY 01:30-3:30 PM
DO NOT SCHEDULE OTHER ACTIVITIES FOR THIS TIME FRAME

Social Work Capstone Seminar: SWK 4720

Professor: Margaret Miles, MSW, LICSW Office Hours: Mondays 12-1pm
Classroom: Leavenworth Hall 205 Wednesdays 12-1pm
Class Time: Wednesdays, 4-6:50 pm or by appointment
Office: Leavenworth Hall 254 Email Margaret.Miles@castleton.edu
Office Phone: (802) 468-6071

Castleton University Social Work Program Mission Statement

The mission of the Castleton University Social Work Program is to prepare students, through higher education that is grounded in the liberal arts, to be effective and competent social work professionals in the context of their practice. Consistent with the profession's purpose and guided by the person-in-environment framework and a strengths-based approach, students will be prepared to provide global and local leadership to implement evidence-based services that respect human diversity, promote human rights and social, economic, and environmental justice, work towards the elimination of poverty, and enhance quality of life through a range of prevention and intervention methods with diverse client systems. Students will use critical thinking to reflect the profession's ethical and core values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence and their application in practice.

Course Description

This is the final culminating course in the Social Work education experience which integrates material from the whole of the social work curriculum as students prepare to enter practice or graduate school. Prerequisite: SWK 4020 and SWK 4811. Must be taken concurrently with SWK 4030 and SWK 4812.

Type of Instruction

Instruction will include lecture, small group and class discussion, role playing, guest lecturers, student presentations, and multimedia. Social work is an interactive profession and this class will require student interaction with other students, professors, and members of the community.

Required texts: (Available for purchase at the bookstore)

1. Brown, B. (2018). *Dare to lead*. Random House.
2. Ritter, J., Obermann, A., & Danhoff, K. (2020). *101 Careers in social work*. 3rd edition. Springer Publishing Company.

SOCIAL WORK PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS

Council on Social Work Education (CSWE)-Standards –
Commission on Accreditation & Commission on Educational Policy

Competency 1: Demonstrate Ethical and Professional Behavior

- A. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- B. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- C. demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication;
- D. use technology ethically and appropriately to facilitate practice outcomes; and
- E. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- A. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- B. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- C. self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- A. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- B. engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

- A. use practice experience and theory to inform scientific inquiry and research;
- B. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- C. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- B. assess how social welfare and economic policies impact the delivery of and access to social services;
- C. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- A. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- B. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- A. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- C. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- D. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- A. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- B. apply knowledge of human behavior, and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in Interventions with clients and constituencies;
- C. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- D. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- E. facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- A. select and use appropriate methods for evaluation of outcomes;
- B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- C. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- D. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course learning objectives:

Upon completion of the course, the student will be able to:

1. Demonstrate an understanding and application of generalist social work practice and knowledge building.
2. Demonstrate an understanding of micro, mezzo, and macro practice models, skills, techniques and methods of knowledge building.
3. Demonstrate competency based practice through knowledge, values, skills, and cognitive and affective processes.
4. Demonstrate competency in constructing a resume.
5. Demonstrate competency in constructing a cover letter to accompany a resume.
6. Demonstrate competency in interviewing skills for employment in social work.
7. Develop a knowledge base of employment search strategies where social workers are employed.
8. Critique the CU social work program for strengths and limitations.
9. Critique the CU field placement for strengths and limitations.
10. Review the social work curriculum course content as a “Capstone” experience.
11. Complete self-rating of Core Competencies (CSWE Standards 2015).

Requirements/Expectations:

10. Class attendance is mandatory, unless excused **prior to class** by the professor. Class participation is essential, as social workers have the ethical responsibility to contribute to others’ knowledge and fully engaged in the learning process. Attendance and participation are graded. Please inform the professor if there are special circumstances.
11. Students are responsible for all assignments and covered content if absent.
12. Two hours of outside work per hour of class is required in accordance with University policy. The student’s level of commitment will enhance the ability to earn the desired grade. Students are expected to critically read the required texts and readings for each week before class and participate in text-based discussion.
13. Please check your email daily for any course updates.
14. Cell phones are to be turned off and put away in the classroom. Laptops and tablets may be used **for academic purposes** only with the express permission of the professor.
15. Existing college policies will be followed in the event a class must be cancelled due to inclement weather.
16. If the professor is late, students are expected to stay for the duration of the class. The professor will make every effort to communicate anticipated lateness or the need to cancel class.
17. Students are expected to be respectful of the views and perspectives of others. Respectful does not mean acceptance, but a willingness to listen and to respond.
18. Assignments are due by the beginning of class on the day listed on the calendar. **All assignments are required to be uploaded to Canvas. Some assignments may also require a printed copy to be turned in during class.** All late work will be penalized ten percent per day. Work turned in after the class period is considered late. Late work

will no longer be accepted after one week from due date. It is the student's responsibility to make arrangements with the instructor regarding late assignments. Assignments will not be accepted via e-mail.

Writing Assignments

All assignments must be typed. Some assignments may require APA style (Times New Roman 12pt. font, 1 inch margins, cover page, numbered pages, etc.). Citations, references, and grammar must also follow APA style. The reference librarian can assist you with APA style and assistance is available at

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

Papers will be graded on content and conventions. Rubrics will be distributed in class and are available on Canvas. The writing clinic is an excellent source for all students.

Writing Standards Policy

All written work should adhere to the University's Writing Standards. If you have concerns, please access the Academic Support Center.

Accommodations Policy

Students with disabilities who believe that they may need accommodations in this class should contact the Learning Specialist in the Academic Support Center (in Babcock Hall) at 468-1428 as soon as possible to discuss Castleton University's disability accommodations policies and process. After accommodation forms are filled out and signed and returned to the instructor, your accommodations will be implemented.

Safety

Please note that there are security and safety policies and resources at CU designed to keep all members of the community safe. Students are encouraged to review these policies and to understand that disclosures of dangerous or harmful behaviors are subject to mandated reporting by staff to the CU administration, human resources, and/or public safety. Confidential counseling services are available at the Wellness Center at 468-1346.

Academic Support

The Academic Support Center offers math clinics, writing clinics, tutoring, and assistance with study skills, including time management, test preparation, note taking, textbook reading, and coping with stress. Go to www.castleton.edu/academics/academic-support. The instructor may refer you to the Academic Support Center. Tutors may be available from within the social work program. Please speak to the professor for more information.

Academic Honesty

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principals that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding

and safeguarding these academic standards and principles. Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities. The University's definitions of infractions can be found online at catalog.castleton.edu.

Plagiarism Policy

Using the words or ideas of someone else without proper acknowledgment is immoral and illegal, and **will result in a grade of F** for the assignment and/or the course and a referral to the Dean. The University's examples of plagiarism can be found at catalog.castleton.edu.

Sexual Misconduct Required Reporting: Title IX/Policy 311-A

The Vermont State Colleges System is committed to ensuring our campuses are safe places for students and employees. Faculty and staff are considered mandated reporters when it comes to experiences of interpersonal violence (sexual assault, sexual harassment, dating/domestic violence, and stalking). Disclosures of interpersonal violence will be reported to the Title IX Coordinator, who can help provide support and academic accommodations for students who have been impacted. More information can be found online at <https://resolve.vsc.edu/>

Course Assignments

A detailed description of each assignment can be found in Canvas under the "Assignments" tab.

Assignment	Percentage of Total Grade	Due Date
Attendance & Participation	10%	Ongoing
Professional Portfolio	25%	2/19/20 (rough draft due 2/12/20)
Mock Interview	10%	2/19/20
Competency 4 Assignment	35%	Paper due 3/11/20 See course schedule to determine if you are presenting 3/11 or 3/18.
Field Assessment	P/F	3/18/20
Career Presentation	20%	Dates vary. Students will sign-up for presentation date on first day of class.
Field and Program Evaluation	P/F	5/13/20
Total	100%	

Grades

A+ (97-100)	4.0	B (83-86)	3.0	C- (70-72)	1.7
A (93-96)	4.0	B- (80-82)	2.7	D+ (68-69)	1.3
A- (90-92)	3.7	C+ (77-79)	2.3	D (65-67)	1.0
B+(87-89)	3.3	C (73-76)	2.0	F (0-64)	0.0

Course Schedule

This schedule is a flexible document and may be adapted and adjusted based on student need and what is covered during class week to week. Students are expected to check Canvas regularly for any updates.

Date	Unit	Class Topic	Required Reading	Assignment Due
Week 1: Wed 1/22/20		Introduction and Course Overview		
Week 2: Wed 1/29/20	Unit 1	Review of Qualitative and Quantitative Research Methods Guest Speaker: Beth Bidlack, Library Director (will walk to library as a class for workshop)	Research articles for Competency 4 Assignment	
Week 3: Wed 2/5/20	Unit 2	Professional Portfolios (Job Searching, Cover Letters, and Resumes) Guest Speaker: Renée Beaupre White, Director of Career Services	<i>101 Careers in Social Work</i> , Chapter 19: Job Hunting Tips Research articles for Competency 4 Assignment	
Week 4: Wed 2/12/20	Unit 3	Interview and Networking Skills Peer Review of Professional Portfolios	Research articles for Competency 4 Assignment	Bring printed rough draft of Professional Portfolio to class
Week 5: Wed 2/19/20	Unit 3	Mock Interviews	Research articles for Competency 4 Assignment	Professional Portfolio Mock Interview

Week 6: Wed 2/26/20		NO CLASS: WINTER BREAK		
Week 7: Wed 3/4/20	Unit 4	Effective Use of Supervision & Consultation	Research articles for Competency 4 Assignment	
Week 8: Wed 3/11/20	Unit 5	Competency 4 Presentations <ul style="list-style-type: none"> • 7 students 		Competency 4 Paper Assignment Half of class will present Competency 4 Presentation
Week 9: Wed 3/18/20	Unit 5	Competency 4 Presentations <ul style="list-style-type: none"> • 6 students 		Half of class will present Competency 4 Presentation Field Assessment (Printed Copy due in class. Do not upload to Canvas. Please do not include your name to maintain your confidentiality)
Week 10: Wed 3/25/20	Unit 6	Leadership in Action	<i>Dare to Lead</i> Introduction – Part One, Section 2 (page 3-70)	
Week 11: Wed 4/1/20				
Week 12: Wed 4/8/20		NO CLASS: SPRING BREAK		

Week 13: Wed 4/15/20	Unit 7	Review of Courses Instructed by Dr. Michael Reeves <ul style="list-style-type: none"> • Introduction to Human Services • Practice I • Social Welfare Programs, Policies, and Issues • Early Field • Field I &II 	<i>Dare to Lead</i> Part One, Section 3-5 (page 71-182)	
Week 14: Wed 4/22/20	Unit 7	Review of Courses Instructed by Dr. Luther Brown <ul style="list-style-type: none"> • Introduction to Human Services • Discrimination in American Society • Human Behavior & the Social Environment I&II • Social Work Practice III 	<i>Dare to Lead</i> Part Two (page 183-218)	
Week 15: Wed 4/29/20	Unit 8	Professional Organizations Guest Speaker: Darlene Fury Executive Director of NASW-VT.	<i>Dare to Lead</i> Part Three (page 219-238)	
Week 16: Wed 5/6/20	Unit 7	Review of Courses Instructed by Professor Margaret Miles <ul style="list-style-type: none"> • History & Philosophy of Social Work • Practice II • Social Work Capstone Course Conclusions	<i>Dare to Lead</i> Part Four (page 239-272)	
Final Exam Slot: Wed 5/13/20		CSWE 2015 Competencies Instrument will be administered		Field and Program Evaluation

4:00-6:00 PM				
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Assignment Descriptions

For additional details regarding assignment descriptions (including assignment rubrics) please refer to Canvas.

Professional Portfolio

Students will select an available social work job that they are interested in applying for by searching classified ads and/or networking. Then, the student will create a resume and cover letter specifically tailored for their selected job. Students will have the chance to peer review portfolios prior to final submission.

Mock Interview

Students will interview for the same social work job that they used for their professional portfolio. All interviews will be scheduled during class on 2/19/20.

Competency 4 Assignment

Engage in Practice-informed Research and Research-informed Practice

Select an area of practice that is especially relevant to your field placement site. For example, if your placement is at a school, perhaps you are interested in researching the relevance of *Positive Behavioral Interventions and Supports (PBIS)*. *How does your practice experience inform what you will research?* Search the literature on your chosen topic and select four articles related to your area of research. Two of the articles should be qualitative in nature, and two of the articles should be quantitative. Please select articles that were published within the last 10 years.

Part 1: Annotated Bibliography (10 points per citation, 40 points total)

Provide an annotated bibliography with a citation and summary for each of the four articles (2 quantitative and 2 qualitative). Use standard APA format for the citations and one full paragraph of summary text, following this format:

- 3 to 4 sentences to **summarize** the main idea(s) of the source.

What are the main arguments? What is the point of this article? What topics are covered?

- 2 or 3 sentences to **assess** and **evaluate** the source.

How does it compare with other sources in your bibliography? Is this information reliable? Is it current? Is the author credible? Do they have the background to write on this topic? Is the source objective or biased?

Part 2: Reflective Paper (40 points)

Discuss how the research you conducted could be applied in actual practice at your agency. In other words, *how does the research inform the practice at your agency* Write a (4-5 page) reflective paper that addresses the following questions:

- While reading your journal articles did you discover any findings that support one treatment modality or intervention over others? How did the qualitative findings compare to the quantitative findings? Why are the research methods you selected an appropriate (or inappropriate) fit? (15 points)
- Identify any strengths, limitations, or recommendations you would make based on your research and/or the application of the model in practice. Based on your research, what recommendations do you have for your field placement site regarding the application of your research? (15 points)
- How could your practice experience improve the current research? What additional research do you suggest? (10 points)

Part 3: Presentation (20 points)

- Conduct a 10-15 minute in-class presentation based on the findings of your reflective paper. See course schedule for assigned presentation dates.

Field Assessment

Write-up a half page overview of the strengths, weaknesses, and limitations of your field placement setting. This will be placed on reserve at the Coolidge Library for juniors to review prior to your agency presentation to them.

Printed Copy due in class. Do not upload to Canvas. Please do not include your name to maintain your confidentiality.

Career Presentation

A sign-up sheet will be distributed the first day of class. Select a day for your presentation and note the associated chapter from *101 Careers in Social Work*. Select a career in social work **that is not related to your current field placement**. Read your selected chapter and create a 10-15 minute engaging presentation for your classmates. Make sure to describe new information you learned about this career and any other facts that you determine are especially relevant to your classmates as they prepare to enter the field. Prepare 2-3 questions for the class to guide them in discussion after your presentation.

Field and Program Evaluation

The field practicum is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting.

Please answer the following questions about your field experience:

- How has the field experience enabled you to integrate prior course work?
- Have you had sufficient opportunities to utilize your social work skills and knowledge base in practice and policy?
- What could be done to better integrate curriculum with field practicum?
- How effective was the CU program in preparing you to be competent in your field experience?

Please answer the following questions about your overall program experience:

- How well has the CU Social Work Program prepared you for beginning level, generalist practice?
- What could we have done to enhance your educational experience?
- What areas in the curriculum need strengthening and/or limiting?
- What needs to be added, either as courses or content?
- What can we eliminate?
- What have you liked best and least about your experiences through the social work program?
- Which social work curriculum areas do you believe are strong, and which areas need further attention? How should we address these issues in the future?

Printed Copy due in class during the final exam period. Do not upload to Canvas. Please do not include your name to maintain your confidentiality.

SWK: 2040: Discrimination in American Society

TTH: 2:00-3:15 PM

CO I: 3 Credits

Dr. Luther Brown

Tele: 468-1330

E-mail: luther.brown@castleton.edu

Office: Leavenworth 253

Office Hours: M 11:00-11:50

W 02:00-02:50

TTH 03:20-04:00

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The Academic Support Center offers Math clinics, Writing clinics, tutoring, and assistance with study skills, including time management, test preparation, note-taking, textbook reading, and coping with stress. Go to www.castleton.edu/academics/academic support for additional information.

TEXTS:

McLemore, S. Dale, & Romo, Harriett D. Racial and Ethnic Relations in America Boston: Allyn and Bacon, 7th. Edition, 2005. **(ON LIBRARY RESERVE)**

Rothenberg, Paula S. Race, Class, and Gender in the United States New York: Worth Publishing, 9th Edition, 2014. **(Purchase is not required, On Library Reserve)**

Marsiglia, Flavio Francisco & Kulis, Stephen. Diversity, Oppression, and Change: Culturally Grounded Social Work Chicago: Lyceum Books Inc. 2015. **(Purchase not required. On Library Reserve)**

Bakanic, Von. Prejudice: Attitudes about Race, Class, and Gender Upper Saddle River, New Jersey: Pearson Prentice Hall, 2009 **(On Library Reserve, Purchase is not required)**

*Healey, Joseph F., Stepnick, Andi, and O'Brien, Eileen Race, Ethnicity, Gender, and Class Thousand Oaks: Sage Publications 8th Edition, 2019. **(Purchase is required).**

RESERVED REQUIRED ITEMS WILL BE MARKED WITH (**)

REQUIRED READINGS ARE DESIGNATED BY (*)

SOCIAL WORK PROGRAM COMPETENCIES

Relevant Program Competencies

As a program accredited by the Council on Social Work Education, the Castleton University program competencies and practice behaviors are consistent with the Educational Policy Statement of that organization.

Competency 1: Demonstrate Ethical and Professional Behavior

- A. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes as appropriate to contexts;
- B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- C. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- D. Use technology ethically and appropriately to facilitate practice outcomes; and
- E. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- A. apply and communicate an understanding of the importance of diversity and difference in shaping the life experiences in practice at the micro, mezzo, and practice levels;
- B. present themselves as learners and engage clients and constituencies as experts of their own experiences, and
- C. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- A. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- B. engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- A. use practice experience and theory to inform scientific inquiry and research;
- B. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- C. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- A. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- B. assess how social welfare and economic policies impact the delivery of and access to social services;
- C. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with individuals, Families, Groups, Organizations, and Communities

- A. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- B. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess individuals, Families, Groups, Organizations, and Communities

- A. collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- C. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- D. select appropriate intervention strategies based on the assessment, research knowledge, and value preferences of the clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- A. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- C. Use inter-personal collaboration as appropriate to achieve beneficial practice outcomes;
- D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- E. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- A. select and use appropriate methods for evaluation of outcomes;
- B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- C. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- D. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

PART I: THEORY AND HISTORY

*******Measured practice behaviors are bold-faced below**

Unit I: Introduction to the Course Weeks 1-2.

A. Key concepts and definitions

1. Assimilation, conflict theorist, consensus theorists, relative power, melting pot theory, discrimination: individual, organizational, and structural discrimination as process, racism, sexism, oppression, xenophobia, interest theory, human diversity and behavior, race, ethnicity, construction of differences, majority-minority status, privilege, social functioning, interpersonal process, culturally sensitive practice, assessments, person-in-environment (Competencies 2,3, 6,7).

B. Nature of problems associated with prejudice/discrimination

- 1. Social and psychological
- 2. Political and economic
- 3. The P.I.E. system of problem identification

C. Transition to America: historical basis for discrimination and prejudice; immigration status past and present. Lecture and Discussion:

1. Voluntary entrance and assimilation

2. Involuntary entrance and assimilation

3. Implications for assimilation

- a. Factors affecting the rate of assimilation
- b. Assimilation theories

D. The Social Construction of race, class, gender, sexuality

- a. Do we need human classifications based on race, class, gender, or sex?

- b. Distribution of Scarce resources: beneficiaries and losers
- c. Is one's sexual, disability, or racial status natural?

E. Scientific Racism and Sexism (Lecture)

F. Lecture: Individual and social uses of human differences

G. Test I: All identified content and readings

H. Assignment # 1: Individual and social uses of human differences

I. Submission of study/review/reflection questions for chapter 1 (Healy, 2019)

Readings:

- **1.Mclemore, S. Dale. Racial and Ethnic Relations in America. 2005, 7th Edition, chapters 1, 2, 4.
- **2.Rothenberg, Paula S. Race, Class, & Gender: An Integrated Study. 2014, Part I: The Social Construction of Difference: Race, Class, Gender, and Sexuality, pp 1-117 (Articles 1, 3, 6, 9, 11).
- **3.Marsiglia, Flavio Francisco & Kulis, Stephen. Diversity, Oppression, and Change: Culturally Grounded Social Work, 2015 Chapters 1-2
- **4.Ridlen, Sylvia, and Elizabeth Dane. "Individual and Social Implications of Human Differences" Journal of Multicultural Social Work, Vol.2 No.2, 1992 pp. 25-41.
- **5.Bakanic, Von. Prejudice: Attitudes about Race, Class, and Gender. 2009, Chapter 1.
- *6.Healey, Joseph and O'Brien, Eileen. Race, Ethnicity, Gender, and Class. 2019, Chapter 1.

A. Historical Patterns of Domination: An Anglo-American infra-structure; Lecture

- 1.Dominant groups
- 2.Transactions among groups.
- 3.Immigration patterns
- 4.Developing a mainstream culture

B. Finding common ground among existing groups

C. Chains of Immigration

D. lecture and Discussion: Key concepts and terms

Melting-pot theory, cultural pluralism, cultural assimilation, nativism, xenophobia, ethno genesis, Ethnocentrism, man stealing laws, forced assimilation (Mexicans and African Americans), chattel slavery, separatism, prejudice, discrimination, fear of strangers, patterns of adjustment (Competencies 2, 3,7)

E. Submission of study/review/reflection questions for Chapter 2 as indicated (Healey Chapter 2)

F. GRADED ASSIGNMENT # 2: ANALYSIS OF VIDEO: AMERICA BECOMING

G.TEST NUMBER 2: CRITICAL TERMS AND ANALYTICAL ESSAY QUESTIONS

Readings:

- **1.**Mclemore, S.Dale. Racial and Ethnic Relations in America. 2005, 7th Edition, chapters 2, 4.
- **2.**Rothenberg, Paula. Race, Class, and Gender: Part II: Understanding Racism, Sexism, Heterosexism, and Class Privilege, 2014 (Articles 1, 4, 6, 10).
- **3**Masiglia, Flavio and Kulis, Stephen. Diversity, Oppression, and Change. 2015, 2nd Edition, Chapters 3, 8.
- *4.**Healey, Joseph and O'Brien, Eileen. Race, Ethnicity, Gender, and Class: 2019, Chapter 2.

Unit 3: Restrictive Patterns of Immigration and Beyond (Competencies 2, 3, 7) Weeks 5-6

A. **Scientific Racism and Sexism** and target groups: Lecture and Discussion

B. Racial differences as a method

C. **The legal system as leverage (Lecture)**

1. Racism and Sexism
2. Major legislative provisions
3. Relative strengths\limitations
4. Health status and sexual preference
5. Economic versus political refugees

D. Outcomes: prejudice and discrimination; **Lecture: Distributing Scarce Resources**

E. Key concepts

Scientific racism, genotypes, phenotypes, recessive characteristics, IQ, prejudice-discrimination, cultural transmission theory, stereotype, personality theory of prejudice, Group-identification theory, group-gains theory, class, occupational segregation, gender inequity (Competencies 2,3,6,7).

F. Video: America Becoming: An analysis of settlement patterns by new immigrants within cities and towns, over the last five decades. Manifestations of prejudice and discrimination are displayed.

G. Submission of study, review, and reflection questions as indicated (Healey, Chapter 3)

WINTER RECESS

Test 3: Understanding of mechanisms and effects of oppression

Readings:

- **1. Mclemore, S. Dale. Racial and Ethnic Relations in America 2007.
- **2. Rothenberg, Paula. Racism and Sexism. 2014, Part VII: How it Happened: Race and Gender Issues in U.S. Law, pp 493 Part 8: Maintaining Race, Class, and Gender Hierarchies: Reproducing Reality, pp 575; part VI: Many Voices, Many Lives: Some Consequences of Race, Class, and Gender Inequality.
- *3. Appleby, George. Diversity, Oppression, and Social Functioning 2007, Chapter 4.
- **4. Bakanic, Von. Prejudice: Attitudes about Race, Class, and Gender. Chapters 3-5.
- **5. Marsiglia, Flavio Francisco & Kulis, Stephen. Diversity, Oppression, and Change. 2009, Chapters 4-5.
- *.6. Healey, Joseph and O'Brien, Eileen. Race, Ethnicity, Gender, and Class. 2019, Chapter 3.

Unit 4: Problem Solving and Intervention Efforts

Weeks 7-8

A. Macro-level strategies and prospects

B. Micro-level strategies and prospects

C. Psycho-Educational Approaches

D. Legal Approaches

E. KEY Concepts:

Busing, Brown V. Board of Education, desegregation, quotas, affirmative action, Bakke case, corporate pluralism, T-groups, Encounter group, confrontation, Scatter-site housing, educational and legal approaches, political empowerment (Competencies 2,3, 6,7,8).

Mid-Semester

F. Assignment # 4: Detection and Intervention with Campus-Based Bias (Competency # 3):

Readings:

****1.**Mclemore, S, Dale. Racial and Ethnic Relations in America. 2001, 6th Edition, Chapter 14 or Appendix 2 (2005 Edition)

****.**Rothenberg, Paula. Part IX: Social Change: Making a Difference.

PART II: SELF AWARENESS AND PROFESSIONAL FUNCTIONING

Unit 5: **Self Awareness and Professional Development: Lecture and Discussion**

Weeks 9-10

A. Goals and Functions of the social welfare system

- 1.Client-oriented goal
- 2.Worker responsibilities and functions
- 3.Human Service professionals: Social workers Psychologists, Nurses, Physicians, Corrections Counselors, Counselors, Probation and Parole Officers, Educators.
- 4.Professional goals: Efficiency and effectiveness of outcomes with clients, patients, students, parolees, probationers, supervisees, etc.

B. The role of Human Diversity

- 1.Client systems associated with social welfare
- 2.Client variations in race, class, gender, age, sexual orientations, and ability

C. Critical issues related to professional functioning

- 1.Gender-neutral decision-making
- 2.Racial differences between worker and client
- 3.Sexual orientations and bias management
- 4.Cultural sensitivity and competence

D. Self-Awareness and Professional Development as a practitioner (Competencies 2, 3)

- 1.Ethnic and racial identity along with associated values

- 2. Sexual/gender identity
- 3. Vocational identity
- 4. Culture and dynamic patterns

E. Assignment # 3: Assessment of self-awareness (Practice Behavior Exercises 1-5)

Spring Recess

Readings:

- **1. Walker, Kanta, Burman, Erica & Gowrisunkur, Jaya. "Counting Black Sheep: Contextualizing Therapeutic Relations" Psychodynamic Practice 8.1 February 2002, pp. 55-73
- **2. Strous, Martin "Anti-client and Pro-client Positions in Interracial Psychotherapy" South African Journal of Psychology 34(1) 2004 pp. 25-54.
- *3. Murphy, M. et al. "The Effects of Therapist-Client Racial Similarity on Client Satisfaction and Therapist Evaluation of Treatment" Contemporary Family Therapy 26(3), September 2004, pp. 279-292.
- *4. Davis, Larry and Joe Gelsomino. "An Assessment of Practitioner Cross-Racial Treatment Experiences" Social Work Vol.39, No.1 January 1994, pp. 116-123.
- **5. Williams, Carmen B. "Counseling African American Women: Multiple Identities-Multiple Identities" Journal of Counseling and Development Summer 2005, Volume 83, pp. 278-283.
- **6. Baruth, Leroy & Manning, M. Lee. Multicultural Counseling and Psychotherapy, 2007, Chapters 2-3.
- **7. Altman, Neil. "Whiteness Uncovered" Psychological Dialogues 14(4) 2004, pp.439-446.
- *8. Helms, J.E. Black and White Racial Identity: Theory, Research, and Practice. New York: Greenwood Press, 1993.
- **9. McIntosh, Peggy White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies 1992, pp 70-81.
- **10. Appleby, George et al. Diversity, Oppression, and Social Functioning 2007, Chapters 2-3.
- **11. Bakanic, Von. Prejudice: Attitudes about Race, Class, and Gender. Chapters 2, 7, 8

PART III: COMPETENCY IN MULTICULTURAL KNOWLEDGE AND SKILLS

Unit 6: Significant Racial\Ethnic\Class\Gender\Disability Groups as Targets: Intervention oriented knowledge (Competencies 2, 6, 7,8).

Weeks 11-14

A. Japanese Americans

Problems and prospects

B. Mexican Americans

Problems and prospects

C. African Americans

Problems and prospects

D. Native Americans

Problems and prospects

E. Women

The paradox in minority-majority relations

F. Inequality and Class: The Poor

G. Sexual orientation group

H. Arab Americans

Problems and Prospects

Diversity and religion

I. Group Presentations (Competencies 2,3,4,6,7)

J. Key concepts:

Ecological hypothesis, indexes of dissimilarity, primary and secondary labor market segregation, bracero program, Chicanismo, cultural and structural assimilation, Plessy V. Ferguson, rising-expectation hypothesis, relative-deprivation theory, construction, Dawes act, full-blood, mixed-blood, exogamy

L. African-American Family values, views about self-disclosure, nonverbal behavior, assertiveness, values, child-rearing practices, world view, time, space, socioeconomic status, trusting relationships, self-actualization, the locus of control, perceptions of power, spirituality/religion, predominant cultural scripts.

M. Same knowledge areas as listed above for:

1. Hispanic Americans
2. Asian Americans
3. Native Americans
4. Sexual Orientation Groups
5. Women
6. Persons from the lowest socioeconomic stratum (The Poor)
7. Arab Americans
8. Anglo Americans
9. The Disabled
10. The Undocumented
11. Appearance (looks)
12. Political Subcultures

N. Submission of study, review, and reflection questions as indicated (Healey 2019 Chapters 6-12.

O. Video: Facing the Hate

P. ASSIGNMENT # 4: GRADED GROUP PRESENTATIONS: COMPETENCY IN KNOWLEDGE OF MULTICULTURAL GROUPS

Q. Implications for Social Work and other professions. Practice behaviors: critical thinking; ethical values; social and economic justice assignments and evaluations.

. FINAL EXAM TUESDAY 1:30-3:30 PM Do not schedule other activities in this time frame

Readings:

**1.Mclemore, S. Dale. Racial and Ethnic Relations in America, 2005, 7th edition. Chapters 6-13.

2.Video: 25 Years After Stonewall

3.Rothenberg, Paula 2001, Part 7: Creating and Maintaining Hierarchies: Stereotypes, Ideology, Language, Violence and Social Control

4.Appleby, George et al. Diversity, Oppression, and Social Functioning 2007, Chapters 5-13.

*5.Barth, Leroy & Manning, M. Lee. Multicultural Counseling and Psychotherapy: A Life-Span Perspective. New York: Macmillan Publishing Co. 1991, 4-7.

*6.Rothenberg, Paula. Parts 2: Understanding Racism, Sexism, Heterosexism, and Class Privilege, Part VI: Many Voices, Many Lives: Some Consequences of Racial, Gender and Class Inequality.

**7.Rothenberg, Paula. Race, Class, and Gender in the United States New York: Worth Publishers, 2014, Part IX: Social Change: Envisioning the Future and Making a Difference, pp 647-.

**8.Bakanic, Von. Prejudice: Attitudes about Race, Class, and Gender, 2009. Chapters 6, 9.

**9.Marsiglia, Flavio Francisco & Kulis, Stephen. Diversity, Oppression, and Change, 2015, Chapters 3, 8-9

*10.Healey, Joseph, and O'Brien. Race, Ethnicity, Gender, and Class. 2019, Chapters 6-12.

Social Welfare Policies, Programs, and Issues (SWK 4010)
Course syllabus
Professor: Dr. Michael Reeves Office: Leavenworth 256, 468-1395

Castleton Social Work Program Mission Statement

The mission of the Castleton University Social Work Program is to prepare students, through higher education that is grounded in the liberal arts, to be effective and competent social work professionals in the context of their practice. Consistent with the profession's purpose and guided by the person-in-environment framework and a strengths-based approach, students will be prepared to provide global and local leadership to implement evidence-based services that respect human diversity, promote human rights and social, economic, and environmental justice, work towards the elimination of poverty, and enhance quality of life through a range of prevention and intervention methods with diverse client systems. Students will use critical thinking to reflect the profession's ethical and core values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence and their application in practice.

Course Description

The purpose of this course is to help students understand what drives social welfare policy, how it impacts our lives and the lives of our clients, and how we can change it. The course is designed to be theoretical and practical.

Fundamental concepts and theories of social welfare policy are examined. An overview of the history of social welfare policy in the United States is explored. Social welfare policies and programs are examined within the context of the strengths and weaknesses of current government interventions. Special focus is given to social welfare policies and programs designed to promote social and economic justice. The themes of poverty, racism, sexism, homophobia, and other forms of oppression are addressed.

Students will also learn ways to conduct effective social welfare policy practice. The course presents strategies and tactics to influence the development and implementation of social welfare policies and programs.

Type of instruction

Instruction will include lecture, small group and class discussion, videos, internet sources, and student presentations. Social work is an interactive profession and this class will require student interaction with other students, professors, and members of the community. Guest speakers may also come to class.

Required Texts

1. Required text: Segal, E. (2010). *Social Welfare Policy and Social Programs*. Brooks/Cole 2010
2. US Constitution (Distributed in class)

SOCIAL WORK PROGRAM COMPETENCIES AND BEHAVIORS
Council on Social Work Education (CSWE) - 2015 Standards
Commission on Accreditation & Commission on Educational Policy

Competency 1: Demonstrate Ethical and Professional Behavior

- A. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- B. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- C. demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication;
- D. use technology ethically and appropriately to facilitate practice outcomes; and
- E. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- A. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- B. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- C. self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- A. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- B. engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

- A. use practice experience and theory to inform scientific inquiry and research;
- B. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- C. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- B. assess how social welfare and economic policies impact the delivery of and access to social services;
- C. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- A. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- B. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- A. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- C. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- D. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- A. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- B. apply knowledge of human behavior, and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- C. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- D. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- E. facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- A. select and use appropriate methods for evaluation of outcomes;
- B. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- C. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- D. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Knowledge Objectives/Learning Outcomes

Upon completion of the course, students will be able to:

1. Describe the historical events which shaped the development of social welfare policies and programs in the United States, including the US Constitution
2. Identify how societal values influenced and continue to influence the development of social welfare policies and programs in the United States,
3. Understand the impact of oppression on the delivery of social welfare services
4. Be familiar with the bureaucratic, political, and legislative processes which influence the delivery of social welfare services,
5. Identify the development of the social work profession and social work values and ethics
6. Explain, discuss and critically evaluate the structures, functions, and purposes of social welfare policies and programs,
7. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services,
8. Analyze how racism, sexism, classism, homophobia, and other forms of societal oppression have impact on the social welfare services
9. Advocate for human rights and social and economic justice
10. Collaborate with colleagues and clients for effective policy action
11. Engage in practices that advance social, economic, and environmental justice,
12. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

Expectations

1. Class attendance and participation are mandatory. Social workers have the ethical responsibility to contribute to others' knowledge and to do their fair share in the learning process. To do so, you must critically read the required texts and readings for each week before class. This will help you participate in text-based discussion. Social workers have the right and responsibility to shape social policy and need to be in the classroom to develop those skills and interests. You cannot participate if you are not in class, therefore all absences count against the attendance/participation grade. Unexcused absences count as a full absence and excused as a half. Excuses are at the discretion of the professor and must come prior to class. Tardiness counts as a half unexcused absence; tardiness of more than 20 minutes counts as a full unexcused absence. Students are responsible for all assignments and covered content if absent/tardy. Students will need to get notes and handouts from missed classes from their classmates and/or Canvas.
2. Two hours of outside work per hour of class is required in accordance with University policy. The student's level of commitment will enhance the ability to earn the desired grade. Critically read the required texts and readings for each week before first class. Be prepared with at least two discussion questions for each week's assigned reading.
3. Check your email at least weekly for updates.
4. Cell phones are to be turned off and put away in the classroom. Laptops and tablets may be used for academic purposes only with the express permission of the professor.
5. Existing college policies will be followed in the event a class must be cancelled due to inclement weather.

6. If the professor is late, students are expected to stay for the duration of the class. The professor will make every effort to communicate anticipated lateness or the need to cancel class.
7. Students are expected to be respectful of the views and perspectives of others. Respectful does not mean acceptance, but a willingness to listen and to respond.
8. Students must attend all presentations during finals week.
9. Assignments must be handed in on time for full credit. Each day late will result in a deduction. Major assignments are due at the beginning of class on the date assigned or by midnight via email. Homework is due at the beginning or before class. Timeliness for emailed assignments will be based on the time the assignment is received by the professor, not what time it was sent. Email errors are the responsibility of the student.
10. Extensions may be granted by the professor in advance if requested.

Written assignments

All assignments must be typed. Assignments must follow APA style (Arial, Helvetica, or Times New Roman 12pt. font, 1 inch margins, cover page, numbered pages). In-text citations, reference page, and grammar must also follow APA style. The reference librarian can assist you with APA style and assistance is available at

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Papers will be graded on content and conventions. Rubrics will be distributed in class and are available on Moodle. If you anticipate difficulty in writing, please self-refer to the writing clinic. If you are referred to the writing clinic by the professor, it is mandatory to receive an improved grade.

Timeliness

All assignments must be submitted on the due date unless approved by the professor.

Hardcopies/presentations are due at the beginning of class. Electronic copies are due by midnight of the date the assignment is due. Extensions may be granted in advance on a case by case basis.

Writing Standards

All written work should adhere to the University's Writing Standards. The Writing Standards handbook is at: s3.amazonaws.com/Castleton/files/resources/writingstandards.pdf. If you have concerns, please access the Academic Support Center

Grading/Rating Scale

A=4 points--Excellent mastery of course material

B=3 points--Good mastery of course material

C=2 points--Acceptable mastery of course material

D=1 point--Deficient in mastery of course material

F=0 points--Serious deficiency in mastery of course material

Major papers/presentations are graded on a rubric following the GPA (4pt) scale. Assignment-specific rubrics will be posted on Canvas. Quizzes are graded on a 100 point scale, then converted to GPA.

Assignment weighting

- a) *US Constitution* quiz (5%)
- b) Exam paper #1 (take-home) oppression impact (5%); leadership (5%)
- c) Your policy chapter presentation (10%)
- c) Your chosen policy analysis paper (20%)
- d) Your chosen policy implementation paper (10%)
- e) Your demonstration of policy advocacy (5%)
- e) Final in-class exam on federal policies (10%)
- f) Articles (10%)
- f) Attendance and participation (20%)

Grades

A+ (97-100)	4.0	B (83-86)	3.0	C- (70-72)	1.7
A (92-96)	4.0	B- (80-82)	2.7	D+ (67-69)	1.3
A- (90-92)	3.7	C+ (77-79)	2.3	D (65-66)	1.0
B+ (87-89)	3.3	C (73-76)	2.0	F (0-64)	0.0

Accommodations policy

Students with an academic difficulty or disability may elect to seek supportive services and accommodations for their classes and coursework at CU. Please contact Academic Support Center, Babcock Hall at 468-1347 for general information or Gerry Volpe, Coordinator at 468-1428. Professors and ASC staff can coordinate accommodations for any student based on CU policies. Accommodations will only be made by the professor when they are required in writing by the ASC.

Safety

Please note that there are security and safety policies and resources at CU designed to keep all members of the community safe. Students are encouraged to review these policies and to understand that disclosures of dangerous or harmful behaviors are subject to mandated reporting by staff to the CU administration, human resources, and/or public safety. Confidential counseling services are available at the Wellness Center at 468-1346.

Academic support

The Academic Support Center offers math clinics, writing clinics, tutoring, and assistance with study skills, including time management, test preparation, note taking, textbook reading, and coping with stress. Go to www.castleton.edu/academics/academic-support. The instructor may refer you to the Academic Support Center and your willingness to follow through may be reflected in your grade.

Academic Honesty

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles. Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate

authorities. The University's definitions of infractions can be found online at catalog.castleton.edu.

Plagiarism policy

Using the words or ideas of someone else without proper acknowledgment is immoral and illegal, and **will result in a grade of F** for the assignment and/or the course and a referral to the Dean. The University's examples of plagiarism can be found at catalog.castleton.edu. Be sure to double check your work. With today's internet, it is very easy to check for plagiarism. Do not let this issue negatively impact your academic and professional career.

Sexual Misconduct Required Reporting: Title IX/Policy 311-A

The Vermont State Colleges System is committed to ensuring our campuses are safe places for students and employees. Faculty and staff are considered mandated reporters when it comes to experiences of interpersonal violence (sexual assault, sexual harassment, dating/domestic violence, and stalking). Disclosures of interpersonal violence will be reported to the Title IX Coordinator, who can help provide support and academic accommodations for students who have been impacted. More information can be found online at <https://resolve.vsc.edu/>

COURSE OUTLINE

**This schedule may be modified based on student/professor needs, with due notice.
Please pay attention to Canvas and emails from the professor.**

WEEK 1

Introduction to class, expectations, review of syllabus, timelines
The Constitution - preamble
Choosing news articles – news sources
Policy relationship to field placement

UNIT 1 - SOCIAL WELFARE POLICY AND UNDERLYING VALUES

What is social welfare and social welfare policy?
Conflicting values and beliefs in social welfare policy
Personal versus professional values and beliefs
The role of politics in social welfare policy
The Constitution: Cornerstone of civil rights – Articles and Amendments
Values and beliefs

Required reading: Segal chapter 1 (All chapters refer to 4th edition)

Required reading: *US Constitution*, pp. 31-63 & 79-86

Required reading: Segal chapter 6, 145-147

WEEK 2

UNIT 2 - HISTORICAL FOUNDATIONS OF SOCIAL WELFARE IN AMERICA

Colonial Period-Elizabeth Poor Laws; Industrialization
Civil War and Postwar period
Progressive Era - Settlements & Charity Organization Societies
New Deal Era - Social Security Act
WW II & postwar era
War on Poverty - Anti-poverty programs
Social Reform
Retrenchment
Through the 1990s
Current threats to social welfare

Required reading: Segal chapter 2

WEEK 3

UNIT 3 - CONCEPTUAL FOUNDATIONS OF SOCIAL WELFARE POLICY

Ideologies of the social welfare system
Theories of the evolution of the social welfare system
Paradigms of the social welfare system

Required reading: Segal chapter 3

UNIT 4 - THE DELIVERY OF SOCIAL WELFARE SERVICES

The professionalization of social welfare services
Public and private providers of social welfare services
Forms of social welfare assistance
Conflicting values and beliefs

Required reading: Segal chapter 5

Quiz on *United States Constitution*

WEEK 4

UNIT 5 - ANALYZING AND RESEARCHING SOCIAL WELFARE POLICIES

What is policy analysis?
The dynamics of social welfare policy development
Models of social welfare policy analysis
Application of the model

Required reading: Segal chapter 4

WEEK 5

UNIT 6 - POLICY PRACTICE AND THE IMPACT OF SOCIAL WELFARE POLICY

How important is social welfare policy to social workers?
The power of social welfare policy
 How does social welfare policy change?
The influence of advocacy groups
Limitations of social welfare policy
Policy practice – advocacy strategies
Conflicting values and beliefs: Where do we go from here?

Required reading: Segal chapter 14

OCTOBER BREAK

Student presentations begin next week

WEEK 6

UNIT 7 - SOCIAL JUSTICE AND CIVIL RIGHTS

Barriers
Prejudice, discrimination, and oppression
Role of social work
Conflicting values and beliefs
Personal values and beliefs

Take-home oppression exam distributed

Required reading: Segal chapter 6
4 student civil rights article presentations
2 students present chapter 6

WEEK 7

UNIT 8 - POVERTY

Defining poverty and economic need
Antipoverty policies and programs
Conflicting values and beliefs

Required reading: Segal chapter 7

Take-home exam paper due
4 student poverty article presentations
2 students present chapter 7

Policy analysis/advocacy paper distributed

WEEK 8

UNIT 9 – ECONOMIC POLICY

Ideological differences between social work & economics
Key economic concepts
Major economic social welfare programs tied to economic conditions
Impact of the federal budget on social welfare policy
Corporate America
Changes in the workforce
The economic impact of housing and mortgages
Conflicting values and beliefs

Required reading: Segal chapter 8
4 student economics article presentations
2 students present chapter 8

Analysis and advocacy paper topics due

WEEK 9

UNIT 10 - SOCIAL INSURANCE

What is social insurance?
The purposes of the Social Security Act
The future of Social Security
Conflicting values and beliefs

Required reading: Segal chapter 9
4 student social insurance article presentations
2 students present chapter 9

WEEK 10

UNIT 11 - AGING

History
Services
Financial security
Health care for an aging population
Political power
Conflicting values and beliefs

Required reading: Segal chapter 10
4 student aging article presentations
2 students present chapter 10

WEEK 11

UNIT 12 - CHILDREN AND FAMILIES

The child welfare system
Historical development of child and family policy
Major federal programs
Emerging social concerns
Conflicting values and beliefs

Required reading: Segal chapter 11
4 student children and families article presentations
2 students present chapter 11

WEEK 12

UNIT 13 - HEALTH CARE POLICY

- Health care policy
- Mental health policy
- Major health programs
- Current needs and policy issues
- Emerging Health Concerns
- Conflicting Values and Beliefs

Required reading: Segal chapter 12
4 student health care article presentations
2 students present chapter 12

WEEK 13

UNIT 14 - US SW POLICIES AND INTERNATIONAL COMPARISONS

- Forced relocation and enslavement
- Immigrants and refugees
- Sex trafficking
- Globalization
- Border policies USMCA/NAFTA
- How does the US compare with other nations?
- Conflicting values and beliefs

Required reading: Segal chapter 13

Policy analysis paper due

Thanksgiving recess

Policy presentations begin next week

WEEK 14

Paper presentations and advocacy demonstrations in class (6)

WEEK 15

Paper presentations and advocacy demonstrations in class (6)

FINAL EXAM PERIOD 1:30-3:30

- Federal policies quiz
- Paper presentations and advocacy demonstrations in class (3)

Introduction to the Study of Community SSC 1010

Dr. Luther Brown

TTh: 2:00-3:15

LV202

Office: Lv 253 Ext.1330

Office hours: W 11:00-11:50

W 01:00-01:50

TTH 8:30-9:15

E-mail:luther.brown@castleton.edu

SOCIAL WORK PROGRAM MISSION STATEMENT

The mission of the Castleton University Social Work Program is to prepare students, through higher education that is grounded in the liberal arts, to be effective and competent social work professionals in the context of their practice. Consistent with the profession's purpose and guided by the person-in-environment framework and a strengths-based approach, student will be prepared to provide global and local leadership to implement evidence-based services that respect human diversity, promote human rights and social, economic, and environmental justice, work towards the elimination of poverty, and enhance quality of life through a range of prevention and intervention methods with diverse client systems. Students will use critical thinking to reflect the profession's ethical and core values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence and their application in practice.

Course Description

Characteristic concepts, theories, and perspectives of sociologists, geographers, and historians as applied to small-scale societies (communities) through first-hand observations on field trips to local communities as well as readings and classroom work. An ability to detect community-based needs and problems will also be stressed. Emphasis is placed upon power acquisition and struggles, relationship dynamics between and amongst racial, class, gender, age and sexual orientations groups, levels of community, community empowerment and political barriers, group conflicts, social structure, community cohesion, economic and social diversity, and community competency.

SOCIAL WORK PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS

As a program accredited by the Council on Social Work Education, the Castleton University program competencies and practice behaviors are consistent with the Educational Policy Statement of that organization.

Council on Social Work Education (CSWE)-Standards

Commission on Accreditation & Commission on Educational Policy

Competency 1: Demonstrate Ethical and Professional Behavior

A)make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context:

B)use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

C)demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication;

D)use technology ethically and appropriately to facilitate practice outcomes; and

E)use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

A)apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

B)present themselves as learners and engage clients and constituencies as experts of their own experiences; and

C)self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

A)apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

B)engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

A)use practice experience and theory to inform scientific inquiry and research;

B)apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

C)use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- A)Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;*
- B)assess how social welfare and economic policies impact the delivery of and access to social services;*
- C)apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.*

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- A)apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and*
- B)use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.*

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- A)collect and organize data, and apply critical thinking to interpret information from clients and constituencies;*
- B)apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;*
- C)develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and*
- D)select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.*

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- A)critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies:*
- B)apply knowledge of human behavior, and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in Interventions with clients and constituencies;*
- C)use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;*
- D)negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and*
- E)facilitate effective transitions and endings that advance mutually agreed-on goals.*

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- A)select and use appropriate methods for evaluation of outcomes;*
- B)apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;*
- C)critically analyze, monitor, and evaluate intervention and program processes and outcomes; and*
- D)apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.*

Learning Outcomes

Upon completion of this course the student should:

1. Have an understanding of the complexity/diversity associated with the concept, community (Competency 2 a, c).
2. Be able to distinguish between the various types of communities and examine approaches to understanding them (Competency 7 b).
3. Be able to apply various yardsticks in an attempt to evaluate/assess the level of functioning of a particular community (Competency 7, a, b,).
4. Have a clear understanding of the interrelationships between the various segments of a community and the potential for community building.
5. Be familiar with an array of concepts and theories that are applicable to the contemporary community in America (Competency 6 a).
6. Be able to gather appropriate data about communities for analytical purposes (Competency 4 b, c,)
7. Be able to distinguish between urban and rural communities.
8. Be able to take a retrospective view of his/her own community.

Textbooks:

- 1.Lyon, Larry & Driskell, Robyn. The Community in Urban Society, Prospect Heights: Waveland Press, Inc. 2nd Edition 2012 (PURCHASE).
- 2.Hassinger, Edward & James Pinkerton. The Human Community, New York: Macmillan Publishing Co., 1986 (ON LIBRARY RESERVE-NOT TO BE PURCHASED)
- 3.Flora, Cornelia and Jan (2015). Rural Communities: Legacy and Change Philadelphia: Westview Press, 4th Edition (PURCHASE)
4. Keller, Suzanne. Community: Pursuing the Dream, Living the Reality Princeton: Princeton University Press, 2003. (ON LIBRARY RESERVE)
- 5.Fellin, Phillip. The Community and the Social Worker Itasca, Ill: F.E. Peacock Publishers, Inc. 2nd Edition 1995 (ON LIBRARY RESERVE)

Grading Scheme:

Midterm Exam	10%
Final Exam	20%
Tests (3)	30%
Presentation of Community Study	00%
Classroom Participation/Attendance	15%
Submission of Community Study	25%

LIKERT SCALE POINT VALUE

4=A

3=B

2=C

1=D

0=F

Course Activities:

1. Lectures/discussions initiated by the professor and students
2. Field trips/community analyses
3. Analysis of case studies
4. Simulations
5. Attendance: investing in course, contributing actively
6. Videos: when appropriate and available
7. Gathering of information about local communities
8. Brief pair-share process at the end of each class session

Course Policies:

1. The meeting time for this course is 2:00 - 3:15 P.M. on Tuesdays and Thursdays. Students are expected to be punctual. Should you on occasion arrive late, take the seat nearest the door so as not to disrupt the flow of the class. Similarly, if on occasion you must leave a class prior to completion, notify professor beforehand, and be seated near the door. Quietly depart the class as planned.
2. Attendance will not be taken verbally during each meeting after mid-semester, but students are observed and noted and are expected to attend all sessions. Students missing more than four sessions are subject to a one-grade reduction in their final grade.
3. Existing college policies will be followed in the event a class must be canceled due to inclement weather.
4. All students are expected to be present for all exams/quizzes. Make-up exams will be given only when there is a legitimate excuse for one's absence within the context of emergency situations. I reserve the right to define an emergency. A physician's note must accompany all medical emergencies that arise on the day of a test, quiz, or major presentation.
5. Students are responsible for all assignments and content covered during their absence.
6. Students are expected to be prepared for all class sessions. Preparation includes completion of written assignments, having read and reflected upon assigned readings from the text as well as those on reserve, and the completion of group assignments when applicable. Students must bring their syllabus, textbooks, notes, and review questions to all class sessions.
7. Tests will be scheduled after specific areas of content have been covered. Students will be given ample notification regarding the specific test dates.
8. Students are expected to adhere to existing college policies regarding academic honesty. See Student Handbook for specifics.

9. Required readings are contained in your textbook, books that are on reserve, and articles within journals/periodicals that are located either on microfilm or the journal section of the library. Because of changes in the copyright laws, I cannot place certain articles from scholarly journals on reserve. Be sure to consult library staff for assistance in obtaining such articles.

10. Grades are awarded in accordance with criteria set forth by the college. See (Undergraduate University Bulletin 2016-2017 pp).

11. I recommend that you devote two and one-half hours of study and review for each hour of class attendance. The review of course content shortly after each meeting could greatly enhance your understanding of the content areas. This is standard protocol for courses on this campus but may vary due to the content and structure of certain courses.

12. Cell phone use in any form is not permitted in this class. Thus phones must be deactivated prior to entering the class. Students will be asked to leave the class after two warnings. Computers may be used with the expressed permission of the professor.

13. Extraneous conversations are not permitted once the class session is underway. Such activities are considered to be rude and disrespectful of others in the class.

*14. I reserve the right to make changes in my syllabus based upon the progress made by students.

ACADEMIC SUPPORT:

The Academic Support Center offers Math clinics, Writing clinics, tutoring, and assistance with study skills, including time management, test preparation, note-taking, textbook reading, and coping with stress. Go to www.castleton.edu/academics/academic-support

ACCOMMODATIONS POLICY:

If you have a disability that may require assistance or accommodations, or you have questions related to any accommodations for testing, note-takers, readers, etc., please speak with your professor as soon as possible. Students also may contact the Academic Support Center, (468-1314) with questions about such services. A Learning Specialist will assist in getting the necessary accommodations.

ACADEMIC HONESTY:

All students are expected to maintain the highest integrity in all their academic endeavors. A definition of academic honesty, as well as an explanation of the procedures and penalties for violations of academic honesty, will be found in the Student Handbook. Please consult it for a detailed statement on academic honesty.

Course Schedule

REQUIRED READINGS ARE DESIGNATED BY (*)

WEEKS 1-2

Unit 1: Introduction to the Course

A. Key concepts and definitions: Social organization: horizontal and vertical ties, community analyses, defining community, relationships within communities, community competence, barriers to community competence, a “good” community, practicing community, geographical and non-geographical communities, conceptions of communities and community capital: natural capital, human capital, political capital, cultural capital, social capital, built capital.

B. Nature of communities (Competencies 4a,b,6a,7a,b).

1. Complexity and analytical obstacles
2. Neighborhoods, towns, cities, blocks
3. Urban versus rural communities
4. Historical elements: classical studies

5. Place and non-place communities

C. Approaches to the understanding of communities

1. The ecological approach
2. The social systems approach
3. The ethnographic approach
4. The conflict approach

D. Labor Day No Classes

READINGS, UNIT 1

*1. Hassinger, Edward, and James Pinkerton. The Human Community

New York: Macmillan Publishing Company. 1986, Chapters 1 & 2

2. Homan, Mark. Promoting Community Change Pacific Grove: Brooks/Cole Publishing Co 1994, Chapter 4.

3. Warren, Rachelle, and Donald Warren. The Neighborhood Organizer's Handbook. Notre Dame: The University of Notre Dame Press, 1984. Chapter I.

4. Fowler, Floyd. Survey Research Methods. Sage Publications: Beverly Hills, 1984, Chapter 1.

- *5. Lyon, Larry. The Community in Urban Society, Lexington Books, 2012, Chapters 1-6, 14
- *6. Flora, Cornelia Butler Et Al. Rural Communities: Legacy and Change Boulder: Westview Press, 2013 Chapter 1:"The Rural Landscape".
- *7. Fellin, Phillip. The Community and the Social Worker Itasca: F.E. Peacock Publishers, Inc. 1995 Chapters 1-2, 5.
8. Halpern, Rhoda H. Practicing Community: Class Culture and Power in an Urban Neighborhood, 1998. Chapter 1
9. Etzioni, Amitai. The Essential Communitarian Reader Lanham: Rowman and Littlefield Publishers, Inc. 1998. Part I.
10. Keller, Suzanne. Community: Pursuing the Dream, Living the Reality, 2003, Chapters 1-3, pp. 1-37.

WEEKS 3-4

Unit 2: The Ecology of Communities

A. Key Concepts: population, environment, organization, technology, dependency ratio, turnaround migrations, gentrification, urbanization, rural environments, edge cities, competition and its consequences, human capital, ascribed and achieved characteristics, primary and secondary labor markets.

B. Population Density and size

C. The Concentric Zone Model

D. Residential Segregation

E. Population Processes: births, deaths, gender, fertility rates, in-migration, and out-migration

F. Population Composition and Culture

G. Conducting community-based research (Competencies 6a,7a,b).

1.Significance of surveys

2.Elements of surveys

a. Goal Statements

b. Designing Questions

c. Samplings

d. Methods of data collection

e. Survey interviewing

H. Quality of Life Issues

I. Test # 1

READINGS, UNIT 2:

- *1. Hassinger and Pinkerton, 1986, Chapters 3, 4.
- 2. Halperin, Rhoda H. Practicing Community 1998, Chapters 3, 4, 5.
- *3. Flora, Cornelia Et Al. Rural communities. Chapter 3: "Community and Culture," Chapter 4 "Human Capital."
- 4. Stonall, Linda, Country Life, City Life, Chapter 3
- *5. Lyon, Larry. The Community in Urban Society, Chapters 3, 7,10,11,15
- *6 Fellin, Phillip. The Community and the Social Worker, Chapter 3.
- 7.Homan, Mark Promoting Community Change 1994, Chapters 5-6
- *8.Keller, Suzanne. Community: Pursuing the Dream 2003, Chapter 4,pages 71-85, section on studying a community in progress, chapter 5.

WEEKS 5-6

Unit 3: Group Relationships within Communities

- A. Key Concepts: primary groups, informal networks, community structures, task-oriented groups, voluntary associations, bonding and bridging social capital, social networks, linkages
- B. The Nature of Primary Groups
- C. Task-Oriented Groups/Secondary Groups
- D. Inter-organizational Relationships
- E. Bureaucracies with Communities
- F. Racial, ethnic, age, disability, sexual and class-oriented groups as dynamic entities (Competencies 2a, 7a, b,).
- G. Institutional Structures
 - a. Religion
 - b. Family
 - c. School
 - d. Economy
 - e. Government/law
 - f. Recreation/leisure

H. Linkage Mechanisms and sociability

- a. Vertical
- b. Horizontal
- c. Personal
- d. Bureaucratic

OCTOBER BREAK

READINGS, UNIT 3

- *1. Hassinger and Pinkerton, 1986, Chapters 5-8.
- 2. Stark, Rodney, Sociology Belmont: Wadsworth Publishing Company, 2nd Edition, 1987, Chapters 1, 2, 11.
- 3. Halperin, Rhoda H. Practicing Community 1998, Chapter 6.
- *4. Fellin, Phillip. The Community and the Social Worker, Chapters 7-11.
- *5. Lyons, Larry The Community in Urban Society Chapter 7.
- 6. Keller, Suzanne. Community: Pursuing the Dream 2003, Chapter 8.
"Sociability in a new Community".
- *7. Flora, Cornelia and Jan (2013). Rural Communities: Legacy and Change Chapter 5: "Social Capital and Legacy."

WEEKS 7-8

Unit 4: Social Stratification within Communities

A. Key Concepts: Social class, social mobility, socialization and class, subjective methods, objective methods, poverty, inequality, race and class, secession, open and closed stratification, the underclass, gentrification, income, wealth (Competencies 3a, 7a, b).

B. The Nature of Poverty

- 1. Definitions
- 2. Characteristics of Poor People

C. Minority Groups

- 1. Common Features
- 2. Structural Components

D. Poverty and Problems

I. Rural Areas

2. Urban Areas

E. Unity and Division, Conflict and Consensus, oppression

F. Class membership and legacy

G. Test # 2

MID-SEMESTER

READINGS, UNIT 4:

- *1. Hassinger and Pinkerton, 1986, Chapter 9: "Social Stratification in the Community".
- 2. Blackwell, James. The Black Community: Diversity and Unity. New York: Harper and Row, 1985, Chapters 1, 4.
- *3. Porter, Robert John A. Peters and Hilda Heady. "Using Community Development for Prevention in Appalachia." *Social Work*, Vol. 27, No. 4, July, 1982, pp. 302-307.
- 4. Halperin, Rhoda H. Practicing Community Chapter 11
- *5. Flora, Cornelia Butler ET. AL. Rural Communities Chapter 3: "Cultural Capital and Legacy"
- *6. Fellin, Phillip. The Community and the Social Worker, Chapters 4, 6.
- 7. Homan, Mark Promoting Community Change Chapter 8.
- *8. Keller, Suzanne. 2003, Chapter 13: Unity and division, Conflict and Consensus, chapter 15: Reflections on Twin Rivers; see content on the "building blocks of community."

WEEKS 9-10

Unit 5: Community Power

A. Key Concepts: power, covert power, power elite, social power, power structure, personal power, acquisition and abuse of power, political capital, event analysis techniques, network analysis, pluralism and power.

B. Levels of Power within a Community (Competency 7a).

1. Variations in Leaders

2. Power and the Poor

C. Community Politics

D. Authority, oppression, abuse of power (Competency 3).

READINGS, UNIT 5

*1. Hassinger and Pinkerton, 1986, Chapter 10: "Community Power".

2. Rubin, Herbert J. and Irene Rubin, Community Organizing and Development. Columbus: Merrill Publishing Co, 1986, Chapters 1, 4.

3. Warren, Roland, 1977, Section 4: "Power in the Community"

*4. Flora, Cornelia Butler Et Al. Rural Communities Chapter 6: "Political Capital."

*5. Lyon. Larry. The Community in Urban Society, Chapters 12-13

6. Homan, Mark. Promoting Community Change Chapter 5.

WEEKS 11-12

Unit 6 Community Empowerment and Change

A. Key Concepts: planned change, unplanned change, urban renewal, social relationships, development, consequences, depression/loss, strategies, quality of life issues, environmental impact statements, development of intervention goals and strategies.

B. Purposive Community Change (Competencies 7, 8).

1. Components of Purposive Change

2. Approaches to Purposive Community Change

3. Approaches to community development

C. Responses to Change

1. Protests, other consumer-oriented strategies
2. Passive acceptance

NOVEMBER BREAK

Test # 3

READINGS, UNIT 6.

- *1. Hassinger and Pinkerton, 1986, Chapter II: "Community Change and Response".
2. Warren, Rachele, and Donald, 1984. Chapters 5, 8.
3. Weisner, Stanley, and Michael Silver. "Community Work and Social Learning Theory", *Social Work*, Vol. 26, No. 2, March, 1981, pp. 146-150.
4. Hunter, Albert. "The Loss of Community: An Empirical Test Through Replication" in *Social Problems: A Critical Thinking Approach*, by Paul J. Baker and Louis Anderson, Belmont: Wadsworth Publishing, 1987, Chapter 10.
5. Heller, Kenneth et al., *Psychology and Community Change*. Pacific Grove: Brooks/Cole Publishing Company, 1984, Chapters 1, 3-6.
- *6. Lyon, Larry. *The Community in Urban Society*, Chapters 8, 15.
- *7. Flora, Cornelia Butler et al. *Rural Communities: Legacy and Change* Boulder: Westview Press, 2013 Chapter 12: "Generating Community Change".
- *8. Homan, Mark *Promoting Community Change* Chapters 10-13, 15.
9. Halperin, Rhoda H. *Practicing Community* 1998, Chapter 7

WEEKS 13-14

Unit 7: Intended/Constructed Communities

- A. Commitment Mechanisms: sacrifice, investment, renunciation, communion, mortification, transcendence
- B. The Shakers
- C. The Oneida Community
- D. The Nature of Communes
- E. Twin Rivers

F. New Towns

1. Self Contained and Autonomous
2. The Design Process
3. Positive and Negative Elements

G. Presentations of findings: Community research projects (Competencies 2,3,5,7,8,)

READINGS, UNIT 7:

- *1. Hassinger and Pinkerton, 1986, Chapters 14, 15.
- *2. Lyon, Larry. The Community in Urban Society, Chapter 9.

WEEK-15

A. Completion and submission of lab reports

1. Community Project in final form (Competencies).
2. Brief Presentation to class and final submission

FINAL: (Do not schedule other activities for this timeframe)

Unit 8: **Community Study Guidelines and Procedures**

LAB GUIDELINES:

STUDY OF COMMUNITIES/COMMUNITY

ENGAGEMENT, ASSESSMENT, INTERVENTION, EVALUATION

Objectives of Lab.

1. Generate an ability to think more critically about the nature of existing communities and how they function.
2. Provide the participant with a beginning ability to evaluate various components of a community.

3. Afford students an opportunity to identify problems and unmet needs within a community.
4. Familiarize students with survey use and methods.
5. Provide students with an opportunity to develop analytical skills
6. Develop appropriate intervention goals based upon quantitative and qualitative findings.
7. Competencies 2, 3, 4, 5, 6, 7,8,9.

Instructions:

All students are expected to participate in a laboratory experience during the semester. While you will be working with a group, all members share equal responsibility for all aspects of the experience.

Each student will be assigned to a task-group. Each group will select a leader, assistant leader, and a recorder. The primary role of the leader is to give structure to the study process, keep the group on task, and to inform the professor regarding group members who are not behaving responsibly within the group.

Task Groups: Roles and Functions

I. Planners

- A. Identify the goals to be achieved within your group
- B. Identify the community to be analyzed
- C. Develop a time frame for completing the community study
- D. Arrange for transportation
- E. Define the tasks to be carried out
- G. Specify the information to be collected

II. Data Collectors

1. Identify the target groups and individuals to be studied
2. Identify methods and techniques for obtaining data
3. Develop a time frame

Number of visits

Length of time to be spent with community

Contacts

Frequency of contacts

III. Analyzers/Report Writers

- A. Summarizing the information collected
- B. Develop appropriate graphs/charts
- C. Develop a format for writing the final report
- D. Develop a time frame for completing the report
- E. Photocopying and distributing of the final report

*Note: During the final phase of the community study all task-groups will work together.

LAB SESSIONS 1-4

I. Decisions regarding the structure of the study group

- A. Responsibilities
- B. Leadership
- C. Functions
- D. Size

II. Decisions regarding the community to be studied

- A. Urban/rural or other
- B. Organizational elements
- C. Systems
- D. Review of written material about tentative community

III. Specific components of the community to be studied (EP 2.1.6 b).

- A. Structure: social and physical features
- B. Power: legitimate and illegitimate control/influence
- C. Social Institutions (religion, government, leisure, family, law, etc.)
- D. Demographics: fertility, mortality, birth rate, sex ratio, etc.

- E. Social stratification/subgroups: racial, ethnic, class, gender, disability, emigrants, sexual orientations.
- F. Change: planned and unplanned
- G. Sociocultural patterns/values/beliefs/spirituality/traditions/rituals
- H. Community services: social utilities and crisis responses
- I. Relationship/dynamics/interpersonal processes/linkages/cohesive forces/inclusiveness/exclusions/clashes

IV. Decisions regarding data collection strategies and techniques

- A. Interview
- B. Questionnaire
- C. Observation
- D. Review of printed matter

V. Exploration of Possible Community Contacts

- A. Key Individuals
- B. Subgroups (racial, class, gender, age, sexual orientations)
- C. Institutions
- D. Organizations

PROGRESS REPORT #1 IS DUE.

LAB SESSIONS 5-8

- I. Initial Community Visit
 - A. Goals, objectives, and agenda
 - B. Assignment of tasks
 - C. Strategy
- II. Second Community Visit
 - A. Review of initial visit
 - B. Revisions
 - C. New goals, objectives, tasks, and strategies

- III. Third and fourth Community visits
- A. Revisions
- B. New goals, objectives, tasks, and strategies

PROGRESS REPORT #2 IS DUE

LAB SESSIONS 9-12

- I. Data Analysis (EP 2.1.10 b).
- A. Organization of data, tabulate
- B. Development of charts and graphs
- C. Tentative conclusions
- D. Noting anecdotal data
- E. Implications for community functioning via interventions

LAB SESSIONS 13-15

- I. Preparation and distribution of the final report
- A. Developing an overall format
- B. First draft
- C. Second draft
- D. Final draft
- E. Distribution
- F. Discussion of findings
- G. Presentation of findings to the class

FINAL REPORT IS DUE DURING THE SECOND WEEK OF DECEMBER.

See Formal Rubric for this Activity.

Each report must reflect the writing standards, formatting, and documentation procedures contained in your ENG 1061 composition course and Castleton's Guidelines for Writing.