



NEW PROGRAM PROPOSAL:

[School Social Work Licensure Preparation Program]

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[George Fox University]

New Program Proposal:

GEORGE FOX UNIVERSITY
Portland, Oregon

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Program Name and Description

***Proposed Program Name:* School Social Work Licensure Preparation Program**

The program proposal submitted is for:

Note: To click a box, double-click the box and select [Checked]. To remove, double-click and select [Not checked].

- Preliminary Teaching License: Elementary – Multiple Subjects (undergraduate)
- Preliminary Teaching License: Elementary – Multiple Subjects (graduate)
- Preliminary Teaching License: Single-subject areas (undergraduate)
Please indicate the single-subject endorsement area(s) offered by your preliminary license program:
 - Advanced Mathematics (includes Foundational)
 - Agricultural Science
 - Biology
 - Business: Generalist
 - Business: Marketing
 - Career Trades Generalist
 - Chemistry
 - English Language Arts (includes Foundational ELA)
 - Family and Consumer Sciences
 - Health
 - Integrated Science (includes Foundational Science)
 - Physics
 - Social Studies (includes Foundational Social Studies)
 - Speech (Forensics)
 - World Language:
 - Chinese
 - French
 - Japanese
 - German
 - Latin
 - Russian
 - Spanish
- Preliminary Teaching License: Single-subject areas (graduate)
Please indicate the single-subject endorsement area(s) offered by your preliminary license program:
 - Advanced Mathematics (includes Foundational)
 - Agricultural Science
 - Biology
 - Business: Generalist

- Business: Marketing
- Career Trades Generalist
- Chemistry
- English Language Arts (includes Foundational ELA)
- Family and Consumer Sciences
- Health
- Integrated Science (includes Foundational Science)
- Physics
- Social Studies (includes Foundational Social Studies)
- Speech (Forensics)
- World Language:
 - Chinese
 - French
 - Japanese
 - German
 - Latin
 - Russian
 - Spanish

PROGRAM-REQUIRED AREAS:

- Art – includes: Undergraduate Graduate Post-graduate
- Drama – includes: Undergraduate Graduate Post-graduate
- Elementary – Multiple Subjects – includes: Graduate Post-graduate
(Only check if this report is for an advanced program. Initial reports are submitted in the Preliminary Teaching License: Elementary – Multiple Subjects report)
- ESOL – includes: Undergraduate Graduate Post-graduate
- Library Media – includes: Undergraduate Graduate Post-graduate
- Music – includes: Undergraduate Graduate Post-graduate
- Physical Education (PE) – includes: Undergraduate Graduate Post-graduate
- Reading Intervention – includes: Undergraduate Graduate Post-graduate
- SPED: Deaf and Hard-of-Hearing – includes: Undergraduate Graduate Post-graduate
- SPED: Early Intervention – includes: Undergraduate Graduate Post-graduate
- SPED: Generalist – includes: Undergraduate Graduate Post-graduate
- SPED: Visually Impaired – includes: Undergraduate Graduate Post-graduate

DUAL PROGRAM AREA REQUESTS:

- Name: _____ – includes: Undergraduate Graduate Post-graduate

ADMINISTRATOR AND PERSONNEL SERVICES LICENSE PROGRAMS:

- Teacher Leader License Program
- Principal License Program

- Professional Administrator License Program
- Initial School Counselor License Program
- Continuing School Counselor License Program
- Initial School Psychology License Program
- Continuing School Psychology License Program
- Initial School Social Worker License Program
- Continuing School Social Worker License Program

SPECIALIZATIONS:

- Adaptive Physical Education Specialization
- American Sign Language Specialization
- Autism Spectrum Disorder Specialization
- Dual Language Specialization
- Early Childhood Education Specialization
- Mathematics Instructional Leader: PreK-8 Specialization
- Mathematics Instructional Leader: 6-12 Specialization
- Talented and Gifted Specialization

General description of the proposed program:

The George Fox University School Social Work Licensure Preparation Program will prepare students to meet all the requirements for recommendation to the TSPC (Teacher Standards and Practices Commission) for School Social Work Licensure. Additionally, our students will demonstrate excellence in applying social work professional judgment and using clinical skills in the P-12 school setting.

Our SSW program will have two tracks. The first track is our MSW + SSW track and is available for students as an integrated track of our Traditional or Advanced Standing MSW programs. The Traditional program is for students who have any undergraduate degree other than a Bachelor in Social Work degree. The Advanced Standing Program is for students entering with a Bachelor of Social Work degree. The MSW + SSW track will provide embedded opportunities for our students to concurrently meet the requirements for recommendation to TSPC for school social work licensure and graduate with their MSW. Students will be able to meet all requirements for the SSW program as part of the current requirements for graduation with an MSW. They will however, be required to take two designated electives, as well as ensure that they have completed a full practicum in a school setting.

The second track is our Standalone SSW track and will be offered to individuals in the community who already have a CSWE accredited MSW degree. If students are working in the school setting currently with only a restricted or emergency school social work license, or who for other reasons are working as a SSW but are not adequately licensed to continue without completing a licensure preparation program, they would be able to complete the Standalone track in one school year. There are five classes worth a total of 13 credit hours in this track. Additionally, they will need to have a job in a school setting or participate in a practicum placement in a school setting.

Name of the school or college where the program is proposed to be housed (College of Education, School of Music, School of Social Work): George Fox University College of Social Work

Date the new program will be implemented, if approved: Fall 2024

Proposed degree to be awarded on program completion: MSW and recommendation for School Social Work Licensure; OR recommendation for School Social Work Licensure (for Social Workers with an MSW already working in schools without a School Social Work License)

Program Delivery and Variants

Standard delivery:

Location: Portland Campus

- Campus-based (traditional in person instruction)
 - Main campus Branch campus In-person classes are held at SW Portland campus Other:
- Online program (to include synchronous meeting times)
- Hybrid program

Courses are offered:

- Daytime | Evenings | Weekends

Additional description (*if needed*): For academic year 2024 – 2025, classes will be offered in a hybrid model, with in-person classes being provided on evenings and weekends. For the academic year 2025-2026 and going forward, all classes will be offered online only with a mix of synchronous and asynchronous instruction.

Delivery variant(s) (If applicable, describe variation circumstances. Duplicate this section for additional variances:

N/A (Select if the proposed program does not have any delivery variances.)

Location:

- Campus-based (traditional in person instruction)
 - Main campus Branch campus Other:
- Online program
- Hybrid program

Courses are offered:

- Daytime | Evenings | Weekends

Additional description (*if needed*):

Number of credit hours proposed to be required to complete the program: 15 or 21 credits

Semester | Quarter

edTPA

Indicate here if edTPA is not required for this proposed area:

Justification for the New Program

Need for new educators in the program area: There is only one approved School Social Work Program in the state of Oregon. Our program will provide more opportunities for people who want to be School Social Workers within the current policy context in Oregon. Our MSW program has been established for almost 10 years, and has strong connections with local schools; many of our students currently have internships in school settings. Additionally, we will collaborate with our MAT program which has extensive relationships with educators and schools throughout the state. Internally, about 35% of our students graduating this year have expressed interest in obtaining a school social work license. According to data provided by TSPC in an email on Nov. 20, 2023, there were 96 restricted school social work licenses granted in the last two years. Considering there are approximately 1,200 public schools in Oregon, this indicates that there are not enough school social workers who have completed a school social work preparation program.

Educator Preparation Provider's Capacity

List faculty names and attach vita for each faculty member:

Daphne Vaughn, LMSW [Link to CV](#)

Rhonda Andrews, LCSW [Link to CV](#)

For a complete list of full-time faculty, see attached document with included CVs.

Various adjuncts may teach the practicum seminar classes. These are not assigned classes.

Faculty structure description: A new position of TSPC School Social Work Program Liaison will be created to ensure successful collaboration with TSPC, oversight of the program internally, and student support. This position will be supervised by the MSW Program Director and the Associate Dean of the Wellness Enterprise.

Financial resources (include, at a minimum, an analysis of proposed operational costs, resources, and revenues):

Operational costs are calculated at the University level. Our program already offers all of the classes required for the Licensure Preparation program. We will not need to add new classes, curriculum, nor new teachers in order to implement this program. There will be a small amount of load release for the professor who takes on the role of TSPC SSW liaison, which would result in that person teaching one less class. This could result in the need to hire an adjunct to teach one additional course. Adjuncts are reimbursed at a rate of \$800- \$900 per credit, depending upon instructor experience and education. There will be no other costs

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associated with the program, as students will be charged a course fee to cover any costs associated with paying professional social workers to perform the formal practicum observations. Revenues will be calculated on a rate of student tuition-operational costs = revenue.

Candidate resources (include, at a minimum, plans for facilities, technology, library, and student services): Candidates will have access to on-campus classroom and work spaces with their student identification cards. They have access to the full GFU library online or on campus. Students can receive services through Student Support services, Institutional Technology help desk, Disability and Accessibility Services, the Title IX office, as well as the Writing Center. These resources are available remotely through video conferencing applications, which makes them available more easily to our students who commute or participate in our online classes.

Evidence of institutional approval: The MSW program submitted a curriculum proposal to the university on October 15. It has gone through two levels of curriculum committee and has been approved by both the institution level, and the enterprise level as of December 6, 2023. During the curriculum proposal process, the MSW program consulted with all stakeholders within the university, including the Registrar’s Office, Library Director, the Director of Institutional Effectiveness, the Director of Information Technology (IT), Strategic Finance Business Partner and Finance Committee, and the Director of Learning Support Services. All of the above stakeholders expressed their support of the program.

Community Partnerships: Currently, our MSW program has robust, active partnerships with nine different schools/districts in the Portland Metro area. These school partnerships are with Catalyst High School in Newberg, Clackamas ESD, Cottonwood School, Multnomah County ESD, Lake Oswego district, Salem district, Woodburn district, Tigard/Tualatin SD, Yamhill-Carlton SD. We regularly place 1-2 students a year in these schools, and they request more interns each year. As our program develops, and moves to an online platform, we plan to build partnerships with additional school districts throughout the state of Oregon.

We maintain relationships with alumni as well. Many come back and participate in our Preview Day, Orientation, or return as guest speakers in our classrooms.

EPP Program Development Committee and Liaison Officer

Yong Qiang Zheng, PhD. – MSW Program Director
Daphne Vaughn, MSW, LMSW – Assistant Professor of Social Work
In Consultation with Kris Molitor EdD, Associate Dean, College of Education
and Richelle Krotts, TSPC Education Preparation Liaison

Program Goals and Objectives

Goals (Program Outcome)	Objectives	How goals relate to current CSWE approved MSW program
Prepare highly qualified school social workers who meet the requirements for school social work licensure in the state of Oregon.	100% of candidates will receive a rating of competent or higher on all SSW assessment criteria. Additionally, candidates will receive a B or higher on all courses required for the SSW track.	The current CSWE-approved MSW program requires all graduates to achieve competent or higher scores on specific assessment assignments. Additionally, they are required to earn competent or higher scores on their final Practicum evaluation. This ensures that students are meeting or exceeding competence in each of the 9 CSWE competencies, as well as an additional competency that our program requires.
Prepare highly qualified school social workers who are competent in clinical applications and 9 CSWE competencies and one additional competency.	Candidates will be rated at competent or higher on all observations and field evaluation ratings.	For the proposed Standalone SSW program, candidates will already have an MSW from another institution. While our program will not be in the position to have overseen their MSW coursework from their original MSW programs, CSWE has educational standards that must be met for a university to maintain CSWE accreditation. In addition to relying on this accreditation standard, the School Social Work Program requires assessments, courses, and two observations that measure all critical knowledge and clinical practice competencies required by the ASCA, the NASW, and the OARs that govern school counseling and school social work.
Prepare school social workers who are skilled in areas such as conflict mediation, advocacy on behalf of students and their families, assessment, treatment planning, training, and consultation with a variety of stakeholders; referral, outreach, and leadership in enhancing policies and programs.	Candidates will receive a grade of B or better on the Children’s Issues Final Integrative Advocacy Paper and Presentation, and the School Social Work SEL Lesson assignment.	This proposed program will ensure that all candidates are highly qualified social workers who meet or exceed all relevant competencies, whether they come through the MSW + SSW track or the SSW Standalone track.

Program Alignment to State Standards

Social workers are trained to assess and intervene with a client based on an ecological model. This model acknowledges that the client is surrounded by many concentric layers of influence, starting with their family and moving out through school, church, or neighbors, to the greater socio-political landscape within which the client is living. School social work candidates in our program are trained in a student-focused lens; this equips them with the knowledge, skills, and strategies necessary to address the unique social, emotional, and academic needs of students within the educational setting. Combining this lens with the ecological model results in our school social work candidates being able to look at many possible levels at which to provide intervention.

For example, a school social worker may see a student struggling during recess, and get permission to meet with them individually and provide friendship or self-regulation skills. Alternatively, they may get permission to meet with the teacher to see if there is a small group of students in the classroom who could all benefit from those skills and provide SEL to those students in a group setting. At the next wider level of influence, the school social worker may see that there is a family resource need that is negatively impacting the student, so they could work to make connections with the family and community resources. Going even farther out on the ecological layers of influence, the social worker may see a school policy that is inadvertently negatively impacting all students from a certain demographic.

For example, perhaps the student is an English language learner. The social worker could collaborate with administrators to make policy changes that benefit all English language learners in that school. Underlying all of these possible interventions, candidates are trained in a client-centered approach that prioritizes the dignity, strengths, and value of the student, and all possible interventions would seek to empower and honor the inherent strengths of the student and their family. There are myriad other possible interventions and the above are just a few examples at different layers of influence. By actively collaborating with teachers, school social workers contribute to a more comprehensive and supportive educational environment, ultimately enhancing the overall well-being and academic success of students.

In addition to the above ecological system's perspective, our school social workers undergo training that emphasizes adaptability. Given the diverse landscape of schools, districts, and ESDs in the state of Oregon, there exist a variety of approaches to utilizing the strengths of a school mental health practitioner. I myself know of a school social worker who only provides direct counseling to individual students. Additionally, I know of other social workers who conduct a lot of therapeutic groups, and others who do a blend of teacher coaching, direct student service, parent training, and resource brokerage. SSWs may also collaborate with teachers to engage parents in their child's education and well-being or facilitate communication between teachers and parents, particularly when addressing concerns related to a student's social or emotional development. There are varying strengths, needs, and challenges across schools, districts, and ESDs in the state of Oregon. Given this diversity, there are a variety of approaches that schools take for utilizing the strengths of a school mental health practitioner. Our program aims to empower our candidates to embrace strategies that enhance student success across diverse educational settings.

Below is a list of the values published by the School Social Worker Association of America. Our students are trained to uphold these values in their work in the P-12 setting.

Service

School Social Workers elevate and address the needs of students, families, and the school community, including linking children and families to community resources to reduce barriers to academic success.

Social Justice

School Social Workers advocate and affect policy on behalf of children and families; champion equitable resources for students, families, schools, and communities; and engage in activism in communities to give voice to marginalized populations.

Dignity and Worth of a Person

School Social Workers understand diversity, encourage self-determination, and build culturally competent educational settings.

Importance and Centrality of Human Relationships

School Social Workers build meaningful connections with children, families, and communities; model healthy relationships; and teach interpersonal skills.

Integrity

School Social Workers gain and maintain the trust of students, families, and schools by upholding the values and ethical principles of Social Work.

Competence

School Social Workers draw upon specialized training and skills to create trauma-informed environments, utilize evidence-based interventions to empower members of the school community, and educate stakeholders on the role and value of school social work.

Retrieved from

https://www.sswaa.org/_files/ugd/486e55_5f4b5bf7ff364791972e1764511ae2ab.pdf

In the Alignment to Standards Table you will see that while emphasized differently by different professional boards, these values are reflected throughout the NASW school social work standards as well as the OARs and the school counselor standards.

[See Attached Alignment to Standards Table in the Addendum](#)

Program Curriculum & Course Syllabi

Curriculum: The curriculum for the School Social Work program consists of existing courses that are already being taught in our CSWE accredited MSW program. Two of the courses that are required for the School Social Work track are elective courses for students pursuing only their MSW but not School Social Work licensure. The remaining three courses are required for all students in our MSW program. Students taking the Standalone SSW Program are required to take all five of the School Social Work track classes.

Research-based rationale for the curriculum: The curriculum in our School Social Work track is designed to cover the guiding principles outlined by NASW’s Standards for School Social Work. Our curriculum and assessment criteria for the SSW track include multiple opportunities for clinical experience, program assessment, an emphasis on program advocacy within the school setting, and practice in thinking about interventions from a multi-tier

perspective (National Association of Social Workers, NASW, 2023). Additionally, all of our curriculum is aligned with the Council on Social Work Education (CSWE) standards for social work education. Our classes cover all nine CSWE competencies to ensure candidates are well-practiced in all salient skills for the school social work setting. Each of the courses in the proposed program directly links to one or more of the 9 CSWE competencies. Additionally, the field evaluation used to assess candidate knowledge and skills in their practicum placement is aligned directly with the CSWE competencies, reflecting our commitment to providing a contemporary and relevant education in school social work.

In the Alignment to Standards Table, you will see that the NASW and the CSWE standards crosswalk well with the Oregon’s Framework for Comprehensive School Counseling Programs (OFCSCP) and the American School Counseling Association (ASCA) Ethical Standards for School Counselors (ESSC). For example, the ASCA includes a standard around marginalized populations. Both the NASW and the CSWE have standards on specific standards on cultural competence, equity, social justice, and anti-racism outline the same sets of behaviors that the ASCA standard does. Another example of how the standards across the social work and school counseling fields align concerns the Social Emotional Learning (SEL) requirements. The OFCSCP describes a direct service delivery system that helps students develop Oregon’s Essential Mindsets and Behaviors. The ASCA ESSC also describes the school counselor’s responsibilities to students in part as including Social/Emotional planning and group work (a prime mode of delivering SEL). The Social Work standards promote client assessment, engagement, and intervention. The NASW SSW standards specifically speak to this in the section on multi-tier interventions. They say: “The multi tier model includes three tiers relating to prevention and intervention. Tier 1 refers to evidence-informed, schoolwide prevention programs and practices that teach positive behaviors, promote social emotional development, and ensure a school climate conducive to learning.”

The tables below list the courses for our program. In addition to the tables below, see the accompanying document that lists the courses with a link to each of their syllabi.

Program Plan and course syllabi for the MSW + SSW track (62 total credits) (Traditional program offered to any student whose undergraduate degree was not a Bachelor in Social Work)

SWKG 520 Diversity and Difference: Implications for Social Work Practice (3 credit hours)
SWKG 521 Human Rights & Social Justice (2 credit hours)
SWKG 533 Human Behavior in the Social Environment (3 credit hours)
SWKG 542 Research Methods (3 credit hours)
SWKG 533 Human Behavior in the Social Environment (3 credit hours)
SWKG 542 Research Methods (3 credit hours)
SWKG 560 Social Policy (3 hours)

SWKG 520 Diversity and Difference: Implications for Social Work Practice (3 credit hours)
SWKG 521 Human Rights & Social Justice (2 credit hours)
SWKG 533 Human Behavior in the Social Environment (3 credit hours)
SWKG 542 Research Methods (3 credit hours)
SWKG 533 Human Behavior in the Social Environment (3 credit hours)
SWKG 570 Values & Ethics: Spirituality & Religion (3 credit hours)
SWKG 576 Foundation Internship I (3 credit hours)
SWKG 577 Foundation Internship II (3 credit hours)
SWKG 591 Social Work Practice I: Families, Individuals & Groups (3 credit hours)
SWKG 592 Social Work Practice II (3 credit hours)
SWKG 596 Introduction to Advanced Practice (3 credit hours)

SWKG 601 Advanced Clinical Practice (3 credit hours)
SWKG 605 Micro Practice/Adv Practice with Individuals and Families (3 credit hours)
SWKG 606 Mezzo Practice/Adv Practice with Groups (3 credit hours)
SWKG 607 Macro Practice/Adv Practice with Communities (3 credit hours)
SWKG 648 Applied Social Work Research: Evaluation of Practice (2 credit hours)
SWKG 676 Advanced Internship I (3 credit hours)
SWKG 677 Advanced Internship II (3 credit hours)
SWKG 699 Supervision, Management, and Leadership (2 credit hours)
Students additionally choose three electives that are each 2 credit hours. The electives they can choose from are: Children's Issues, School Social Work, Neurobiology and Trauma, Substance Abuse, Death and Dying, and Gerontology

Program plan and course syllabi for the MSW + SSW track (32 total credits) (Advanced Standing program offered to all students whose undergraduate degree was a BSW)

SWKG 601 Advanced Clinical Practice (3 credit hours)
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SWKG 605 Micro Practice/Adv Practice with Individuals and Families (3 credit hours)
SWKG 606 Mezzo Practice/Adv Practice with Groups (3 credit hours)
SWKG 607 Macro Practice/Adv Practice with Communities (3 credit hours)
SWKG 647 Research for Evidence Based Practices (2 credit hours)
SWKG 648 Applied Social Work Research: Evaluation of Practice (2 credit hours)
SWKG 676 Advanced Internship I (3 credit hours)
SWKG 677 Advanced Internship II (3 credit hours)
SWKG 699 Supervision, Management, and Leadership (2 credit hours)
Students additionally choose three electives that are each 2 credit hours. The electives they can choose from are: SWKG 685 Children’s Issues, School Social Work, Neurobiology and Trauma, Substance Abuse, Death and Dying, and Gerontology

Program plan and course syllabi for the SSW Standalone Track (13 total credits):

SWKG 605 Micro and Advanced Practice with Individuals and Families (3 credit hours)
SWRK 685 Children’s Issues (2 credit hours)
SWKG 685 School Social Work (2 credit hours)
SWKG 676 Advanced Practicum Seminar 1 (3 credit hours)
SWKG 677 Advanced Practicum Seminar 2 (3 hours)

Clinical Practices

Background clearance prior to student contact:

The TSPC SSW Liaison will track background clearance for all SSW program candidates. Candidates are advised upon admission to obtain background clearance prior to the beginning of the first semester of practicum placement. Candidates who do not have verified background clearance are not eligible to enter a practicum until they produce documentation of clearance.

Knowledge of Civil Rights prior to formal clinical practice:

The TSPC SSW Liaison will track completion of the Civil Rights Modules for all SSW program candidates. Candidates are advised upon admission to complete the modules prior to the beginning of the first semester of practicum placement. Candidates who have not successfully completed the Civil Rights Modules are not eligible to enter a practicum until they produce documentation that they have passed all of the Module quizzes and the final Module certificate.

Describe how the program’s field or clinical experience in a public or private school setting will ensure candidates will be able to demonstrate the knowledge, skills, and abilities necessary to be successful candidates for licensure.

- All students will be required to complete a 400+ hour clinical practicum in a school setting. This consists of 16+ hours a week for 32 weeks in the same placement. They will be supervised by the Agency Practicum Instructor who is a school social worker with at least two years of post-graduate social work experience in a school setting. The candidates will participate in activities including observations, team meetings, advocacy work, case management, parent engagement, and direct client interventions.

Observations and Evaluations: The SSW program for both the MSW + SSW track and the Standalone SSW track will require evaluation and observation of the candidates as follows:

- Practicum Faculty Instructor: The faculty instructor will conduct at least three evaluations and/or observations of the candidates during their clinical practice. These will include:
 - At least two formal observations of the candidate, one of these may be a formal observation of their case review assignment and presentation in SWKG 677; and
 - At least one formal evaluation of the candidate.
- Agency Practicum Instructor: The agency practicum Instructor or another qualified university supervisor will conduct at least three evaluations and/or observations of these candidates during their clinical practice
 - At least two formal observations of the candidate; and
 - At least one formal evaluation of the candidate, which will be their final field evaluation.

The Agency Practicum Instructor and Practicum Faculty Instructor will record their observations in the University learning management system.

Key Transitions

Admissions	Retention	Completion
<ul style="list-style-type: none"> ● Students apply to the program ● MSW director and Admissions committee review application, transcripts, professional references, and conduct an interview via Zoom. ● Once admitted, the student receives information and orientation to the matriculation process. If they will be participating in a practicum 	<ul style="list-style-type: none"> ● The School Social Work Program Liaison will review progress in the program by checking course grades to ensure that they meet the B or higher minimum. 	<ul style="list-style-type: none"> ● Liaison and Program Coordinator will review and verify passing scores in the following assessments: field evaluation, field observation, Civil Rights Modules, and all classroom-based assessment assignments.

<p>placement they will also begin the practicum placement process. Additionally, students receive a list of requirements necessary for completing the SSW track.</p> <ul style="list-style-type: none"> ● Planned Assessments for Admissions: The following will vary depending on if the student has an already completed MSW or is entering the SSW program alongside the MSW track: transcripts from prior MSW program, previous field evaluation forms, transcripts from BSW program or other undergraduate degree program, reference forms. Prior to beginning classes and practicum placement students entering either SSW track will show proof of successfully passing the TSPC-required fingerprinting and background clearance check. 	<ul style="list-style-type: none"> ● Instructors of current classes will complete a SSW rubric for any assessment assignments in their class. The Liaison will then review the rubrics to ensure they meet the competency levels required by the SSW program. ● Planned Assessments for Retention: Grade check in each of the completed courses (includes passing grade for ALL common student assessments), and Instructor completed rubrics for assessment assignments. 	<ul style="list-style-type: none"> ● Director will recommend candidate for licensure ● Planned Assessments for Completion: Final field evaluations, passing grades on all assessment assignments, a grade of B or higher on all SSW classes, and competent or higher rating on field observation.
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Assessments & Rubrics/Scoring Guides

Assessment #1: Field Evaluation (Mid-term and Final)

The Agency Practicum Instructor completes a formal field evaluation at the end of the first semester, and at the end of the second semester of placement. The evaluation measures the candidate on 2-4 measures within each of the 9 CSWE competencies. Candidates are given a rating on a 5-point Likert scale ranging from no competency to superior competency and must receive a rating of competent in all areas by the end of their second semester in order to pass the practicum. This field evaluation has been reviewed by CSWE during our program’s accreditation process and meets their social worker preparation standards. The Midterm evaluation is completed at the end of the candidate’s first semester in their school practicum placement, and the Final evaluation is completed at the end of the second semester in their school practicum placement.

[Link to the field evaluation](#)

The document linked above does not show the Likert scale rating, but when the field evaluation is in Tevera (our student document tracking system), it includes a rating scale which is described above. Therefore, there is not a separate rubric linked here.

Assessment #2: Process Recording (2 completed – one per semester)

In the process recording, the candidate captures 5-10 minutes of dialogue from a session with a client, a meeting where clients are present, or an interaction centered on advocacy for a client or a client's needs. SSW candidates generally use an interaction with a student, teacher, or parent for this assignment. Students then reflect upon the dialogue interactions using social work theoretical considerations, ethical practice, and social work competencies. This is a robust learning opportunity for students to assess their own clinical practice skills, and get feedback from their school practicum supervisor, as well as their practicum seminar faculty. This assignment will be completed in both the first and second semesters of the practicum placement and will be reviewed by both the agency practicum instructor and the practicum faculty instructor. The student is given feedback on their clinical judgment, professionalism, and engagement with the client or system. This assignment aligns with the CSWE competencies 1 (Demonstrate Ethical and Professional Behavior), 6 (Engage with Individuals, Families, Groups, Organizations, and Communities), 7 (Assess Individuals, Families, Groups, Organizations, and Communities), 8 (Intervene with Individuals, Families, Groups, Organizations, and Communities), and 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities).

[Link to the assignment](#)

[Link to the rubric](#)

Assessment #3: School social work SEL lesson

Students will craft and present an 8-10-minute lesson on a social-emotional learning (SEL) topic. This assignment is a required assignment in the School Social Work course and includes both a written lesson plan component and a group facilitation component. It measures a candidate's ability to design and implement a successful SEL lesson and aligns with CSWE competencies 4 (Engage in Practice-Informed Research and Research-Informed Practice), 6 (Engage with Individuals, Families, Groups, Organizations, and Communities), 8 (Intervene with Individuals, Families, Groups, Organizations, and Communities), and 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities).

[Link to rubric](#)

[Link to lesson planning template](#)

Assessment #4: Video role-play from SWKG 605 class

The video role-play is in the Micro and Advance Practice course that all advanced generalist students take prior to graduating. The role play is the culmination assignment for the course and gives students the opportunity to show they have learned the practice skills learned in the course. The role play assignment involves an 8-10 minute video where the student shows evidence of their practice skills; and it also includes a 12-15 minute class presentation where they demonstrate their ability to evaluate their own practice skills and intervention. These skills align with CSWE competencies 1 (Demonstrate Ethical and Professional Behavior), 2

(Advance Human Rights and Social, Racial, Economic, and Environmental Justice), 4 (Engage in Practice-Informed Research and Research-Informed Practice), 6 (Engage with Individuals, Families, Groups, Organizations, and Communities), 7 (Assess Individuals, Families, Groups, Organizations, and Communities), 8 (Intervene with Individuals, Families, Groups, Organizations, and Communities), and 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities).

[Link to rubric](#)

[Link to brief rubric and assignment instructions](#)

Assessment #5: Advocacy assignment for Children's Issues class

The advocacy assignment requires students to analyze a major children's issue at the micro, mezzo, and macro levels. This project will include a research-based explanation of the issue, related policies, persuasive arguments for what changes the students would like to make and how those changes could be made, and ethical dilemmas. It also includes a presentation to candidates' colleagues on the issue being studied. This assignment is worth 29% of the total points in the Children's Issues course that is required for all candidates in the School Social Work track. It is the final assignment for this course and will be required for successful completion of the course, which is currently offered every Fall semester. However, the course as needed, may be available in both the Spring and Fall semesters. This assignment aligns with CSWE competencies 2 (Advance Human Rights and Social, Racial, Economic, and Environmental Justice), 4 (Engage in Practice-Informed Research and Research-Informed Practice), 8 (Intervene with Individuals, Families, Groups, Organizations, and Communities), and 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities).

[Link to the assignment instructions](#)

[Link to the assignment rubric](#)

Assessment #6: Formal school-based observation

The National Association of Social Workers (NASW) outlines eleven standards and three guiding principles for school social workers. A formal scoring guide for the observation will be used which was created by the School Social Work Association of America (SSWAA) and measures the student on all 11 NASW School Social Work Standards, as well as the three guiding principles of Education/ School Reform, Social Justice, and Multi Tier Interventions. The formal observation tool will be used in a student's final semester of their school practicum placement. Alternatively, if a candidate is taking the Standalone SSW track, they may be observed in their current school-based employment to meet this assessment criterion. A qualified Faculty instructor or Agency Practicum Instructor will complete the observation. Each candidate must score at the Proficient level on at least 50% of the components and must score at the Basic level or higher on the remaining components in order to successfully show they have met the program standards. (These are the passing guidelines set by the SSWAA.)

[Link to observation form](#)

Assessment #7: SWEAP Exit Survey

SWEAP stands for Social Work Education Assessment Project. The SWEAP instruments are valid and reliable, and are specifically designed to be responsive to the Educational Policy and

Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE). The SWEAP Exit Survey includes over 100 items, covering program characteristics, student demographics, student employment experience and plans, student educational experience and plans, as well as student evaluation of the social work program's implicit and explicit curriculum.

Implicit Curriculum Categories Assessed:

- Commitment to diversity
- Admission policy and procedure
- Advisement, retention and termination
- Student participation in governance
- Faculty
- Administrative structure
- Resources
- Field Education
- Evaluation of preparation by the MSW Program in the knowledge, skills, values and ethics of social work (35 items evaluated on an 11 point Likert scale).

Categories assessed in the Alumni Survey (among others):

- Current employment status
- Quality of MSW preparation for employment outside of social work
- Urban/rural location
- Annual income
- Length of time to find work
- Primary function
- Major roles
- Type of organization
- Client systems
- Employment setting
- Quality of preparation for entry-level position in social work
- Evaluation of preparation by the MSW Program in the knowledge, skills, values and ethics of social work (35 items evaluated on an 11-point Likert scale).

Information from <https://www.sweapinstruments.org/>

Assessment #8: Civil Rights Modules

The Civil Rights modules were developed by a consortium of EPPs across the state of Oregon. This course is designed to provide a broad understanding of civil rights in educational environments and the candidate's role in protecting students' civil rights. It has five modules which cover state and federal protections for individual civil rights and protections against discrimination, privacy, confidentiality, mandatory reporting, and professional ethics standards. These modules are the same ones used by the George Fox College of Education in their teacher preparation programs.

Program Data Collection Plan

How will the unit collect data showing evidence of candidate content knowledge? Currently, the University uses Tevera and Canvas learning management systems to collect evidence of candidate content knowledge. Candidates complete assignment-based assessments which are evaluated using rubrics. These are submitted into Tevera and Canvas. Summary data for

each student will be collected from Canvas, Tevera, and faculty directly if needed. Additionally, the portfolio samples and Civil Rights Modules documentation will also be collected and will be managed by the Program Coordinator and TSPC Liaison.

Field Evaluation	SSW SEL Lesson	Video Role Play	Children’s Advocacy Assignment	SWEAP Exit Survey	Civil Rights Modules
Competencies 1-4	Items a. and b.	Assignment rubric measuring CSWE Competencies 1, 2, 4, 6, 7, 8, 9	Assignment Rubric – CSWE Competencies 2,4,8,9	Section E: Evaluation of SW Preparation, Competencies 1-9	Content scores on all 5 Modules

How will the unit collect data showing the tools for evaluating the clinical practice and competency? The answer to this question has been combined with the following question as the assessments to collect data around clinical practice and competency are the same. The University uses Tevera and Canvas documentation to show evidence of clinical practice experience. The tool that will be used to evaluate the clinical practice for the proposed program will be Tevera, which is our system for interfacing with Field placement instructors and collecting the field evaluation feedback. We will also use this platform to capture the observation data as well.

Entry Evaluation	Pre-Mid Evaluation	Mid-Term Evaluation	Final Evaluation
<ul style="list-style-type: none"> ● Civil Rights ● Background Clearance ● Personal interview 	<ul style="list-style-type: none"> ● Process recording ● Practicum seminar participation ● Formal school-based observation, NASW SSW standards 1-11 	<ul style="list-style-type: none"> ● Mid Term Field Evaluation Competencies 1-9 ● Practicum Site visit ● Video Role play 	<ul style="list-style-type: none"> ● Final Field Evaluation ● Process recording ● Formal school-based observation, NASW SSW standards 1-11 ● SEL Lesson a.-f.

National Association of Social Workers (NASW) Standards for School Social workers (SSW)	George Fox University School Social Work Preparation Program - Data points for assessing candidate competency
NASW Standard 1. Ethics and Values	<ul style="list-style-type: none"> ● SWKG 605 Video Recorded Role Play ● SWKG 676/677 Practicum Seminar Process Recording (Complete one in each semester) ● SWKG 677 Final Formal Field Evaluation ● SWKG 677 Formal School Based Observation
NASW Standard 2. Qualifications	<ul style="list-style-type: none"> ● SWKG 605 Video Recorded Role Play ● SWKG 676/677 Practicum Seminar Process Recording (Complete one in each semester) ● SWKG 677 Final Formal Field Evaluation ● SWKG 677 Formal School Based Observation

NASW Standard 3. Assessment	<ul style="list-style-type: none"> • SWKG 676/677 Practicum Seminar Process Recording (Complete one in each semester) • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation
NASW Standard 4. Intervention	<ul style="list-style-type: none"> • SWKG 605 Video Recorded Role Play • SWKG 685 Children’s Issues Advocacy Paper • SWKG 685 School Social Work SEL Lesson • SWKG 676/677 Practicum Seminar – Process Recording (Complete one in each semester) • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation
NASW Standard 5. Decision Making and Practice Evaluation	<ul style="list-style-type: none"> • SWKG 685 Children’s Issues Advocacy Paper • SWKG 685 School Social Work SEL Lesson • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation
NASW Standard 6. Record Keeping	<ul style="list-style-type: none"> • SWKG 605 Video Recorded Role Play • SWKG 685 Children’s Issues Advocacy Paper • SWKG 685 School Social Work SEL Lesson • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation • SWKG 676/677 Practicum Seminar – Process Recording (Complete one in each semester)
NASW Standard 7. Workload Management	<ul style="list-style-type: none"> • SWKG 605 Video Recorded Role Play • SWKG 676/677 Practicum Seminar – Process Recording (Complete one in each semester) • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation
NASW Standard 8. Professional Development	<ul style="list-style-type: none"> • SWKG 605 Video Recorded Role Play • SWKG 676/677 Practicum Seminar – Process Recording (Complete one in each semester) • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation
NASW Standard 9. Cultural Competence	<ul style="list-style-type: none"> • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation
NASW Standard 10. Interdisciplinary Leadership and Collaboration	<ul style="list-style-type: none"> • SWKG 605: Video Recorded Role Play • SWKG 685 – School Social Work SEL Lesson • SWKG 676/677 – Practicum Seminar – Process Recording (Complete one in each semester) • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation
NASW Standard 11. Advocacy	<ul style="list-style-type: none"> • SWKG 606 Group Work and Socially Just practice Reflection • SWKG 685 – Children’s Issues Advocacy Paper • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation

How will the unit collect data showing evidence of candidate competency?

The Program Coordinator manages each individual student file and records scores on a licensing spreadsheet. Once all of the program requirements have been met, the TSPC Liaison reviews each candidate’s file to ensure that all evidence is present, then sends the

candidate’s file to Steve Tillery, Director of Clinical Practice Office in the College of Education, prior to submitting a PCR for licensing.

How will the unit collect data that shows tools for follow-up with candidates after program completion?

Sources	Evidence
SWEAP exit survey	Projected employment responses, competencies, Section E evaluation of social work preparation, Section F Educational Program Experience (Implicit Curriculum)
SWEAP alumni survey	Employment rates, Section E evaluation of social work preparation on CSWE 9 competencies

Program Implementation

Provide a projected timeline for the implementation of the proposed program:

- Spring 2024: TSPC approval
- Spring/Summer 2024: Recruit candidates
- Fall 2024: First cohort start

Program Recruitment and Retention

Program recruitment and retention narrative: Candidates are recruited through the MSW website, through word of mouth, information nights, and through district partners. Candidates are required to apply to the program. Once an application file is complete, it is reviewed by faculty. If candidates meet the criteria, they are invited to an interview. Following an interview, the admission decision is made by the admissions committee. Each candidate is assigned an advisor who shepherds the students through the entire program. The advisor keeps close contact with the students and assists them if there are any issues. If a candidate does not maintain the program requirements, they receive a letter of concern. If issues are not addressed a formal contract is issued. Both of these phases include faculty support for improvement. If a candidate does not show improvement over time, they may be exited from the program.

Partnership Efforts

Collaborative efforts between the EPP and districts or other appropriate partners: George Fox MSW program works collaboratively with 9 schools and districts in the Portland Metro and Salem areas. We already place several students a year from our MSW program in school practicum placements. Additionally, upon the approval of this proposal, we will begin collaborating with the George Fox College of Education to build upon their existing partnerships across the state. In this way we will be able to place SSW students in school placements near where they live, as well as offer our licensure preparation program to social

workers who are already operating in schools under a restricted or emergency license. We also intend to develop interprofessional educational experiences in collaboration with our College of Education, so that new school social workers can learn alongside teachers.

The College of Education (COE) has collaborated with our MSW program extensively throughout the Proposal process. They have offered support, encouragement, guidance, and invaluable advice along the way. Additionally, Steve Tillery, who has been pivotal in the documentation and PCR process in the COE for many years, has agreed to provide a final audit of all school social work candidates prior to our submission of the PCR. The COE has also agreed to provide the template for candidate tracking that both their department and the School Counseling department use.

Our program additionally plans to partner with the College of Education in the following ways at the community-level. We will partner in on-going program improvement, accreditation processes, and TSPC reviews. We will work with the COE's many school districts and ESD partners in their Grow Your Own Programs and we will now be able to bring a School Social Work option to the table, which has been requested by many of these partners. We will also work together around a common assessment for observing SEL practices in the field.

Degree Authorization

The internal proposal for this new program was initiated within the MSW department in Spring 2023. It was then moved through the University Curriculum Committee process throughout the Fall of 2023. The registrar's office was consulted throughout this process. The proposal moved forward to the Academic Leadership Team of the University and received formal approval on December 12, 2023.

Addendum (optional)

Alignment to Standards Table – See Below

<p>OAR 581-022-2060 OAR 584-410-0070 OAR 584-410-0075</p>	<p>National Association of Social Workers (NASW) Standards for School Social workers (SSW)</p> <p>AND</p> <p>Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS)</p>	<p>Oregon’s Framework for Comprehensive School Counseling Programs (OFCSCP:)</p> <p>AND</p> <p>American School Counseling Association (ASCA) Ethical Standards for School Counselors (ESSC)</p>	<p>George Fox University School Social Work Preparation Program Assessments</p> <p>Items in black are required for the MSW + SSW track Items in blue are required for the MSW + SSW track AND the SSW Standalone track.</p>	<p>George Fox University School Social Work Preparation Program Courses</p> <p>Courses in black are a part of the full MSW program, but not required for the Standalone SSW track.</p> <p>Courses in blue are required for the SSW track either as part of the MSW + SSW program or the Standalone SSW program.</p>
<p>OAR 584-410-0075 2. 3. 4. 5. 6.</p>	<p>NASW Standard 1. Ethics and Values</p> <p>CSWE Competency 1: Demonstrate Ethical and Professional Behavior</p>	<p>OFCSCP: Foundation: Professional Competencies (p. 26-32)</p> <p>ASCA ESSC: A.2. Confidentiality A.9. Serious and foreseeable Harm to Self and Others A.12. Child Abuse A.15. Technical and Digital Citizenship D. School Counseling Practicum/ Internship Site Supervisors</p>	<ul style="list-style-type: none"> • SWKG 570 Bridging Spirituality and Social Work Ethics Paper • SWKG 699 Leadership Profile paper • SWKG 605 Video Recorded Role Play • SWKG 676/677 Practicum Seminar – Process Recording (Complete one in each semester) • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation 	<ul style="list-style-type: none"> • SWKG 576 Foundation Internship I • SWKG 577 Foundation Internship II • SWKG 570 Values & Ethics: Spirituality & Religion • SWKG 596 Concentration Year Seminar • SWKG 676 Advanced Internship I • SWKG 677 Advanced Internship II • SWKG 699 Supervision, Management, and Leadership • SWKG 685 School Social Work

		E. Maintenance of Standards F. Ethical Decision-Making		
	NASW Standard 2. Qualifications CSWE Competency 1: Demonstrate Ethical and Professional Behavior	OFCSCP: Foundation: Professional Competencies, (p. 26-32) ASCA ESSC: A.5. Sustaining Healthy Relationships and Managing Boundaries	<ul style="list-style-type: none"> • SWKG 570: Bridging Spirituality and Social Work Ethics Paper • SWKG 699 Leadership Profile paper • SWKG 605 Video Recorded Role Play • SWKG 676/677 – Practicum Seminar – Process Recording (Complete one in each semester) • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation 	<ul style="list-style-type: none"> • SWKG 576 Foundation Internship I • SWKG 577 Foundation Internship II • SWKG 570 Values & Ethics: Spirituality & Religion • SWKG 596 Concentration Year Seminar • SWKG 601 Advanced Clinical Practice • SWKG 605 Micro Practice/Adv Practice with Individuals and Families • SWKG 676 Advanced Internship I • SWKG 677 Advanced Internship II • SWKG 699 Supervision, Management, and Leadership • SWKG 685 School Social Work
	NASW Standard 3. Assessment CSWE Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	OFCSCP: Accountability: Professional Competencies, (p. 52-54) ASCA ESSC: A.14. Evaluation, Assessment, and Interpretation	<ul style="list-style-type: none"> • SWKG 533 Biopsychosocial Spiritual Assessment • SWKG 592 Change Project Proposal • SWKG 601 Client Assessment Paper • SWKG 676/677 Practicum Seminar Process Recording (Complete one in each semester) • SWKG 677 Final Formal Field Evaluation 	<ul style="list-style-type: none"> • SWKG 533 Human Behavior in the Social Environment • SWKG 576 Foundation Internship I • SWKG 577 Foundation Internship II • SWKG 601 Advanced Clinical Practice • SWKG 605 Micro Practice/Adv Practice with Individuals and Families

			<ul style="list-style-type: none"> • SWKG 677 Formal School Based Observation 	<ul style="list-style-type: none"> • SWKG 606 Mezzo Practice/Adv Practice with Groups • SWKG 676 Advanced Internship I • SWKG 677 Advanced Internship II • SWKG 699 Supervision, Management, and Leadership • SWKG 685 Children’s Issues • SWKG 685 School Social Work
<p>581-022-2060 C. (ii) Counseling methodologies ; C. (iii) Social-emotional learning; C. (iv) Mental and behavioral health supports; C. (v) Trauma-sensitive practices OAR 584-410-0075 2. Self-awareness 3. Self-Management</p>	<p>NASW Standard 4. Intervention</p> <p>CSWE Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>CSWE Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>OFCSCP: Delivery System: Professional Competencies, (p. 48-51)</p> <p>ASCA ESSC: A.1. A.4. Academic, Career and Social/Emotional Planning</p> <p>A.7. Group Work</p> <p>A.8. Student Peer-Support Program</p> <p>A.11. Bullying, Harassment, Discrimination, Bias, and Hate Incidents</p>	<ul style="list-style-type: none"> • SWKG 592 Change Project Proposal • SWKG 591 Simucase Case Simulation Assignment – Intervene • SWKG 607 Community Action Change Proposal • SWKG 605 Video Recorded Role Play • SWKG 685 Children’s Issues Advocacy Paper • SWKG 685 School Social Work SEL Lesson • SWKG 676/677 Practicum Seminar – Process Recording (Complete one in each semester) • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation 	<ul style="list-style-type: none"> • SWKG 533 Human Behavior in the Social Environment • SWKG 591 Social Work Practice I: Families, Individuals & Groups • SWKG 576 Foundation Internship I • SWKG 577 Foundation Internship II • SWKG 605 Micro Practice/Adv Practice with Individuals and Families • SWKG 606 Mezzo Practice/Adv Practice with Groups • SWKG 676 Advanced Internship I • SWKG 677 Advanced Internship II • SWKG 685 Children’s Issues • SWKG 685 School Social Work

<p>4. Social-Awareness 5. Relationship Skills 6. Responsible Decision-making</p>				
	<p>NASW Standard 5. Decision Making and Practice Evaluation</p> <p>CSWE Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p>	<p>OFCSCP: Foundation: Professional Competencies, (p. 26-32)</p> <p>ASCA ESSC: A.14. Evaluation, Assessment, and Interpretation</p>	<ul style="list-style-type: none"> • SWKG 542 Research Critique Assignment • SWKG 647 Evidence Based Grant Writing • SWKG 648 Single Case Design Assignment • SWKG 685 Children’s Issues Advocacy Paper • SWKG 685 School Social Work SEL Lesson • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation 	<ul style="list-style-type: none"> • SWKG 542 Research Methods • SWKG 570 Values & Ethics: Spirituality & Religion SWKG 576 Foundation Internship I • SWKG 577 Foundation Internship II • SWKG 606 Mezzo Practice/Adv Practice with Groups • SWKG 605 Micro Practice/Adv Practice with Individuals and Families • SWKG 648 Applied Social Work Research: Evaluation of Practice • SWKG 676 Advanced Internship I • SWKG 677 Advanced Internship II • SWKG 699 Supervision, Management, and Leadership • SWKG 685 School Social Work
	<p>NASW Standard 6. Record Keeping</p>	<p>OFCSCP: Foundation: Professional Competencies, (p. 26-32)</p>	<ul style="list-style-type: none"> • SWKG 542 Research Critique Assignment • SWKG 648 Single Case Design 	<ul style="list-style-type: none"> • SWKG 576 Foundation Internship I • SWKG 577 Foundation Internship II

	CSWE Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	ASCA ESSC: A.13. Student Records	<ul style="list-style-type: none"> • SWKG 605 Video Recorded Role Play • SWKG 685 Children’s Issues Advocacy Paper • SWKG 685 School Social Work SEL Lesson • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation • SWKG 676/677 Practicum Seminar – Process Recording (Complete one in each semester) 	<ul style="list-style-type: none"> • SWKG 601 Advanced Clinical Practice (3 credit hours) • SWKG 676 Advanced Internship I • SWKG 677 Advanced Internship II • SWKG 685 School Social Work
	NASW Standard 7. Workload Management CSWE Competency 1: Demonstrate Ethical and Professional Behavior	OFCSCP: Foundation: Professional Competencies, (p. 26-32) ASCA ESSC: B.2. Responsibilities to the School B.3. Responsibilities to Self	<ul style="list-style-type: none"> • SWKG 570 Bridging Spirituality and Social Work Ethics Paper • SWKG 699 Leadership Profile paper • SWKG 605 Video Recorded Role Play • SWKG 676/677 Practicum Seminar – Process Recording (Complete one in each semester) • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation 	<ul style="list-style-type: none"> • SWKG 576 Foundation Internship I • SWKG 577 Foundation Internship II • SWKG 596 Concentration Year Seminar • SWKG 676 Advanced Internship I • SWKG 677 Advanced Internship II • SWKG 699 Supervision, Management, and Leadership • SWKG 685 School Social Work
OAR 584-410-0075 2. Self-awareness	NASW Standard 8. Professional Development	OFCSCP: Foundation: Professional Competencies, (p. 26-32)	<ul style="list-style-type: none"> • SWKG 570 Bridging Spirituality and Social Work Ethics Paper • SWKG 699 Leadership Profile paper • SWKG 605 Video Recorded Role Play 	<ul style="list-style-type: none"> • SWKG 542 Research Methods • SWKG 570 Values & Ethics: Spirituality & Religion • SWKG 591 Social Work Practice I: Families, Individuals & Groups

<p>3. Self-Management 4. Social-Awareness 5. Relationship Skills 6. Responsible Decision-making</p>	<p>CSWE Competency 1: Demonstrate Ethical and Professional Behavior</p>	<p>ASCA ESSC: A.12. Child Abuse A.16. Virtual/Distance School Counseling</p>	<ul style="list-style-type: none"> • SWKG 676/677 Practicum Seminar – Process Recording (Complete one in each semester) • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation 	<ul style="list-style-type: none"> • SWKG 592 Social Work Practice II: Organizations & Communities • SWKG 576 Foundation Internship I • SWKG 577 Foundation Internship II • SWKG 596 Concentration Year Seminar • SWKG 605 Micro Practice/Adv Practice with Individuals and Families • SWKG 648 Applied Social Work Research: Evaluation of Practice • SWKG 676 Advanced Internship I • SWKG 677 Advanced Internship II • SWKG 699 Supervision, Management, and Leadership • SWKG 685 Children’s Issues • SWKG 685 School Social Work
<p>581-022-2060 C. (vi) Culturally responsive and sustaining practices</p> <p>584-410-0070 As a CSWE accredited social work program, ADEI</p>	<p>NASW Standard 9. Cultural Competence</p> <p>CSWE Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.</p>	<p>OFCSCP: Foundation: Professional Competencies, (p. 26-32)</p> <p>ASCA ESSC: A.8. Student Peer-Support Program A.10. Marginalized Populations A.11. Bullying, Harassment, Discrimination, Bias, and Hate Incidents</p>	<ul style="list-style-type: none"> • SWKG 520: ADEI Development paper • SWKG 521: Essay on Applying Human Rights Concepts • SWKG 542: Research Critique Assignment • SWKG 560 Policy Analysis Paper • SWKT 601 Difference in Culture Tip Sheet • SWKG 677 Final Formal Field Evaluation 	<ul style="list-style-type: none"> • SWKG 520 Diversity and Difference: Implications for Social Work Practice • SWKG 521 Human Rights & Social Justice • SWKG 576 Foundation Internship I • SWKG 577 Foundation Internship II • SWKG 596 Concentration Year Seminar • SWKG 607 Macro Practice/Adv Practice with Communities • SWKG 676 Advanced Internship I • SWKG 677 Advanced Internship II

<p>is woven into all of our curriculum. The classes and assessments listed here specifically target ADEI content, but all of our courses teach and model a commitment to justice, equity, advocacy, and anti-racism</p>			<ul style="list-style-type: none"> • SWKG 677 Formal School Based Observation 	<ul style="list-style-type: none"> • SWKG 685 School Social Work
	<p>NASW Standard 10. Interdisciplinary Leadership and Collaboration</p> <p>CSWE Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>OFCSCP:: Foundation: Professional Competencies, (p. 26-32)</p> <p>ASCA ESSC: A.3. Comprehensive School Counseling Program</p> <p>A.6. Appropriate Collaboration, Advocacy, and Referrals for Counseling</p>	<ul style="list-style-type: none"> • SWKG 592: Change Project Proposal • SWKG 605: Video Recorded Role Play • SWKG 685 – School Social Work SEL Lesson • SWKG 676/677 – Practicum Seminar – Process Recording (Complete one in each semester) • SWKG 677 Final Formal Field Evaluation 	<ul style="list-style-type: none"> • SWKG 592 Social Work Practice II: Organizations & Communities • SWKG 576 Foundation Internship I • SWKG 577 Foundation Internship II • SWKG 607 Macro Practice/Adv Practice with Communities • SWKG 606 Mezzo Practice/Adv Practice with Groups • SWKG 676 Advanced Internship I • SWKG 677 Advanced Internship II

		<p>B.1. Responsibilities to Parents/Guardians</p> <p>B.2. Responsibilities to the School</p> <p>C. School Counselor Directors/Administrators /Supervisors</p>	<ul style="list-style-type: none"> • SWKG 677 Formal School Based Observation 	<ul style="list-style-type: none"> • SWKG 699 Supervision, Management, and Leadership • SWKG 685 School Social Work
	<p>NASW Standard 11. Advocacy</p> <p>CSWE Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p> <p>CSWE Competency 5: Engage in Policy Practice</p>	<p>OFCSCP: Foundation: Professional Competencies, (p. 26-32)</p> <p>ASCA ESSC: A.3. Comprehensive School Counseling Program</p> <p>A.10. Marginalized Populations</p>	<ul style="list-style-type: none"> • SWKG 521: Essay on Applying Human Rights Concepts • SWKG 592: Change Project Proposal • SWKG 606 Group Work and Socially Just Practice Reflection • SWKG 560: Policy Analysis Paper • SWKG 606 Group Work and Socially Just practice Reflection • SWKG 685 – Children’s Issues Advocacy Paper • SWKG 677 Final Formal Field Evaluation • SWKG 677 Formal School Based Observation 	<ul style="list-style-type: none"> • SWKG 560 Social Policy • SWKG 576 Foundation Internship I • SWKG 577 Foundation Internship II • SWKG 606 Mezzo Practice/Adv Practice with Groups • SWKG 607 Macro Practice/Adv Practice with Communities • SWKG 676 Advanced Internship I • SWKG 677 Advanced Internship II • SWKG 685 School Social Work • SWKG 699 Supervision, Management, and Leadership • SWKG 685 School Social Work



GEORGE FOX
UNIVERSITY

COLLEGE OF SOCIAL WORK

Master of Social Work Courses and Syllabi

Generalist Courses (Course title links directly to course syllabus)

[SWKG 520 – Diversity and Difference](#)

[SWKG 521 – Human Rights & Social Justice](#)

[SWKG 533 – Human Behavior in the Social Environment](#)

[SWKG 542 – Research Methods](#)

[SWKG 560 – Social Policy](#)

[SWKG 570 – Values and Ethics](#)

[SWKG 576 – Foundation Internship I](#)

[SWKG 577 – Foundation Internship II](#)

[SWKG 591 – Social Work Practice I](#)

[SWKG 592 – Social Work Practice II](#)

Advanced Generalist Courses (Course title links directly to course syllabus)

[SWKG 601 – Advanced Clinical Practice](#)

[SWKG 605 – Micro Practice / Advanced Practice with Individual and Families](#)

[SWKG 606 – Mezzo Practice / Advanced Practice with Groups](#)

[SWKG 607 – Macro Practice / Advanced Practice with Communities](#)

[SWKG 647 – Research for Evidence Based Practice](#)

[SWKG 648 – Applied Social Work Research: Evaluation of Practice](#)

[SWKG 676 – Advanced Internship I](#)

[SWKG 677 – Advanced Internship II](#)

[SWKG 685 – Elective: Children's Issues](#)

[SWKG 685 – Elective: Substance Abuse](#)

[SWKG 685 – Elective: School Social Work](#)

[SWKG 685 – Elective: Poverty](#)

[SWKG 685 – Elective: Death and Dying](#)

[SWKG 685 – Elective: Neurobiology and Trauma](#)

[SWKG 699 – Supervision, Management, and Leadership](#)

*Courses noted in red are required for the School Social Work Preparation Program.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 520: Diversity and Difference

2023 Fall

Tuesday 09:30-12:00 Hybrid

In-person Meeting Dates: 08/29, 10/03, 10/31, 12/05

Yong Qiang Zheng, Ph.D., MSSW.
Office: Portland Center 175
Office Hours: Mon 15:30 -17:30 Fri 13:30-17:30
Additional days/times by appointment.

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I. Course Purpose:

The purpose of this course is to provide a framework for engaging diversity and differences in social work practice. This course prepares students to work with diverse groups of people nationwide, including racial and ethnic groups and other populations defined by gender, sexual orientation, income, physical and mental ability, age, and religion. Emphasis will be placed on defining and developing skills for culturally competent social work generalist practice with these populations through students' self-examination, experiential learning, and critical reading of class materials.

II. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Advance Human Rights and Social, Racial, Economic and Environmental Justice.
- **Competency 3:** Engage Anti-racism, Diversity, Equity, and Inclusion in Practice.
- **Competency 10:** Spiritually-Informed Practice and Religious Contexts

III. Course Objectives:

At the conclusion of this course the student will:

1. Develop understanding of the fundamental definitions, concepts, and theories related to ADEI (Competencies 1, 2). K
2. Gain knowledge of the forms and mechanisms of racism, discrimination and oppression and understand how they shape the human experience (Competency 3). K, C, A

3. Increase awareness of their personal cultural or ethnic identity, values, assumptions, and biases (Competency 1). S, V
4. Develop the ability to demonstrate cultural humility from a generalist social work perspective. (Competencies 1, 3). S
5. Increase awareness of the role that spirituality and religion have in social work practice with intersecting social identities. (Competencies 3, 10). K

IV. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

Sue, De. W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural social work practice: A Competency-Based Approach to Diversity and Social Justice* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

Direct Library E-book Link:

<https://ebookcentral-proquest-com.georgefox.idm.oclc.org/lib/georgefox/detail.action?docID=4205782>

Other Required or Supplemental Reading:

Marsiglia, F.F., Kulis, S.S., & Lechuga-Pena, S. (2021). *Diversity, oppression, and change: Culturally grounded social work* (3rd ed.). Oxford.

Direct Library E-book Link:

<https://georgefox.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=2714010>

National Association of Social Workers. (2015). *Standards and indicators for cultural competence*. Washington, DC: Author. Retrieved from

<https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-and-Indicators-for-Cultural-Competence-in-Social-Work-Practice#:~:text=Cultural%20competence%20requires%20social%20workers,ethnicity%2C%20gender%2C%20class%2C%20sexual>

National Association of Social Workers. (2021). *Code of Ethics of the National Association of Social Workers*. Silver Spring, M.D.: Author.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

V. Course Assignments:

Assignments:

1. Online Activity Participation & Professional Behavior (20%)

Class Participation

Students are expected to be active participants in the online and in-person learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. *Participation is factored into the final grade.*

Professional Behavior

Students will come to virtual or in-person classes in a timely manner and be prepared for active engagement in the course. (Competencies 1, 2).

Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, and activities and your ability to share how your personal learning experience is evolving is vital to the learning process. You should strive to demonstrate the following in virtual class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
2. Reading carefully and thinking critically.
3. Speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
4. Being prepared to give and accept feedback,
5. Being prepared to work with your colleagues.

An MSW professional behavior rubric will be posted via Canvas as a reference to how professional behaviors will be measured in this class.

2. Diversity Forum (15%)

The diversity forum will be one of the methods for generating discussion, reflection, and suggestions. There will be 5 forums throughout the semester. A group of 2 students in the current cohort is expected to lead and facilitate 1 forum. The overall goal of the forum is to empower students to connect the course content with the diversity issues that they are focusing on and generate conversations among them. Topics of the forum shall be derived from the assigned weekly readings, newspapers, websites, journals, social media, movies, etc. Then, the facilitator is expected to provide prompts for discussion (ask 3 questions based on the content you post). The facilitator's post and prompt are due a week before their forum's due (Friday). All other students are expected to contribute to the discussion on the forum's due.

3. "Slavery by Another Name" Documentary Reflection Paper (25%):

"Slavery by Another Name" is a PBS documentary based on the book: *Slavery by another name: The re-enslavement of Black Americans from the Civil War to World War II* by Blackmon (2008). New York: Anchor Books.

To watch it, Go to <http://www.pbs.org/tpt/slavery-by-another-name/watch/>

After watching it, you will write an 8-12 pages' reflection paper responding to the questions below.

Critical Thinking Questions for "Slavery by another Name":

1. Why is it important to document hidden histories?
2. Why are certain histories hidden or difficult to uncover?
3. What new insights did you gain after watching this documentary?
4. To what extent do you think a person's racist attitudes and behaviors can be forgiven due to the "norm" of their surrounding culture?
5. In what ways, if any, are we responsible for our ancestor's actions? Is it fair to hold individual accountable for things their ancestors did?
6. How have the dynamics of relationships between black people and white people changed since the Civil Rights Movement of the 1960's?
7. Blackmon asserts that real slavery didn't end until the 1940's. In what ways is this statement true? What forms of modern slavery exist today?
8. How does the history represented in the documentary help us understand present conditions for people of color today? How can knowing history empower people today?

9. What current events do you believe should be documented, so that they are not hidden from future generations? Why?
10. After viewing the documentary, do you believe that racism is inherent or taught? Explain. How does your answer shape your understanding of a social worker's attention to anti-racism in their practice across all levels (micro, mezzo, macro).

4. ADEI Practice Development Paper (40%)

The purpose of this assignment is to explore students' awareness of their own biases, and its impact on the relationship a particular client population. Students need to investigate current practice models and critically think about their implications to counter the negative impact of the bias identified. A clear action plan is needed to embrace the model in your own work.

This paper should be 10-12 pages long (in addition to the title page, abstract, and reference page), in APA style 7th edition, including the abstract. This paper should include a minimum of 8 scholarly sources (each section has at least 4).

The paper starts with an introduction and ends with a conclusion. In between, it addresses the following areas:

Section 1. Bias identified & Impact reflection

Demonstrate deep levels of self-awareness of personal bias. Give examples of behavior and values. Provide a comprehensive summary of relevant research on the identified bias. Utilize current evidence to illustrate the impact of the bias identified.

Section 2. ADEI practice model and Action plan

Investigate current social work practice models and identify the strengths and limits of the chosen practice model that is linked to ADEI. Make an action plan for the implementation of the model in your own social work practice.

VI. Tentative Course Outline

Week 1: Aug. 28-Sept. 1				
In-person Meeting Day Portland Center Room 240				
Course Introduction				
Read	Review	Explore	Reflect & Discuss	Write
Course Syllabus	Course Content Overview	Review Canvas Course Modules	The assumption activity	
NASW Code of Ethics (link in Canvas)	Meet the Lecturer: Erin Johnson, MSW			
NASW Standards and indicators for cultural competence (link in Canvas)	Introduction to Online Course Meet the Professor: Yong Qiang Zheng, PhD			
Week 2: Sept. 4-Sept. 8				

<p>Chapter 1: Cultural Diversity and Implications for Multicultural Social Work Practice</p> <ul style="list-style-type: none"> • Diversification of U.S. • Multiple Dimensions of Human Identity • Individual and Universal Biases in Social Work • Multicultural Challenges in Social Work Practice 				
Read	Review	Explore	Reflect & Discuss	Write
Chapter 1 Cultural Humility (pdf on Canvas)	Review Lecture	Ted Talk: The Danger of a Single Story	Human Identity Diagram	
<p>Week 3: Sept. 11-Sept.15</p>				
<p>Chapter 2: Theoretical Foundations for Multicultural Social Work Practice</p> <ul style="list-style-type: none"> • Ecological Systems Theory • Strengths Perspective • Social Justice Perspective • Defining Racism, Prejudice • Antiracism • Intersectionality Perspective 				
Read	Review	Explore	Reflect & Discuss	Write
Chapter 2	Review Lecture	Privilege- The Coin Experiment	Privilege and Intersectionality - Our own coins Chapter 2 - Question 2	
<p>Week 4: Sept. 18-Sept. 22</p>				
<p>Chapter 3: Becoming Culturally Competent in Social Work Practice</p> <ul style="list-style-type: none"> • Defining Cultural Competence • Four Components of Cultural Competence • Multidimensional Model of Cultural competence • Multicultural Social Work Practice 				
Read	Review	Explore	Reflect & Discuss	Write
Chapter 3 Cultural Empathy	Review Lecture	Brene Brown: Empathy v. Sympathy Implicit Bias	Implicit Harvard Tests: Choose 5: https://implicit.harvard.edu/implicit/takeatest.html Cultural Competency Case	Diversity Forum 1 Due - Fri, Sep 22, 11:59pm

			Study	
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Week 5: Sept. 25-Sept. 29

Chapter 4: Understanding the Sociopolitical Implications of Oppression and Power in Social Work Practice

- Defining Oppression
- Effects of Historical Oppression
- Ethnocentric Monoculturalism
- Impact on Helping Relationships
- Credible multicultural practice

Read	Review	Explore	Reflect & Discuss	Write
Chapter 4 <u>Article:</u> <u>Genograms with African American Families: Considering Cultural Context</u> <u>Whiteness and Ethnocentric Monoculturalism: Making the "Invisible" Visible</u> White Privilege Unpacking the Invisible Knapsack (pdf on Canvas)	Review Lecture	The Dangers of Whitewashing Black History How the US Stole Mexico Documentary Film: Unspoken: America's Native American boarding schools	Chapter 4 - Question 2, 5	

Week 6: Oct. 2-Oct. 6

In-person Meeting Day Portland Center Room 240

Chapter 5: Microaggressions in Social Work Practice

- Microaggressions
- Microaggressions in Social Work Practice

Read	Review	Explore	Reflect & Discuss	Write
Chapter 5 Diversity, Oppression and Change (Marsiglia Book Chapters 9-10)	Review Lectures	How microaggressions are like mosquito bites • Same Difference I, too, am Harvard	Microaggressions Awareness Tool	Diversity Forum 2 Due - Fri, Oct. 6, 11:59pm

		- Students Self Identity Racial Microaggressions experienced at Harvard		
Week 7: Oct. 9- Oct.13				
<ul style="list-style-type: none"> Review “A DEI Practice Development Paper” Guidelines APA Formatting Review 				
Read	Review	Explore	Reflect & Discuss	Write
Guidelines for “A DEI Practice Development Paper”	Overview of Research Paper		A DEI Practice Development Paper Q & A	Section 1 of A DEI paper: Research, write, and submit - Due Fri. Oct. 13, 11:59pm
Week 8: Oct. 16-Oct. 20				
Chapter 6: Racial/Cultural Identity Development <ul style="list-style-type: none"> Who am I? Identity Development Models Working racial/cultural identity Implications for Social Work Practice Chapter 7: White Racial Identity Development <ul style="list-style-type: none"> What does it mean to be White? Dynamics of Whiteness Models of White Racial Identity Development 				
Read	Review	Explore	Reflect & Discuss	Write
Chapter 6 & 7 White People Facing Racism (pdf on Canvas)	Review Lectures	Multiracial American Voices: Identity - Pew Research Center How to resolve racially stressful situations Howard C. Stevenson (min 10-15 focus on how racial identity is developed) James Corden	USC MSW: Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege - Activity 2 - Understanding Privilege and Systems of Power Color Blind Racial Attitudes Scale (pdf on Canvas)	

		Gets a Lesson on White Privilege Documentary: Little White Lie		
Week 9: Oct. 23-Oct. 27 Chapter 8: Barriers to Effective Multicultural Clinical Practice <ul style="list-style-type: none"> ● Sources of Conflict and Misinterpretation in Clinical Practice ● Culture-Bound Values ● Class-Bound Values ● Language Barriers 				
Read	Review	Explore	Reflect & Discuss	Write
Chapter 8 Culturally Based Intervention Development The Case of Latino Families Dealing With Schizophrenia (pdf on Canvas)	Review Lecture	"Why I Train Grandmothers to Treat Depression"	Case Study: Cultural Competence	Diversity Forum 3 Due - Fri, Oct. 27, 11:59pm
Week 10: Oct. 30-Nov. 3 In-person Meeting Day Portland Center Room 240 Chapter 9: Cultural Styles in Multicultural Intervention Strategies <ul style="list-style-type: none"> ● Case Example ● Communication Styles ● Nonverbal Communication ● Differential Skills in Multicultural Social Work Practice 				
Read	Review	Explore	Reflect & Discuss	Write
Chapter 9	Review Lecture		Nonverbal Comm. Activity Comm. Style Self-Assessment	
Week 11: Nov. 6-Nov. 10 Documentary: Slavery by Another Name				
Read	Review	Explore	Reflect & Discuss	Write
		Documentary:		Documentary

		Slavery by Another Name		Reflection Paper Due - Fri, Nov. 10, 11:59pm
Week 12: Nov. 13-Nov. 17				
Chapter 10: Multicultural Family Social Work Interventions				
<ul style="list-style-type: none"> ● Family Systems ● Issues when working with Racial/Ethnic Minority Families ● Conceptual Model ● Implications for social work practice 				
Read	Review	Explore	Reflect & Discuss	Write
Chapter 10 Incorporating the Cultural Diversity of Family and Close Relationships Into the Study of Health (pdf on Canvas)	Review Lecture		Social Work Family Assessment Tool Family Cohesion Scale	Diversity Forum 4 Due - Fri, Nov. 17, 11:59pm
Week 13: Nov. 20-Nov. 24				
Chapter 11: Religion, Spirituality, and Indigenous Methods of Healing				
<ul style="list-style-type: none"> ● Religion, Spirituality and Social Work Education ● Religious Affiliation and Ethnic Identity ● Spiritual Assessments 				
Read	Review	Explore	Reflect & Discuss	Write
Chapter 11	Review Lecture		Case Study: Traditional Healer Case study: Spirituality	
Week 14: Nov. 27-Dec. 1				
Chapter 12: Multicultural Organizational Change: Antiracist Practice and Social Justice				
<ul style="list-style-type: none"> ● Monocultural versus Multicultural Organizational Perspectives in Social Work 				
Read	Review	Explore	Reflect & Discuss	Write
Chapter 12 "An Open Letter to the Evangelical Church: I am not Your Punch Line"	Review Lecture			Diversity Forum 5 Due – Fri, Dec 1, 11:59pm

Week 15: Dec. 4-Dec.8				
Chapter 13: Evidence-based Multicultural Social Work Practice				
<ul style="list-style-type: none"> ● Evidence-based practice ● Empirically supported relationships 				
Read	Review	Explore	Reflect & Discuss	Write
Assignment Guidelines for "ADEI Practice Development Paper"	Review Lecture		"ADEI Practice Development Paper" Q & A	
Finals Week: Dec. 11-Dec.15				
In-person Meeting Day Portland Center Room 240				
Read	Review	Explore	Reflect & Discuss	Write
				"ADEI Practice Development Paper" Submit full paper (Section 1 & 2) Due, Tue Dec. 12 at 11:59pm

VII. Bibliography

Castex, G. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. *Social Work, 39*(3), 288-296.

Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *The American Psychologist, 62*(4), 271-286.

Finn, J.L. & Jacobson, M. (2003). Just practice: Steps toward a new social work paradigm. *Journal of Social Work Education 39*(1), 57-78.

Furman, L.D., Zahl, M.A., Benson, P.W. & Canda, E.R. (2007). An international analysis of the role of religion and spirituality in social work practice. *Families in Society, 88*(2), 241-254.

Hyde, C.A. (2004). Multicultural development in human service agencies: Challenges and solutions. *Social Work, 49*(1), 7-17.

Gutierrez, L. M. (1990). Working with women of color: An empowerment perspective. *Social Work, 35*(2), 149-152.

Marsh, J.C. (2004). Social work in a multicultural society, *Social Work, 49*(1), 5-7.

Pentz, M. (2005). Resilience among older adults with cancer and the importance of social support and spirituality-faith: "I don't have time to die." *Journal of Gerontological Social Work, 44*(3/4), 3-22.

Rodenberg, N. A. & Boisen, L. A. (2013) Aversive racism and intergroup contact theories: Cultural competence in a segregated world. *Journal of Social Work Education, 49*, 564-579.

- Sue, D.W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A.M., Nadal, K.L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *The American Psychologist*, 62(4), 271-286.
- Van DanBerg, N. & Crisp, C. (2004). Defining culturally competent practice with sexual minorities: Implications for social work education and practice. *Journal of Social Work Education*, 40(2), 222-238.
- Weaver, H.N. (2004). The elements of cultural competence: Applications with Native American clients. *Journal of Ethnic and Cultural Diversity in Social Work*, 13(1), 19-35.

VIII. Academic Services

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services (DAS) as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or email das@georgefox.edu.

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

The Portland Writing Center

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom and asynchronous writing consultations. Graduate, George Fox Connect (GFC), and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. **To schedule an appointment**, visit traccloud.georgefox.edu. For more information, visit wc.georgefox.edu or email the Portland Writing Center at wc@georgefox.edu.

IX. College of Social Work Mission:

The mission of the George Fox University College of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

X. MSW Program Goals:

1. *Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.*
2. *Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.*
3. *Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.*

4. *Enhance the well-being of people and communities locally, regionally, nationally, and around the world.*
5. *Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.*

XI. Final Disclaimer

The instructor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



SWKG 521: Human Rights and Social Justice

Spring 2024

Tuesday 10am - 12pm

Name: Jeongah Kim, Ph. D.
Office: Portland Center, # 173
Office Hours: Mon (11-1); Tues (12-1); Weds (11:30-1:30); Thurs (12-1) & Other hours by appointment

Associate Professor of Social Work
Office/Voice Mail: (503) 554-6072
E-mail: jkim@georgefox.edu

I. Catalog Description:

This course introduces MSW students to human rights and social justice framework in the context of social work history, values, ethics, and practice. Related concepts of oppression, power, privilege, and inequality will also be covered. This course will examine how oppression and privilege affect service delivery at micro and macro levels, and how a human rights framework integrated with cultural humility ameliorates social injustice and promotes culturally responsive services. This course will promote students' career-long process of fostering cultural humility and applying an understanding of human rights, social justice and oppression to their practice with individuals, families, groups, organizations, communities, and society.

II. Course Purpose:

The advancement of human rights and social, economic, and environmental justice is a fundamental part of social work practice at the micro, mezzo, and macro levels of practice. Social workers must be prepared to understand the forms and mechanisms of discrimination and oppression in society, as well as, the strategies designed to eliminate oppressive barriers. Ultimately social workers seek to ensure that clients' rights are protected and advocate for access to needed resources on their behalf. This course provides a foundational understanding of human rights and social justice in order to prepare students for social work practice with vulnerable and oppressed populations.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competency addressed in this course are:

- **Competency 2:** Advance Human Rights, and Social, Racial, Economic, and Environmental Justice
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- **Competency 5:** Engage in Policy Practice
- **Competency 10:** Demonstrate skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts.

IV. Course Objectives:

At the conclusion of this course the student will be able to:

1. Describe the history of human rights and the Universal Declaration of Human Rights (Competency 2, 5). K
2. Demonstrate understanding of the intersection of oppression and human rights violations, historical roots, and social work's role and response (Competency 2). K, V, C, A
3. Express knowledge of theories of social justice, and the strategies to promote social, racial, environmental, and economic justice and human rights (Competency 2, 3, 5). K, C
4. Apply experiential and theoretical learning about social, racial, economic, and environmental justice to social work practice (Competency 2, 3). S, C, A
5. Describe theological and philosophical foundations of social justice (Competency 10). K, V

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks (These required texts available free online through GFU):

Mapp, S. C. (2020). Human rights and social justice in a global perspective (3rd ed.). New York, NY: Oxford University Press.

<https://ebookcentral-proquest-com.georgefox.idm.oclc.org/lib/georgefox/detail.action?docID=6260936>

Reichert, E. (2011). Social work and human rights: A foundation for policy and practice (2nd ed.). New York, NY: Columbia University Press.

https://georgefox.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=954628&scope=site&ebv=EB&ppid=pp_Cover

Additional Resources:

Students may be assigned additional journal articles and other pertinent reading material throughout the semester. These articles will be put on Canvas.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting.

If a student is unable to attend a scheduled class session **the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence**. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below. **Being late twice for more than 20 minutes would be considered an absence. Early departure of more than 20 minutes on two occasions would be considered an absence.**

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. Participation grades are based on the quality of what was said and how it added to the discussion, rather than the quantity of the participation by a student. The format of the class may prompt students to share personal information. You may share of your own choice, but use discretion, as this is a classroom setting. Such information will be received with full respect and confidentiality. Please understand criticism or personal insults will not be tolerated. Given the nature of social work, there are varying degrees of positionality on social issues. Therefore, there is room for varying opinions and philosophies in this course. Please be respectful and courteous with discussions in this classroom. *Student attendance, professionalism and participation is factored into the final grade.*

Class Attendance and Participation are assessed using the program's Professionalism Rubric. Please see the rubric posted on Canvas for a thorough description of how participation is assessed. Students will be required to become familiar with the Professionalism Rubric and apply its framework to classroom interactions with colleagues and course professor.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. Students are expected to abide by the NASW *Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

Recording or photography of any kind is prohibited without prior permission of the instructor.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. APA style includes: 1" for all margins; 12-point Times New Roman font; double-spacing, a title page, abstract, and reference page. All written assignments in this course are graded against this academic standard.

Late Work Policy

Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure

equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for all written assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. **Students are required to submit papers through TurnItIn, even if the paper is emailed to the instructor.**

Assignments:

1. Professional Behavior (including attendance, participation, and professionalism, 80 points)

Students will come to class in a timely manner and be prepared for active engagement in the course. (Competencies 1, 2). Please see Attendance and Professional Behavior Policies and Rubrics in Canvas.

Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, activities and your ability to share how your personal learning experience is evolving are vital to the learning process. You should strive to demonstrate the following in class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
2. Reading carefully and thinking critically.
3. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
4. Being prepared to give and accept feedback.
5. Being prepared to work with your colleagues.

An MSW professional behavior rubric will be posted via Canvas as a reference to how professional behaviors will be measured in this class.

2. Book Review (150 points):

The objective of this assignment is to explore the intersections of reconciliation, human rights, and social justice through a critical book review. Students are expected to analyze how the chosen book contributes to the understanding of these themes and their implications for fostering social healing. Students need to explain the relevance of reconciliation/forgiveness to specific week subjects and themes within their book review. Provide a thorough review of the book but also explicitly connect the content to the specific subjects and themes discussed during the assigned week.

Students will complete a review of one of the following books.

- Reconciliation: Restoring Justice by John W. de Gruchy (Print book)
- Reconciling All Things by Emmanuel Katongole & Chris Rice (Ebook)
- Forgiveness: A Philosophical Exploration" by Charles L. Griswold (Ebook)
- No future without forgiveness by Desmond Tutu (Ebook & print book)
- The Book of Forgiving: The Fourfold Path for Healing Ourselves and Our World" by Desmond Tutu and Mpho Tutu (Print book)
- On Apology" by Aaron Lazare (Ebook & Print book)

- An Ethic for Enemies: Forgiveness in Politics by Donald W. Shriver Jr. (Ebook)
- The anatomy of peace: Resolving the heart of conflict by the Arbinger Institute (Print book)
- Left to tell : Discovering God amidst the Rwandan holocaust by Immaculée Ilibagiza (Print book)
- The Art of forgiving by Lewis Smedes (Personal level)
- The peace maker by Ken Sande (Personal level)

Students will review a book on reconciliation with the goal of finding insights/interventions for human rights and social justice issues.

Introduction:

- Begin with a brief introduction to the book
- Clearly state the purpose of your review, which is to identify insights/interventions for human rights and social justice issues through the lens of reconciliation.

Summary of the Book:

- Provide a concise summary of the book, highlighting its main arguments, themes, and key concepts.
- Focus on elements that directly relate to reconciliation and its potential impact on human rights and social justice.

Identification of Human Rights and Social Justice Issues:

- Explore the author's perspective on reconciliation and its connection to human rights and social justice.
- Explicitly explain the relevance of reconciliation to the specific subjects and themes covered during the assigned week (e.g. Week 4 - child welfare and well-being). How does the content of the book relate to and enrich the understanding of these specific subjects and themes?
- Identify specific human rights and social justice issues addressed in the book. (While Some books may not explicitly articulate it, it is still important to uncover or seek it out despite the lack of explicit mention).
- Highlight the importance of these issues in the context of the narrative.

Examination of Reconciliation Strategies:

- Analyze the reconciliation strategies or approaches presented in the book.
- Evaluate how these strategies contribute to addressing human rights and social justice issues.
- Provide examples or case studies from the book that illustrate successful interventions or insights/initiatives related to human rights and social justice.
- Discuss any failures or challenges faced by the characters or entities attempting reconciliation.

Critique of the Book (Assessment of Effectiveness):

- Provide a balanced critique of the book, discussing both its strengths and limitations in addressing human rights and social justice issues (e.g. evaluating the relevance, practical applicability, and real-world impact of the book's insights and interventions in the context of reconciliation, human rights, and social justice)
- Address any gaps or areas where the book could have provided more depth or alternative perspectives.
- Assess the effectiveness of reconciliation efforts in the book in addressing the identified human rights and social justice issues (When assessing of effectiveness, consider the author's background and how it may influence their views and the long-term impact and sustainability of the interventions)

Recommendations and Conclusions:

- Summarize your findings and offer recommendations based on the book's insights.
- Conclude by discussing the potential impact of implementing reconciliation strategies on human rights and social justice issues.

- Ensure that your review is well-structured, coherent, and supported by evidence from the book. Incorporate examples to illustrate your points, and critically engage with the author's arguments throughout the review.

In crafting all three written assignments in this class, please adhere to specific guidelines to ensure a well-crafted paper. Begin with a title page and abstract, conclude with a reference list, both formatted in accordance with APA style. Maintain double-spacing and use a font size of 12-point times new roman within a Word document. Organize your work using descriptive subtitles to delineate smaller, focused sections. Refrain from introducing multiple complex concepts within a single paragraph and strive for concise paragraphs of about 3-5 sentences each to sustain reader engagement. These practices contribute to the clarity, organization, and professionalism of your written work.

3. Reflective integration: Experiential Reflection and Creative Social Justice Project (150 points)

Students will complete a social justice/ human rights related experience. Examples of experiences are:

- Review an album or film related to social justice/human rights.
- Analyze 3-5 current event articles found in newspaper or online news websites in terms of social justice/human rights issues.
- Attend a social justice/human rights related lecture or educational event.
- Visit the Medical Teams International REAL. LIFE. exhibit in Tigard. Normally, this is an in-person experience, but right now they are offering virtual tours.
- Attend the virtual Lobby Day at the Oregon State Legislature with NASW.
- Interview an individual who has experienced human rights or social justice violations personally. Listen for the impacts of this experience on their life. Students will express their experience/learning about social justice/human rights through the use of a creative medium and then will present the finished product in class. Examples of projects include painting, photography, poetry, writing and performing a song, or writing a one act play. The intention of this assignment is to express your own ideology around social justice, that you have come to through your own reflection, and engaging with material in this class.

Reflective expression should:

- Describe the experience and analyze it in light of course concepts
- Integrate classroom reading into the reflection,
- Express personal reactions to the experience, and
- Express how the experiences might inform future social work practice.

Students will present their experience in class. The presentation should be 8-10 minutes and provide an overview of the students experience and reflective expression.

Reflective integration: Experiential Reflection through Creative Social Justice Project refers to a comprehensive approach that combines two essential components of a learning experience. In this context, students embark on a social justice or human rights-related experience, chosen from a provided list. This could involve reviewing an album, attending a lecture, or conducting an interview with someone who has experienced social justice violations. The experiential component serves as a practical, real-world connection to course concepts.

Simultaneously, students engage in a creative project, such as painting, poetry, or songwriting, as a means of expressing their understanding of social justice. This creative endeavor becomes a vehicle for personal reflection and exploration of one's evolving ideology in the realm of social justice.

The reflective integration process intricately blends the creative and experiential facets of this assignment. Through their creative projects, students articulate their personal ideologies, infusing their expressions with subjective depth. Concurrently, the experiential reflection aspect involves a thorough analysis of a chosen social justice experience, emphasizing the opportunity to educate others through their creative work. This merging of the creative and the practical enables students to establish meaningful connections between their artistic expressions and the tangible insights derived from real-world encounters.

Ultimately, the primary goal is to offer students a comprehensive grasp of social justice. By fusing the subjective and creative dimensions with the objective and experiential elements, this approach encourages students to synthesize theoretical knowledge, personal reflections, and practical encounters into a unified narrative. The intent is to cultivate a profound and nuanced understanding of social justice issues while empowering students to educate others through their unique and expressive creative work, fostering a holistic perspective.

4. Applying Human Rights Concepts and Treaties to Social Work Practice (250 points)

This assignment is designed to facilitate a comprehensive exploration of the intersectionality between epistemic injustice, human rights violations, and social justice. Exploring epistemic injustice, human rights violations, and social justice together provides a more nuanced, interconnected, and effective approach to understanding and addressing the complex challenges faced by individuals and communities in society.

A combined exploration allows for a more nuanced understanding of power dynamics, discrimination, and oppression. This knowledge is crucial for promoting equity and justice in various societal contexts. You will choose a specific person, group, or agency facing a human rights or social justice challenge, analyze the situation, apply relevant human rights treaties, and propose interventions rooted in a human rights approach. The goal is to foster critical thinking, awareness, and action towards creating a more just and equitable society.

Assignment Structure:

Introduction:

- Provide an overview of the assignment's objectives.
- Emphasize the interconnected nature of epistemic injustice, human rights, and social justice.
- Explain the significance of understanding these intersections for effective advocacy and intervention.

Background:

- Select a specific context where epistemic injustice, human rights violations, and social justice issues intersect.
- Briefly describe the chosen context and its relevance to the assignment.

Describe the Human Rights and Social Justice Issues:

- Describe how the chosen person, group, or agency is experiencing human rights violations.
- Identify the forms and mechanisms of discrimination and oppression present.
- Examine broader social justice issues within the chosen context.
- Analyze structural inequalities and systemic injustices.

Apply Human Rights Treaties:

- Select at least one relevant human rights treaty to analyze the identified issue.
- Discuss how the principles within the chosen treaty apply to the identified human rights violation.

- Explore how the issue would cease to exist if all parties adhered to the principles outlined in the treaties.

Examine Epistemic Injustice:

- Define and discuss the concept of epistemic injustice.
- Explore how epistemic injustice is intertwined with the identified human rights violation.
- Explore instances within the chosen context where epistemic injustice contributes to or exacerbates human rights violations.
- Consider how addressing epistemic injustices contributes to a more holistic solution.

Propose Social Justice Interventions:

- Suggest strategies and interventions to address the identified human right violations/social justice issues.
- Include both micro and macro-level actions that promote equity and justice.
- Support your ideas with existing research on effective interventions.

Integration and Interconnectedness:

- Explore how addressing epistemic injustice is essential for effective human rights and social justice interventions.
- Discuss the interconnected nature of these concepts and their impact on creating a just society.

Conclusion:

- Summarize key findings and proposed interventions.
- Emphasize the importance of holistic approaches that consider epistemic justice, human rights, and social justice in tandem.

IX. Grading Policy

Criteria: All assignments, papers and examinations will be graded according to the following criteria: Good spelling and grammar, use of APA 7 style, appropriate content, thought development, analysis of topic, quality of research materials/references, original work, and integration of course content. Rubrics are available on Canvas.

Appointments: My office is open to everybody during office hours, you are welcome to stop by and discuss any questions or concerns. Other than office hours, if students wish to discuss progress made during the semester or have questions regarding assignments, I welcome appointments and which can be set up using the link at the top of Canvas.

VII. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the *NASW Code of Ethics (2017)*. Likewise, standard 4.04 in the *Code* states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception."

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student's own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in

another person's work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university's administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal. *Reference: George Fox University's Academic Honesty Policy*

Grading scale

	B+	= 87-89%	C+	= 77-79%	D+	= 67-69%	
A	= 94-97%	B	= 83-86%	C	= 73-76%	D	= 63-66%
A-	= 90-93%	B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
					F	< 60%	

X. Course Outline

DATE	• TOPICS	ASSIGNMENTS
<u>Week 1</u> 01/9	<ul style="list-style-type: none"> • Course goals and expectations • Review of syllabus • Human Rights • Social Justice 	Readings: <ul style="list-style-type: none"> • Syllabus • Reichert Ch. 1
<u>Week 2</u> 01/16	<ul style="list-style-type: none"> • Universal Declaration of Human Rights • Applying Human Rights to the Social Work Profession • Overview of civil, political, social, and economic rights 	Readings: <ul style="list-style-type: none"> • Reichert Ch. 2 • United Nations Charter Preamble • Mapp et al. (2019) - Social Work Is a Human Rights Profession
<u>Week 3</u> 01/23	<ul style="list-style-type: none"> • Human Rights and Advanced Generalist Practice 	Readings: <ul style="list-style-type: none"> • Mapp Appendix B (will review in class - make sure you have this text book) • Wronka (2020) - Whistleblowing, Human Rights, and Mental Health/Well-being: Implications for Advanced Generalist Practice • Semigina & Gusak (2015) - Armed Conflict in Ukraine and Social Work Response to it

DATE	• TOPICS	ASSIGNMENTS
<u>Week 4</u> 01/30	<ul style="list-style-type: none"> • Diversity Within a Human Rights Perspective • Issues Affecting Women 	<p>Readings:</p> <ul style="list-style-type: none"> • Reichert Ch. 5 • Mapp Ch. 7 • Convention on the Elimination of All Forms of Discrimination against Women • Morgaine (2011) - How Would That Help Our Work?": The Intersection of Domestic Violence and Human Rights in the United States <p>Assignment:</p> <ul style="list-style-type: none"> • <u>Reconciliation: Restoring Justice (Book Review)</u>
<u>Week 5</u> 02/06	<ul style="list-style-type: none"> • Human Rights and Vulnerable Persons 	<p>Readings:</p> <ul style="list-style-type: none"> • Reichert Ch. 6 • Helsa & Kennedy (2008) - We Have Human Rights article <p>Assignment:</p> <ul style="list-style-type: none"> • <u>Forgiveness: A Philosophical Exploration (Book review)</u>
<u>Week 6</u> 02/13	<ul style="list-style-type: none"> • International Child Welfare • Educational Rights • Documentary: Children in No Man's Land 	<p>Readings:</p> <ul style="list-style-type: none"> • Mapp Ch. 4 • UNICEF - Prospects for Children in 2022 <p>Assignment:</p> <ul style="list-style-type: none"> • <u>The peace maker (Book Review)</u>
<u>Week 7</u> 02/20	<ul style="list-style-type: none"> • Globalization & Human Rights • Documentary: MAQUILAPOLIS (City of Factories) 	<p>Readings:</p> <ul style="list-style-type: none"> • Reichert Ch. 7 <p>Assignment:</p> <ul style="list-style-type: none"> • <u>No future without forgiveness (Book Review)</u>
<u>Week 8</u> 02/27	<ul style="list-style-type: none"> • Applying Human Rights to Social Work • Economic Justice • Community-Based Economic Development 	<p>Readings:</p> <ul style="list-style-type: none"> • Reichert Ch. 8 • IFSW Ethical Statements/NASW Code of Ethics • Lewis (2022)- Agency in Economic Justice <p>Assignment:</p> <ul style="list-style-type: none"> • <u>The anatomy of peace: Resolving the heart of conflict (Book Review)</u>
<u>Week 9</u> 03/05	<ul style="list-style-type: none"> • Environmental Justice • An Environmental Justice Framework for Social Work Education • Health Care Rights • Climate Justice 	<p>Readings:</p> <ul style="list-style-type: none"> • Mapp Ch. 8 • Porto et al. (2017) - Health as dignity: political ecology, epistemology and challenges to environmental justice movements <p>Assignment:</p> <ul style="list-style-type: none"> • <u>An Ethic for Enemies: Forgiveness in Politics (Book Review)</u>

DATE	• TOPICS	ASSIGNMENTS
<u>Week 10</u> 03/12	<ul style="list-style-type: none"> • War and Conflict • Tedtalk: <i>How should the US use its superpower status</i> 	Readings: <ul style="list-style-type: none"> • Mapp Ch. 5 Assignment: <ul style="list-style-type: none"> • <u>Applying Human rights presentation Due</u> • <u>The Book of Forgiving: The Fourfold Path for Healing Ourselves and Our World" (Book Review)</u>
<u>Week 11</u> 03/19	<ul style="list-style-type: none"> • Applying Human Rights Concepts and Treaties to Social Work Practice 	Assignment: <ul style="list-style-type: none"> • <u>Applying Human rights presentation and Paper Due</u>
<u>Week 12</u> 03/26	<ul style="list-style-type: none"> • Spring Break - No Class 	
<u>Week 13</u> 04/04	<ul style="list-style-type: none"> • Immigration and Refugee Rights • Citizenship and Voter Rights • Tedtalk: <i>How should the US use its superpower status</i> 	Readings: <ul style="list-style-type: none"> • Mapp Ch. 6 • Convention on the Rights of Migrant Workers and Their Families Assignment: <ul style="list-style-type: none"> • <u>Left to tell : Discovering God amidst the Rwandan holocaust (Book Review)</u>
<u>Week 14</u> 04/11	<ul style="list-style-type: none"> • AIDS & UN Sustainable Development 2030 Goals • Biblical Perspective on Social Justice 	Readings: <ul style="list-style-type: none"> • UN 2030 Goals Resolution (starts on pg. 15) • QUNO 2022 Report • Johnston (2014) - A Muslim and Christian orientation to human rights- human dignity and solidarity. Assignment: <ul style="list-style-type: none"> • <u>On Apology (Book Review)</u> • <u>The art of forgiving (Book Review)</u>
<u>Week 15</u> 04/18	<ul style="list-style-type: none"> • Social Justice and Spiritual Healing • Reflective integration 	Readings: <ul style="list-style-type: none"> • Religion and Human Rights: A Dialectical Relationship Assignment: <ul style="list-style-type: none"> • <u>Reflective integration presentation/project Due</u> • <u>Reconciling All Things by Emmanuel (Book review)</u>
<u>Week 16</u> 04/25	<ul style="list-style-type: none"> • Doing Justice • Reflective integration (cont.) 	Readings: <ul style="list-style-type: none"> • Tim Keller (2010)- Generous Justice/Chapter 1 What is doing justice? Assignment: <ul style="list-style-type: none"> • <u>Reflective integration presentation/project Due</u>

XI. Bibliography

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XII. Academic Services

The Academic Resource Center (the ARC) on the Newberg campus provides all undergraduate students with free writing consultation, academic coaching, and learning strategy review (e.g., techniques to improve reading, note-taking, study, time management). The ARC offers in-person appointments; if necessary, Zoom appointments can be arranged by request. The ARC, located on the first floor of the Murdock Library, is open during the academic year from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. To schedule an appointment, go to traccloud.georgefox.edu, call 503-554-2327, email the _arc@georgefox.edu, or stop by the ARC. Visit arc.georgefox.edu for information about ARC Consultants' areas of study, instructions for scheduling an appointment, learning tips, and a list of other tutoring options on campus.

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your

learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu).

XIII. College of Social Work Mission:

The mission of the George Fox University School of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. *Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.*
2. *Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.*
3. *Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.*
4. *Enhance the well-being of people and communities locally, regionally, nationally, and around the world.*
5. *Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.*

XV. Final Disclaimer

The professor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 533: Human Behavior in the Social Environment

Fall 2023

Thursday 1:00-3:30

Jeongah Kim, Ph.D.	Associate Professor of Social Work
Office: Portland Center 175	Office/Voice Mail: (503) 554-6072
Office Hours: Mon 11-12; Tues 11-1; Weds 11-1; Thurs 12-1 & Available other days/hours by appointment	E-mail: Jkim@georgefox.edu

I. Catalog Description:

This course seeks to apply a basic bio-psycho-social-spiritual framework (theory and knowledge) to serve as a guide in understanding how human behavior is shaped, created, and organized across the lifespan. Social systems, human development theories, and strengths approaches are critically examined to foster understanding of individual, family, group, organizational, and community behaviors and the impact of the larger environment on these systems.

II. Course Purpose:

The purpose of this course is to provide a framework for creating, organizing, and understanding of theory, research, and practice issues of human behavior and the social environment as a foundation to practice advanced generalist social work, and on which to build advanced generalist practice skills. The focus of this course is on behavior and the continuous, reciprocal interchange and influence in, between, and among different systems of the larger environment. A strengths-based and person-in-environment theory approach leads to an understanding of how the biological, psychological, social, cultural and spiritual systems are interrelated and affect human development throughout the life span.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities

- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 10:** Spiritually-Informed Practice and Religious Contexts

IV. Course Objectives:

At the conclusion of this course the student will be able to:

1. Understand human behavior from a biopsychosocial spiritual framework (Competencies 3, 10). K
2. Utilize conceptual frameworks to guide the processes of engagement and assessment and demonstrate the ability to clearly communicate concepts orally and in written format (Competency 6, 7). K, S
3. Develop the ability to critically evaluate various theoretical perspectives on human behavior in the context of generalist social work practice (Competencies 2, 3). S, C
4. Increase personal insight regarding their perspective on human behavior, potential biases and the ability to use reflection to improve professional skills and practice through an ADEI lens (Competency 1, 3). K, V, C, A
5. Understand human behavior in the context of spirituality and religious practices and how it shapes the human experience. (Competency 10). K, V, C, A

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

Hutchison, E. D. (2022). *Essentials of human behavior: Integrating person, environment, and the life course (third edition)*. Sage Publications.

Other Required or Supplemental Reading:

National Association of Social Workers. (2021). *Code of Ethics of the National Association of Social Workers*. Silver Spring, M.D.: Author.

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, D.C.: Author.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. *Student attendance and participation is factored into the final grade.*

Class Attendance and Participation are assessed as follows:

- A** - Contributes relevant material regularly, listens intently to others and encourages others to participate. Demonstrates excellent preparation and understanding of material.
- B** - All of the above most of the time or with good preparation and understanding.
- C** - Contributes less relevant or tangential material. Demonstrates interest and some understanding of material. Not actively listening or engaged relevantly.
- D** - Reading/preparation not apparent.
- F** - Comments/attitude detracts from discussion and participation by others.

Attendance is being on time and present; **participation** is being prepared with the reading assignment, for discussion and exercises. A student is expected to attend all classes. It is the student's responsibility to obtain handouts, assignments, information and notes when class is missed regardless of the type of absence.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. Students are expected to abide by the *NASW Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. General APA style includes: 8 ½" x 11" white paper 1" margins; 12-point font; black; Double spaced; Number all pages and include short title in header; Indent each paragraph; 1 space after a period. For more information about APA, refer to APA manual and George Fox University writing resources <https://www.georgefox.edu/offices/arc/writing-resources.html>

Late Work Policy

Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Turnitin-Canvas

This course will be utilizing Turnitin-Canvas for all assignments. One purpose of is to detect plagiarism. This procedure will allow students to receive a report from Turnitin and to self-assess if changes need to be made.

Assignments:

- 1. Professional Behavior (90 points).** See Attendance and Professional Behavior policies above. Students will come to class in a timely manner and be prepared for active engagement in the course. (Competencies 1, 2).

Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, activities and your ability to share how your personal learning experience is evolving is vital to the learning process. You should strive to demonstrate the following in virtual class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
2. Reading carefully and thinking critically.
3. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
4. Being prepared to give and accept feedback,
5. Being prepared to work with your colleagues.

A professional behavior rubric will be posted via Canvas as a reference to how professional behaviors will be measured in this class.

- 2. Critical Thinking Discussion Board Exercises (260 points).**

There is a total of 13 critical thinking exercises assignment related to the chapter readings throughout the semester, each written assignment worth 20 points. Students will apply the Paul-Elder Critical Thinking Framework to analyze the components of competent social work practice. Please make sure to utilize 2-3 aspects of the framework to guide your answers. Your assignment should reflect a comprehensive understanding of the skills and attributes required for effective social work practice.

The purpose of the discussion board is a platform to create a sense of community and facilitate a shared understanding of course materials. The original posting should be 500 words in length (APA format). Your reply needs to move the conversation forward. For example, "I agree" is not an adequate reply. Here are some guidelines to help students leave thoughtful comments: (1) share a related experience or relevant example, (2) Engage with others by asking questions that promote further exploration of the topic, (3) Connect the post to what you are reading/learning in the course,

(4) Back up your statements with evidence when possible (citing research, sharing relevant articles, or referring to credible sources), and (5) disagree constructively and respectfully).

3. Biopsychosocial spiritual Assessment Paper (250 points):

For this assignment, you will identify a client from your practicum to complete a biopsychosocial-spiritual assessment. (*Change identifying information the client to protect confidentiality.*) This is a comprehensive assessment that includes different perspectives to better understand the individual and their behavior. You will apply human behavior theories studied in class to analyze behaviors, growth, and development, the system issues, needs, struggles.

This paper should be 8-10 pages, in APA format, and the Grading Rubric is available on Canvas. The instructor will provide a grading rubric for this assignment to provide more detailed information on criteria and required content.

4. Social Problem Paper and Presentation (350 points)

This Group Project includes a group paper and a group presentation. Students will form small groups (2 students) and select and research a developmental stressor and/or social problem that impacts and individual’s human growth and development throughout the lifespan. The paper should describe how the stressor of social problem affects the individual at a specific stage of development (newborn, infancy, middle childhood, adolescence, etc.). Use findings in your research to describe what theoretical approach applies to the developmental stressor and/or social problem from adolescence through middle age and up to late adulthood. Describe the implications for generalist social work practice, risk factors, issues of social justice, diversity and/or oppression and potential methods for assessment and intervention. Each group will prepare a 15–18-page paper with a minimum of 15 scholarly references. The presentation will be a 25 minutes’ presentation of the project. The instructor will provide a grading rubric for this assignment to provide more detailed information on criteria and required content.

Grading scale

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-93%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F < 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.”

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student’s own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person's work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university's administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University's Academic Honesty Policy

X. Tentative Course Outline

	TOPICS	ASSIGNMENTS
WEEK ONE Aug. 31	Course goals and expectations Review of syllabus	Reading assignment: course syllabus
WEEK TWO Sep. 7	Chapter 1 (competence 2,3,4) <ul style="list-style-type: none"> ● A multidimensional approach ● A global perspective ● Knowledge: value, theory and research 	Reading assignment: Hutchison Chapter 1 CTE 1: Critical thinking question 1.1 & 1.4
WEEK THREE Sep. 14	Chapter 2 (competence 2,4) <ul style="list-style-type: none"> ● Multiple theoretical perspectives ● Implications for social work practice 	Reading assignment: Hutchison Chapter 2 CTE 2: Critical thinking question 2.1 & 2.5

<p>WEEK FOUR</p> <p>Sep. 21</p>	<p>Chapter 3 (competence 2,6,7,8,9,10)</p> <ul style="list-style-type: none"> • Understanding the intersection of interior biological health and illness and exterior environment factors • Implications for social work practice 	<p>Reading assignment: Hutchison Chapter 3</p> <p>CTE 3: Critical thinking question 3.1, 3.4 & 3.5</p>
<p>WEEK FIVE</p> <p>Sep. 28</p>	<p>Chapter 4 (competence 2,3,6,7,8,9)</p> <ul style="list-style-type: none"> • Theories of cognition • Theories of emotion • Cognitive and emotional disorders • Stress and coping 	<p>Reading assignment: Hutchison Chapter 4</p> <p>CTE 4: Critical thinking 4.3 & 4.5</p>
<p>WEEK SIX</p> <p>OCT. 5</p>	<p>Chapter 5 (competence 10)</p> <ul style="list-style-type: none"> • The spiritual dimension • Transpersonal theories of human development • The role of spirituality in social work 	<p>Reading assignment: Hutchison Chapter 5</p> <p>CTE 5: Critical thinking 5.1, 5.3 & 5.5</p>
<p>WEEK SEVEN</p> <p>Oct. 12</p>	<p>Chapter 6 (competence 1,2)</p> <ul style="list-style-type: none"> • Culture and postmodern view of it • The physical environment and human behavior • Issues related to physical environment: homeless and accessibility for people with disability 	<p>Reading assignment: Hutchison Chapter 6</p> <p>CTE 6: Critical thinking 6.2 & 6.4</p>
<p>WEEK EIGHT</p> <p>Oct. 19</p>	<p>Chapter 7, 8 (competence 2,3)</p> <ul style="list-style-type: none"> • Theoretical perspectives for understanding families • Diversity in family life • Challenges to family life • Theories of group process • Theoretical perspectives on formal organizations • Theoretical approaches to community 	<p>Reading assignment: Hutchison Chapter 7, 8</p> <p>CTE 7: Critical thinking 7.1, 7.2 & 7.3</p>

<p>WEEK NINE</p> <p>Oct. 26</p>	<p>Chapter 9 (competence 3,5)</p> <ul style="list-style-type: none"> • Social structure and institutions • The changing trends: US and global • Theories of social inequality • Social movements 	<p>Reading assignment: Hutchison Chapter 9</p> <p>CTE 8: Critical thinking 9.3 & 9.5</p> <p>Written assignment: Biopsychosocial-spiritual Assessment Presentation/Paper Due</p>
<p>WEEK TEN</p> <p>Nov. 2</p>	<p>Chapter 10 (competence 2,3)</p> <ul style="list-style-type: none"> • Theories of the life course perspective • Themes of the life course perspective • Implication for social work practice 	<p>Reading assignment: Hutchison Chapter10</p> <p>CTE 9: Critical thinking 10.1, 10.3,</p>
<p>WEEK ELEVEN</p> <p>Nov. 9</p>	<p>Chapter 11, 12 (competence 2,3)</p> <ul style="list-style-type: none"> • Typical fetal and infant development • Typical development if toddlerhood and early childhood • The role of play • Risk and protective factors associated with these developmental stages <p>No In-Person Class meeting</p>	<p>Reading assignment: Hutchison Chapter 11, 12</p> <p>CTE 10: Critical thinking 11.2, 11.4, & 12.4 (Discussion boards - 1000 words)</p>
<p>WEEK TWELVE</p> <p>Nov. 16</p>	<p>Chapter 13, 14 (competence 2,3)</p> <ul style="list-style-type: none"> • Development in middle childhood • Challenges in middle childhood • Biopsychosocial-spiritual aspects of adolescence • Challenges to adolescent development • Risk and protective factors associated with these developmental stages 	<p>Reading assignment: Hutchison Chapter 13, 14</p> <p>CTE 11: Critical thinking 13.2, & 14.5,</p>
<p>WEEK THIRTEEN</p> <p>Nov. 23</p>	<p>Thanksgiving Holiday!</p> <p>No Class</p>	
<p>WEEK FOURTEEN</p> <p>Nov. 30</p>	<p>Chapter 15 (competence 2,3)</p> <ul style="list-style-type: none"> • The meaning of adulthood • Theoretical approaches to adulthood • Biopsychosocial-spiritual aspects of young and mid adulthood • Risk and protective factors in young and mid adulthood 	<p>Reading assignment: Hutchison Chapter 15</p> <p>CTE 12: Critical thinking 15.1, & 15.2</p>

WEEK FIFTEEN Dec. 7	<p style="text-align: center;">Chapter 16 (competence 2,3,10)</p> <ul style="list-style-type: none"> ● Biopsychosocial changes in late adulthood ● The search for personal meaning ● Dying process ● Loss, grief and bereavement 	<p style="text-align: center;">Reading assignment: Hutchison Chapter 16</p> <p style="text-align: center;">CTE 13: Critical thinking 16.2 & 16.5</p> <p style="text-align: center;">Social Problem Group Presentation/Paper Due</p>
WEEK SIXTEEN Dec. 14	<p style="text-align: center;">Finals Week</p> <p style="text-align: center;">Social problem group presentation</p>	<p style="text-align: center;">Written assignment: Social Problem Group Presentation/Paper Due (cont.)</p>
Winter Break Merry Christmas and Happy New Year!		

XI. Bibliography

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XII. Academic Services

The **Portland Writing Center** works with graduate and professional studies students to improve their writing. No matter what the discipline is, clear, effective writing is imperative. We are not an editing service - we want to empower students become better writers, not merely edit their papers for them. Face-to-face consultations are usually the most effective, but if an in-person appointment cannot be made, papers can be sent via email. A consultant will make comments on the paper and send it back. Here is the web link to the Portland Writing Center:

<http://www.georgefox.edu/offices/idea-center/students/academic-success/arc/portland-writing-center/index.html>

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu.

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

XIII. College of Social Work Mission:

The mission of the George Fox University School of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. *Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.*
2. *Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.*
3. *Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.*
4. *Enhance the well-being of people and communities locally, regionally, nationally, and around the world.*
5. *Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.*

XV. Final Disclaimer

The instructor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX UNIVERSITY

SCHOOL OF SOCIAL WORK

SWKG 542: Research Methods

SPRING 2024

Thursday 9:30am-12:00pm PDS 265

Name: Jeongah Kim, Ph. D.
Office: Portland Center, # 173
Office Hours: Mon (11-1); Tues (12-1); Weds
(11:30-1:30); Thurs (12-1) & Other hours by
appointment

Associate Professor of Social Work
Office/Voice Mail: (503) 554-6072
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I. Catalog Description:

This course will move the student from the conceptual understanding of research methods to the application of research methods in practice. Students will apply scientific methods for building knowledge for social work practice, use ethical standards for scientific inquiry, choose qualitative and quantitative research methodologies, research designs for developing knowledge and systematically evaluating social work practice and human service programs, and the critical review and utilization of research findings. This course will review the basics of statistical thinking, tools, and techniques students need to select, calculate, and interpret appropriate statistics applicable to common data analysis situations related to social work practice and policy.

II. Course Purpose:

The main purpose of the course is to help students to (1) understand the basic statistical tools, (2) know when & in what situation to apply statistical thinking to practice and policy, (3) utilize basic knowledge about research methodology as it applies to social work, and (4) Apply critical thinking, application of methods of inquiry and validation- generalist social work practice.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- **Competency 4:** Engage In Practice-informed Research and Research-informed Practice

IV. Course Objectives:

At the conclusion of this course the student will be able to:

1. Demonstrate an understanding and appreciation of social work research as a valid and effective mean of building knowledge for practice (Competency 4)
2. Demonstrate knowledge of the basic functions of scientific inquiry such as the structure and character of statistical data (Competency 4)
3. Demonstrate an understanding of statistical tools to obtain the reliability, validity, and representativeness of the information needed to inform practice through a human rights and justice lens (Competency 2)
4. Demonstrate ethical reasoning in identifying the value assumptions and the political and ethical dilemmas related to social work research (Competency 1)
5. Critically evaluate and interpret peer-reviewed literature to social work practice and policy within the framework of ethical practice and an ADEI lens (Competency 1)

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

- Lee, S. C., Dinis M. C., Lowe, L., & Anders, K. (2016). *Statistics for International Social Work and Other Behavioral Sciences*. Oxford University Press. (GFU library online)
- National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*.
- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (7th ed.).

Other Required or Supplemental Reading:

Students should obtain campus Internet access for selected student assignments and research in social work. You will be required to access “Canvas” for many of your assignments. Other readings may be assigned during the semester as they become available.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. *Student attendance and participation is factored into the final grade.*

Class Attendance and Participation are assessed as follows:

- A** - Contributes relevant material regularly, listens intently to others and encourages others to participate. Demonstrates excellent preparation and understanding of material.
- B** – All of the above most of the time or with good preparation and understanding.
- C** – Contributes less relevant or tangential material. Demonstrates interest and some understanding of material. Not actively listening or engaged relevantly.
- D** – Reading/preparation not apparent.
- F** – Comments/attitude detracts from discussion and participation by others.

Attendance is being on time and present; **participation** is being prepared with the reading assignment, for discussion and exercises. A student is expected to attend all classes. It is the student’s responsibility to obtain handouts, assignments, information and notes when class is missed regardless of the type of absence.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. Students are expected to abide by the NASW *Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

Electronic Devices

Please turn off and put away all electronic devices when class starts. If a cell phone is needed due to an emergency, notify the instructor before class and the phone should be switched to a ring mode that will not disturb the class. For more details, please go to the syllabus appendix provided in the class.

Recording or photography of any kind is prohibited without prior permission of the instructor.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. APA style includes: 1” for all margins; 12 point Times New Roman font; double-spacing, a title page, abstract, and reference page.

Late Work Policy

Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor’s discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure

equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for several assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Assignments:

1. Professional Behavior (80 points).

Students will come to class in a timely manner and be prepared for active engagement in the course. (Competencies 1, 2). Please see Attendance and Professional Behavior Policies and Rubrics in Canvas.

Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, activities and your ability to share how your personal learning experience is evolving are vital to the learning process. You should strive to demonstrate the following in class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
2. Reading carefully and thinking critically.
3. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
4. Being prepared to give and accept feedback.
5. Being prepared to work with your colleagues.

This is worth 80 points of the final course grade. Assignments graded on a complete/incomplete basis is a part of your professional behavior grade. This assignment is a demonstration of your competency related to Course Objectives #1.

2. Research Comprehension Assessment (2*40 points) (80 points):

Students will demonstrate mastery and competence of material by completing quizzes (Quiz 1 & 2).

- (1) One grade (i.e. the lowest) among quizzes can be dropped. This can be replaced with a course reflection. This is intended to accommodate unexpected absences, illnesses, or "bad days." Please Plan Ahead.
- (2) Course Reflection –1-2 pages reflection summarizing their experiences through the semester. Specifically, students will think about their perceptions regarding research and the link between research and their practice. Topics of interest might include research collaborations (working in groups), why there is research to practice gap in your field, the importance of single subject research in applied settings. Students should document their learning and growth as a result of participating in this course and completing the research projects. A detailed guideline will be provided. This assignment is a demonstration of your competency related to Course Objective #1, # 2, # 3, & #4.

3. Concept Analysis and Literature Matrix (230 points):

A concept represents a basic building block of a broader spectrum. It is the foundation for the scientist's research. The primary purpose of the report is to provide your target audience with an overview of what the experts are saying about a critical concept in social work in the literature. Completion of this assignment will build your skills in the following areas: critical reading, evaluation, analysis, synthesis, report organization, and use and integration of sources. The purpose of this paper is twofold. First, the development of this paper will challenge your thinking and help you deepen your critical thinking skills to include creative thinking and critical evaluation of research and theoretical evidence. Secondly, you will gain an understanding of and appreciation for the necessity of precision in our professional language as it applies to our theory, research and practice.

Concept Analysis

You will use the method of concept analysis developed by Walker and Avant (2005) or Rodger (1993) to analyze an abstract concept and arrive at a fresh and precise definition of the concept. All steps of the process should be followed. A concept of relevance to social work practice is chosen and the paper should include background and rationale for the choice of the concept.

- 1) In the first section of the paper you should be clear on the purpose of your paper including context in which you use the concept and for which you will analyze the theory, e.g. the area of practice, age group of patient, etc. The introduction to the literature review orients the reader to the topic of a literature review. In just a few sentences, introduce the purpose and scope of the literature review, including the key issues the review will address. You might indicate the prevalence of the problem, its relevance or cost, its importance to theory, the relative absence of knowledge, some contradictory research, etc. Prevalence statistics, knowledge gaps, contradictory research, the need for theory testing, presence of puzzling anomalies, etc. help to make your case here.
- 2) The analysis of the concept will start with a literature review through which you determine the current uses of and definition of the concept (e.g. probability, evidence, knowledge, science, epistemic belief, self-determination, ethics, grief, forgiveness, etc.). The literature review should include a minimum of 8 sources and should include uses of the concept by other disciplines. Published concept analyses of the concept may be included. Describes your process in collecting and reviewing the literature (How did you find materials relevant to the subject being explored). Search thoroughly! This search will begin to familiarize you with the literature.
- 3) You will analyze current uses of the concept and arrive at the core defining attributes of the concept. This should be a precise list of core defining attributes as the concept applies to your purpose and context. Briefly describe your rationale for the selection of these attributes. End this section with a definition of the concept using the core attributes.
- 4) Next you will discuss any ways that have been developed to measure this concept (empirical referents) and/or your ideas on observations, assessments, or measurements that could determine the presence or absence of the concept. It will not always be possible to identify exact measurement methods but this should be addressed at least in terms of what should be done to develop ways of measuring (empirical referents) for the concept.
- 5) From the list of core defining attributes you will use your creative thinking to develop cases that further clarify the use of the core attributes and application of the concept definition. These are little stories that demonstrate the presence or absence of the core defining attributes of the concept. You are required to develop a model case, a contrary case, and a related case.
- 6) The next section of the paper is your analysis of antecedents and consequences. Discuss what must happen preceding the concept—what causes the concept; what must be in place prior to

the manifestation of the concept. Discuss the consequences of the concept. What follows the concept? There may be perceived negative or positive consequences. Antecedents and consequences may be cited from the literature and/or may be your own thinking. Using relevant headings, the body should be composed of sections. Each section will focus on one of the themes or subtopics found in your collection of articles, and discuss how the various articles addressed that issue. Summarizes, synthesizes, and critically analyzes the literature included in the review.

- 7) Finally provide a summary of your paper. Include the relevance of this concept to social work and how this concept should be used and/or further developed. Describes the significance of your research to the greater body of knowledge and any thoughts you have for future research.
- 8) Length of body: 7 – 10 pages, double-spaced. (Length of each section will vary, but each typically contains several paragraphs/ There will be a penalty for exceeding the page-limit (5%)) Be sure to cite your sources according to APA format.
- 9) References: Use APA format
- 10) Appendix: Literature review matrix

This assignment will be submitted through Canvas using the Turnitin Plagiarism checker, so make sure that you have correctly cited any paraphrases or quotes taken directly from articles. Turnitin allows you to make edits based on their feedback and re-submit the article if you wish. This assignment is a demonstration of your competency related to Course Objective # 1, & #2.

Source from <http://liberalarts.iupui.edu/uwc/uploads/docs/Lit+Review+weaver-l1.pdf>

4. **Research critique assignment (Final Paper) (250 points):**

Step 1: Find a list of dissertations in your area of interest- Find the list of dissertations (4-5) that you are planning to use for the project. They should address the aspect of role of belief, faith, worldview, epistemic belief in your area of interest.

Step 2: Obtain a copy of your assigned Research - You will be reading the dissertation to practice applying what we have learned about research methods, to evaluate how well the study was done and to assess what can (and cannot) be concluded from that dissertation.

Step 3: Organize your thoughts and write your review using the following outline - The focus of this assignment is more on the process aspect of the study (how well it was done) than on its conclusions, so you will be reading and describing the article in a very different way than you are probably accustomed to. The idea is to apply what we are learning about study design to assess whether the conclusions of the study are justified, given the strengths and weaknesses of how that study was conducted.

Using "the Ws" listed below to organize your work, write an outline of the paper. Please plan ahead. The items listed below will be the major headings for your critique. Under each heading, list the pertinent information for your paper. Be sure to include:

Introduction

- What is the topic of the study? For many of your dissertation, the study will be examining the association between two or more factors. What are those factors and what is the hypothesized relationship between them? E.g., which is the supposed cause and which is the effect?
- Why is the study important? Using an ADEI lens, discuss values which influence such research. Very briefly list the reasons this particular study is being done. What questions is it trying to answer that aren't already understood? Tip: "*What*" and "*why*" can usually be found in the introduction to the.

Analysis of Statistical Sections

Methodology

In paragraph form, describe the variables, statistical test(s) used, and the sample size as detailed below:

- What kind of data did the researcher collect (categorical or numerical)?
- How did they describe and measure (operationalize) the variables?
- Did they test the distributions for normality? If so, what normality test was used?
- What was the sample size and how many groups were used?
- Which statistical tests were chosen to examine possible differences and associations between variables; why were these tests chosen?
- Which statistical test was used for analyzing their categorical variables?
- What was the level of significance used for this analysis?
- How was the effect size determined?

Critique the Study

In paragraph form, assess whether the researcher used statistical tests that were appropriate for the research question and levels of measurement, and addressed the elements detailed below. Examine each aspect thoroughly using the elements of statistics to analyze and explain your conclusions.

- Were correct statistical tests used for the analysis? The choice of statistical test is determined by the type of data collected and the way they are measured. There are several assumptions that need to be met to determine the correct test. Use the criteria below to help answer this question:
 - Are variables normally distributed?
 - Are variables numerical or categorical?
 - How many groups were there?
 - Were groups large enough to detect differences?
 - Are the measurements independent?
 - Is a p -value provided for all tests done in the study
- Did they describe statistical methods with enough detail to enable a knowledgeable reader with access to the original data to verify the reported results?
- When possible, did they give a clear description of findings and present them with appropriate indicators of measurement error or uncertainty (such as confidence intervals)?
- Did they provide information about the measures used? Were measures standardized by use in other studies, with reference to the original source and an Alpha level?
- Did they give number of participants?
- Did they discuss eligibility of study participants?
- Did they give details about random selection of participants?
- Did they report loss of participants (such as dropouts from a clinical trial)?
- Did they describe the use (and success) of blind observation methods?
- Did they report strengths of the study?
- Did they report complications in implementation and limitations of the study?
- How does the information provided in the study promote or lack issues related to ADEI?

Ethical/cultural Considerations

- Were the rights of human subjects protected?
- Did they discuss the role of culture and understanding in statistics?
- Is culture important in research?

Fact-value dichotomy

- Many conflicts involve disputes about facts and values. Despite important differences, facts

- and values are often confused -- a conflict of values may be thought to be a conflict of facts, or vice versa. Because of the nature of their differences, factual issues and value issues will contribute different kinds of problems to a conflict. Parties must be able to sort these out, handling each type appropriately, in order to be able to address a conflict constructively. Do you think this study were able to sort these out, handling each type appropriately?
- Do you think this study can serve as sound arguments for the fact-value dichotomy? If yes, why? If no, why not? Please elaborate it.

Conclusion

- Write a short summary of your critique (1-2 paragraph); how could they have improved this study?
- If applicable, how similar are the conditions of the study (setting, sample, interventions, etc.) to your practice setting?
- How feasible would it be to make a change in practice based on this research?
- How could they have improved this study?
- Do you think the study was well done? Why or why not? What would you want to see done differently? What suggestions do you have for ways to improve upon the study?

When submitting your critique, please include a reference section with a full citation of your dissertation at the end. This paper should include a minimum of 7 scholarly sources. The paper should be 10-12 pages (not including references or title page), double spaced, typewritten and must follow APA format guidelines. The paper must be written in an academic tone in accordance with APA guidelines.

Semester Long Consulting/Tutoring:

To make this course as true to life as possible, I have designed it to include a consulting time, complete with peers and me. You will work bi-weekly, in small groups in class, to specify the problem you are trying to resolve, identify a research design that will provide further information about this problem using the methods we discuss in class, and make recommendations on the basis of your research.

While you will work in teams to collectively formulate a series of research questions and select an appropriate design to address your research question(s), each student will share an individual report to showcase his/her understanding of the research process. You will complete the report in stages, with a final report due at the end of the semester.

I will devote class time to the consulting process. This means there will be built-in time to meet in your teams to plan and manage your projects. Each group will also be able to consult with me each week to ask questions or get feedback on the teams' approach. You will be assessed by your team members on your group contributions. Each group member will submit a peer evaluation form for each other group member on the quality of his/her overall contribution to the team on each assignment.

I plan to work individually with teams to help each group assess what the best approach might be as soon as possible and map out a plan for working through the course materials to best fit the needs of that group. Please know that I'm here to help. I will help you in any way that I can. Also, I will be available for weekly consulting sections that you can receive additional help for course contents. Please sign up for tutorial sessions via online sign-up link on Canvas. This assignment is a demonstration of your competency related to Course Objective #1, # 2, # 3, # 4, & # 5.

5. Final exam (60 points):

Students will demonstrate mastery and competence of material by completing exams. This assignment is a demonstration of your competency related to Course Objective #1, # 2, #3, & #4.

Grading scale

A+	= 98-100%	B+	= 87-89%	C+	= 77-79%	D+	= 67-69%
A	= 94-97%	B	= 83-86%	C	= 73-76%	D	= 63-66%
A-	= 90-93%	B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
						F	< 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception."

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student's own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person's work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 6th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university's administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University's Academic Honesty Policy

X. Tentative Course Outline

	• TOPIC	ASSIGNMENTS
<p>WEEK 1</p> <p>Jan 11</p>	<ul style="list-style-type: none"> • Introduction to course • Review of syllabus • Science and statistics • Key features of the scientific method • 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> a) Lee et al. (2016) – Chap 1 b) Reeves & Donaldson (2016) – Science and ethics c) Brekke, J. (2012). Shaping a science of social work. <i>Research on Social Work Practice</i>, 22(5), 455-464. d) Effect of an Epistemic Intervention on Belief Perseverance (Thesis) 2. Explore Resources on Web, Canvas, etc.
<p>WEEK 2</p> <p>Jan 18</p>	<ul style="list-style-type: none"> • Why study statistics? • Scientific worldview • How to spot bad statistics - https://www.ted.com/talks/mona_chalabi_3_ways_to_spot_a_bad_statistic 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments <ol style="list-style-type: none"> a) Recap of last week's reading assignments 2. Student Agreement Due 3. Take aways Due
<p>WEEK 3</p> <p>Jan 25</p>	<ul style="list-style-type: none"> • Review of key concepts • Levels of measurement • Intro to concept analysis • Recap Week 1-2 (Quiz Review) 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> a) Lee et al. (2016) – Chap 2 b) Ghaemi (2016) – Why data never speak for themselves 2. Article Review for extra credit (10 points/optional)

<p>WEEK 4 Feb 1</p>	<ul style="list-style-type: none"> • Exploring and describing data • Frequency distributions • ABC of literature review • Concept analysis 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> a) Lee et al. (2016) – Chap 3 b) Concept analysis c) Mason, T. M. & Toftagen, C. S. (2019). Complicated grief of immediate family caregivers: A Concept Analysis. <i>Advances in Nursing Science</i>, 42(3), 255–265. d) (Optional) Hoseini, A. S. S., Razaghi, N., Panah, A. H. K., & Nayeri, N. D. (2019). A concept analysis of spiritual health. <i>Journal of Religion and Health</i>, 58(4), 1025–1046. 2. <u>Article Review for extra credit (10 points/ optional)</u> 3. <u>Mini Quiz 1</u>
<p>WEEK 5 Feb 8</p>	<ul style="list-style-type: none"> • Concept analysis (Cont.) • Concept analysis assignment Q&A • Fact-value Dichotomy • Quiz Review 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading assignments: <ol style="list-style-type: none"> a) Ghaemi (2009) - Why you cannot believe your eyes: The Three C's b) The fusion of fact and value 2. <u>Article Review for extra credit (10 points/ optional)</u>
<p>WEEK 6 Feb 15</p>	<ul style="list-style-type: none"> • Statistics and ethics • The Use and Misuse of Statistics in Social Work 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> c) Ghaemi (2009) - Types of bias d) Effect of an Epistemic Intervention on Belief Perseverance (Thesis) 2. <u>Article Review for extra credit (10 points/ optional)</u> 3. <u>Mini quiz 2</u>
<p>WEEK 7 Feb 22</p>	<ul style="list-style-type: none"> • Communicating the finding • Central tendency • Variability 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> a) Lee et al. (2016) – Chap 4
<p>WEEK 8 Feb 29</p>	<ul style="list-style-type: none"> • Shape of distribution • Normal distribution • Culturally competent measurement 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading assignments: <ol style="list-style-type: none"> a) Lee et al. (2016) – Chap 5 2. <u>Concept analysis presentation & paper due</u>

WEEK 9 Mar 7	<ul style="list-style-type: none"> • Probability • Hypothesis Testing • Logic of Hypothesis testing 	Assignments: 1. Reading Assignments: a) Lee et al. (2016) – Chap 6 2. <u>Concept analysis presentation & paper due</u>
WEEK 10 Mar 14	<ul style="list-style-type: none"> • Hypothesis Testing (cont.) • Statistical significance • Type I and Type II error • Causality 	Assignments: 1. Reading Assignments: a) Lee et al. (2016) – Chap 6 (cont.)
WEEK 11 Mar 21	<ul style="list-style-type: none"> • Inferential statistics • Chi square 	Assignments 1. Reading Assignments: (cont.) a) Lee et al. (2016) – Chap 7 b) Shali, A. A., & Patil, M. (2018). Quality of life in relation to social support: A study of Hindu couples. <i>Indian Journal of Health & Wellbeing</i> , 9(1), 60–65. (cont.) 2. <u>Article Review for extra credit (10 points/ optional)</u>
WEEK 12 Mar 28	Spring Break!	No Class!
WEEK 13 Apr 4	<ul style="list-style-type: none"> • T-test • Effect size 	Assignments: 1. Reading Assignments: a) Lee et al. (2016) –Chap 9 b) Bagley, K. C., Marino, A., Clark, P., & Pomeroy, C. (2019). Beliefs About Premarital Cohabitation: Do Individuals Believe Living Together Helps Divorce-Proof Marriage? <i>Contemporary Family Therapy</i> , 42(3), 284–290 2. <u>Article Review for extra credit (10 points/ optional)</u>
WEEK 14 Apr 11	<ul style="list-style-type: none"> • Regression • ANOVA 	Assignments: 1. Reading Assignments: a) Lee et al. (2016) – Chap 10 & 11 2. <u>Final Paper Presentation & Paper Due</u>

<p>WEEK 15 Apr 18</p>	<ul style="list-style-type: none"> • Qualitative Research Methods & statistics • Strengths and weaknesses • Final exam review 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> a) Lee et al. (2016) – Chap 12 b) Umana-Taylor, A. J., & Yazedjian, A. (2006). Generational differences and similarities among Puerto Rican and Mexican mothers' experiences with familial ethnic socialization. <i>Journal of Social and Personal Relationships</i>, 23, 445-464. 2. <u>Article Review for extra credit (10 points/optional)</u> 3. <u>Final Paper Presentation & Paper Due</u>
<p>WEEK 16 Apr 25</p>	<ul style="list-style-type: none"> • Finals Week 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. <u>Final Exam</u>

XI. Bibliography

- Bagley, Kimberly, C., Marino, A., Clark, P., & Pomeroy, C. (2019). Beliefs about premarital cohabitation: do individuals believe living together helps divorce-proof marriage? *Contemporary Family Therapy*, 42(3), 284–290.
- Claghorn, K. (1908). The use and misuse of statistics in social work. *Publications of the American Statistical Association*, 11(82), 150-167.
- Davis, A., & Mirick, R. (2015). MSW students' perceptions of relevance and application of statistics: Implications for field education. *Journal of Teaching in Social Work*, 35(3), 317-336.
- Hodge, D. (2011). Evaluating journal quality: Is the H-Index a better measure than impact factors? *Research on Social Work Practice*, 21(2), 222.
- Ghaemi, S. N. (2009). *A clinician's guide to statistics and epidemiology in mental health*. Cambridge University Press. (GFU online access)
- Johannssen, A., Chukhrova, N., Schmal, F., & Stabenow, K. (2020). Statistical literacy - Misuse of statistics and its consequences. *Journal of Statistics Education*, 1–28.
<https://doi.org/10.1080/10691898.2020.1860727>
- Lee, S. C., Dinis M. C., Lowe, L., & Anders, K. (2016). *Statistics for international social work and other behavioral sciences*. Oxford University Press.
- Martinez-Brawley, E., & Zorita, P. (2007). Tacit and codified knowledge in social work: A critique of standardization in education and practice. *Families in Society*, 88(4), 534-542.
- Kachigan, S. K., (1986). *Statistical analysis: An interdisciplinary introduction to univariate & multivariate methods*. Radius Press.
- Mason, T. M. & Tofthagen, C. S. (2019). Complicated grief of immediate family caregivers: A Concept Analysis. *Advances in Nursing Science*, 42(3), 255–265.
- Norcross, J. C., Hogan, T. P., Koocher, G. P., (2008). *Clinician's guide to evidence-based practices: Mental health and the addictions*. New York: Oxford University Press.
- Pettus-Davis, C., Grady, M., Cuddeback, D., & Scheyett, G. (2011). *A practitioner's guide to sampling in*

- the age of evidence-based practice: Translation of research into practice. *Clinical Social Work Journal*, 39(4), 379-389.
- Pyrzczak, F., (2013). *Evaluating research in academic journals* (6th Ed). Pyrczak Publishing.
- Pyrzczak, F., (2014). *Making sense of statistics* (6th Ed.). Pyrczak Publishing.
- Rosen, A. (2002). Social workers' strategies for treatment hypothesis testing. *Social Work Research*, 26(1), 9-18.
- Rowntree, D., (2004). *Statistics without tears: A primer for non-mathematicians*. Allyn & Bacon.
- Torraco, R. (2016). Writing integrative literature reviews: Using the past and present to explore the future. *Human Resource Development Review*, 15(4), 404-428.
- Tracy, K. (2007). The role (or not) for numbers and statistics in qualitative research: An introduction. *Communication Methods and Measures*, 1(1), 31-35.
- Umana-Taylor, A. J., & Yazedjian, A. (2006). An exploration of generational differences and similarities among Puerto Rican and Mexican mothers' experiences with familial ethnic socialization. *Journal of Social and Personal Relationships*, 23, 445-464.
- Yoder, J., Leibowitz, G., & Peterson, L. (2018). Parental and peer attachment characteristics: Differentiating between youth sexual and non-sexual offenders and associations with sexual offense profiles. *Journal of Interpersonal Violence*, 33(17), 2643-2663.

XII. Academic Services

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom video conference and email writing consultations. Graduate, George Fox Connect (GFC), and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. Check wc.georgefox.edu for additional information, including hours of operation and appointment scheduling. For more information, email the Portland Writing Center at wc@georgefox.edu.

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu.

XIII. School of Social Work Mission:

The mission of the George Fox University School of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the

areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer

The professor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



SWKG560 Social Policy Spring 2024

Online

Dr Steffanie Altenbern, DHSc, CSWA	Assistant Professor of Social Work
Office Location: GFU Portland Center	Phone: 503-995-6351
Office Hours: Monday 11-1 (zoom) // Wednesday 12-5	Email: saltenbern@georgefox.edu

Course Description:

This course provides an in-depth analysis of how human needs and values are translated into social policy on community, state, national and international levels. Special attention is given to the ways in which values and power interests influence the creation of social policy. Emphasis is placed on the history of social welfare and related policies, the process of policy formation and analysis, and impact of policy on vulnerable populations. The course includes a critique of historical and current social policy and the systems related to social policy to provide a foundation for policy practice that is rights-based, anti-oppressive, and anti racist. Implications for generalist social work practice and services will be explored through a variety of class activities. Prerequisites: SWRK 333 Human Rights and Justice, SWRK 420 Social Work with Diverse Populations; formal admission into the social work program or a declared social welfare minor.

Course Purpose:

The course will cover the historical development of social welfare in the United States and a few selected international contexts; the mission of social work and social welfare programs; philosophical foundations; and current professional values, ethics, practice, and service issues. Emphasis is on utilization of critical thinking skills in policy development and analysis; policy relatedness to generalist social work practice and social welfare systems; and policy/service correlation with diverse, oppressed, and at-risk populations through a lens of social change. The course includes a critique of historical and

current social policy and the systems related to social policy to provide a foundation for policy practice that is rights-based, anti-oppressive, and anti racist.

CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and INclusion (ADEI) in Practice
- **Competency 4:** Engage in Practice-informed Research and Research-informed Practice
- **Competency 5:** Engage in Policy Practice
- **Competency 9:** Evaluate, Practice with Individuals, Families, Groups, Organizations, and Communities

Course Objectives:

At the end of this course the student will be able to:

1. Increase understanding of the social, political, and economic forces that shape public policy and influence the delivery of social services. (Competencies 4, 5).
2. Apply scientific research methods, ethics and analytical knowledge of social research to policy development and revision (Competencies 4, 5).
3. Apply critical thinking skills to increase understanding of how social policies are developed, implemented and evaluated through the lens of United States social history (Competency 5).
4. Demonstrate knowledge of the social patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression on diverse and at-risk populations. (Competencies 2, 3).
5. Analyze, develop, and operationalize social policies and advocacy campaigns that respond to the human needs of diverse populations and advance social and economic justice (Competencies 3, 4, 5).
6. Critically review the differential impact of social welfare systems, programs, institutions and policies on the health and well-being of various populations and advocate for changes where warranted, within the ethical guidelines of the social work profession (Competencies 1, 5, 9).
7. Apply appropriate professional judgment in the interaction between personal worldview, social work values, and professional ethical standards in the context of social policy and corresponding service settings (Competency 1).

Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Lane, S. R., Palley, E.S., & Shdaimah, C. S. *Social welfare policy in a changing world* (2020). Sage

****Note:** [here](#) is the link to purchase or rent this text as an eTextbook

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. Silver Springs, MD: Author.

******<https://naswpress.org/product/53535/code-of-ethics>

Scales, T. L., & Kelly, M. S. (Eds.). (2020). *Christianity and social work: Readings on the integration of Christian faith and social work practice* (6th ed.). North American Association of Christians in Social Work.

Zinn, H. (2003). *A people's history of the United States*. New York, NY: Harper Collins.

Zinn, H., & Arnove, A. (Eds.). (2014). *Voices of a people's history of the United States* (3rd ed.). New York, NY: Seven Stories Press.

Note: the following texts are also available as a free online version at:

Zinn, H. (2003). *A people's history of the United States*. Retrieved from <http://www.historyisaweapon.com/zinnapeopleshistory.html>

Zinn, H., & Arnove, A. (Eds.). (2014). *Voices of a people's history of the United States*. Retrieved from:

<http://www.mcvts.net/cms/lib07/NJ01911694/Centricity/Domain/155/Slavery%20-%20The%20First%20Slaves%20-%20Documents.pdf>

Journal articles and other pertinent reading material may be assigned throughout the semester.

Professional Conduct and Electronic Devices:

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. **Expected professional behavior in the classroom and in remote class sessions** includes posting/attending class on time, being prepared for class, remaining on task in class/keeping the discussion on target, active listening throughout verbal or written posts, and treating others in a respectful manner regardless of difference. Students are expected to abide by the *NASW Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Practicum Manual*. **Students will be evaluated in this course using the MSW Program's Professional Behavior Rubric, which will be factored into the final grade of this class.** See the assignments section of this syllabus.

The week begins Monday and ends Sunday @ 11:59pm. All assignments are due by Sunday @ 11:59pm of the assigned week. Discussion boards will close at 11:59pm on Sunday and late work will not be accepted. Discussion boards are central to online learning; posting after the discussion board has closed is like talking to an empty room. Initial posts for discussion boards are due Wednesday @ 11:59pm with at least 2 peer responses due Sunday @ 11:59pm.

Recording or photography of any kind is prohibited without prior permission of the instructor.

Policy on Use of Generative AI

The use of or consultation with generative AI shall be treated analogously to assistance from another person or disallowed resource (and thus would be forbidden under the same circumstances as any other form of academic dishonesty). In particular, using generative AI tools to substantially complete an assignment, paper, exam, or any other course element is not permitted. The types of materials that would

fall under the category of “AI tools” for this purpose include, but are not limited to, things like ChatGPT, Bard, Claude, GitHub, Copy.ai, Rephrase.ai, and many more, as well as the text-generative aspects of popular tools such as (but again, not limited to) Grammarly, i.e., GrammarlyGO. Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for your assignments. One purpose of Feedback Studio is to detect plagiarism and potentially the use of AI. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date for Turnitin results only.

Assignment Requirements:

APA Style:

Students in this course are required to use the Publication Manual of the American Psychological Association, 7th edition for all written assignments. APA style includes following rules for margins, font, spacing, headings etc. Discussion board posts need to use APA 7 formatting for references.

Late Work Policy:

No late assignments will be accepted. Students will NOT be able to submit assignments or access quizzes AFTER the due/closing date on Canvas and/or the syllabus. Assignments that are submitted in class are due at the start of class on the date it is due. It is better to turn in an assignment for partial credit than to get a zero, so turn in what you have. This can easily make the difference between letter grades at the end of the semester. Prior approval or unforeseen emergencies may, at the instructor’s discretion, be considered as acceptable reasons for late assignments.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for several assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Assignments:

All assignments and additional guidelines will be discussed in class.

- A. Voice Threads & Discussion Boards (10 points each).** Discussion boards are the online form of a “classroom”. Your participation is expected in your initial post and your peer responses (minimum of 2). Your initial post is due Wednesday night @ 11:59pm and 2 peer responses are due Sunday night @ 11:59pm. Student’s initial post is 5 points and peer responses are 2.5 points each.

- B. Take-Away Paper (25 points x 2 = 50 points).** Students will view the documentary CRIP CAMP: A DISABILITY REVOLUTION and Attendance at the LEAD Days event. Students write a reflection paper on each assignment, focusing on key points provided by the instructor. (Competencies 2, 3, 4, 5). **Week 4 + Week 6.**
- C. Legislative Policy (100).** Students will discuss current events that have policy implications related to social work, locally, nationally, or globally. Students are encouraged to use a bill they have been tracking during the legislative session. The presentation will be 10 minutes long and submitted on Canvas. An outline will be provided. (Competencies 2- 5). **Week 11**
- D. Exam 1 (25 points).** Exam will cover reading and any content covered in class. Questions may be in essay format. Students are encouraged to use their textbook. The exam will be submitted to Turnitin. **Week 7**
- E. Exam 2 (25 points).** Exam will cover reading and any content covered in class. Questions may be in essay format. Students are encouraged to use their textbook. The exam will be submitted to Turnitin. **Week 14**
- F. Policy Analysis Paper, Benchmark Assignment (100 points). This is a two part assignment:**
- Paper (75 points):** Students will analyze an economic, social, or environmental justice issue and one **existing** state or national policy that was developed to address the issue. For example, the Violence Against Women Act (VAWA) was enacted at the federal level to increase the judicial tools available to combat domestic violence. However, since this class takes place during the legislative session, students are encouraged to use a bill they have tracked during the legislative session. Students may expand on the policy/bill used in assignment C (Legislative Policy). This paper should be between 7-9 pages. APA format must be used. This paper will be submitted to Turnitin. **Week 13**
 - Presentation (25 points):** Students will create a presentation based on their policy analysis paper. The presentation is an overview of the in depth discussion provided in the policy analysis paper. The students' presentations are 7-9 minutes in length. Students will create a presentation and use an external tool to record their presentation and submit it to the discussion board. Students will provide their presentation to the discussion board during Week 15. During week 16, students will review and respond to at least 2 peers. **Week 15**

Grading Scale:							
A	= 93-100%	B+	= 87-89%	C+	= 77-79%	D+	= 67-69%
A-	= 90-92%	B	= 83-86%	C	= 73-76%	D	= 63-66%
		B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
						F	< 60%

Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to

the NASW *Code of Ethics* (2008). Likewise, standard 4.04 in the *Code* states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception." A current version of the codes is here: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student's own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person's work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the BSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university's administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University's Academic Honesty Policy

Generative AI

Using generative AI tools to substantially complete an assignment, paper, exam, or any other course element is not permitted. The types of materials that would fall under the category of "AI tools" for this purpose include, but are not limited to, things like ChatGPT, Bard, Claude, GitHub, Copy.ai, Rephrase.ai, and many more, as well as the text-generative aspects of popular tools such as (but again, not limited to) Grammarly, i.e., GrammarlyGO. Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt. All work submitted by a student is expected to be the student's own original work.

Tentative Course Outline:

Week Dates	Topic	Readings and Assignments due at the beginning of class What's Due?
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<p>Week One 1/8/24 - 1/14/24</p>	<p>Syllabus Review Course Guidelines and Expectations</p> <p>Understanding Social Work Values</p>	<ul style="list-style-type: none"> • Read Syllabus • Lane, Palley, and Shdaimah, Chapter 1 (Focus on pages 14 – 20) <p>Due: Intro VoiceThread 1</p> <p>Optional: Attend Office Hours to have questions answered</p>
<p>Week Two 1/15/24 - 1/21/24</p>	<p>Guided Discussion on readings from <i>Christianity and Social Work</i></p> <p>How Policy is Created and Influenced</p>	<p>Scales and Kelly <i>“Good News for the Poor: Christian Influences on Social Welfare”</i></p> <p>Chapter 2 Lane, Palley, and Shdaimah</p> <p>Due: VoiceThread 2</p> <p>Optional: Attend Office Hours to have questions answered</p>
<p>Week Three 1/22/24 - 1/28/24</p>	<p>Viewing the documentary: CRIP CAMP: A DISABILITY REVOLUTION</p> <p>Explore Oregon legislative bills</p>	<p>Due: VoiceThread 3</p>
<p>Week Four 1/29/24 - 2/4/24</p>	<p>Practical Theories for Understanding and Analyzing Policy</p> <p>The Early Women’s Movement</p>	<p>Lane, Palley, and Shdaimah Chapter 3</p> <p>Zinn & Arnove Chapter 6</p> <p>Due: VoiceThread 4</p> <p>Due: Crimp Camp Take-Away (Due Sunday @ 11:59pm)</p>
<p>Week Five 2/5/24 - 2/11/24</p>	<p>Family Policy Child Welfare Policy Indian Removal</p>	<p>Chapter 4, 5 & 7 Lane, Palley, and Shdaimah</p> <p>Due: VoiceThread 5</p>
<p>Week Six 2/12/24 - 2/18/24</p>	<p>ATTEND LEAD DAYS</p>	<p>Due: LEAD Days debrief Due: VoiceThread 6</p>
<p>Week Seven</p>	<p>Early Childhood and Care Policy</p>	<p>Chapter 6</p>

2/19/24 - 2/25/24	Exam 1	Lane, Palley, and Shdaimah Due: Exam 1 (Sunday @ 11:59pm)
Week Eight 2/26/24 - 3/3/24	Education Policy K – 12 Higher Education Policy	Chapter 7 Lane, Palley, and Shdaimah Chapter 8 Lane, Palley, and Shdaimah Due: VoiceThread 7 Due: Set up a meeting with Dr Altenbern to check in
Week Nine 3/4/24 - 3/10/24	Work and Employment Policy Policy for Older Adults Disability Policy	Chapter 9 Lane, Palley, and Shdaimah Chapters 10 Lane, Palley, and Shdaimah Due: VoiceThread 8
Week Ten 3/11/24 - 3/17/24	Health Policy Disability Policy	Chapters 11 Lane, Palley, and Shdaimah Chapter 12 Lane, Palley, and Shdaimah Due: VoiceThread 9
Week Eleven 3/18/24 - 3/24/24	Lobbying 101 Criminal Justice	Chapter 13 Lane, Palley, and Shdaimah Due: Legislative Policy Presentation (Sunday @ 11:59pm)
Week Twelve 3/25/24 - 3/31/24	SPRING BREAK	
Week Thirteen 4/1/24 - 4/7/24	Housing and Homelessness Policy Immigration Policy	Chapter 14, 15 Lane, Palley, and Shdaimah Due: Attend an online session during 2024 Oregon Legislation - report on VoiceThread 10

		Due: Policy Analysis Paper (Sunday @ 11:59pm)
Week Fourteen November 27 4/8/24 - 4/14/24	Environmental Policy Exam 2	Chapter 16 Lane, Palley, and Shdaimah Due: Exam 2 (Sunday @ 11:59pm)
Week Fifteen 4/15/24 - 4/21/24	Policy Brief Presentations	Due: VoiceThread 11 Due: Policy Brief Presentation on Discussion Board (Sunday @ 11:59pm to the discussion board)
Finals Week 4/22/24 - 4/26/24	Policy Brief Presentations response	Due: Respond to 2 peer policy presentations on Discussion Board (due Friday, April 26 at 11:59pm)

Bibliography:

Addams, J. (1910). *Twenty years at Hull House*. New York, NY: Penguin Books.

Center on Budget and Policy Priorities. (2021, August 11). Policy basics: Introduction to the federal budget process. Retrieved from www.cbpp.org

Council on Social Work Education. (2021, August 11). Advocacy & policy. Retrieved from www.cswe.org

Cummins, L.K., Byers, K.V. & Pedrick, L. (2011). *Policy practice for social workers: New strategies for a new era*. Allyn & Bacon.

Haynes, K. & Mickelson, J. (2006). *Affecting change, social workers in the political arena* (6th ed.). Pearson & Allyn and Bacon.

Jansson, B. (2020). *Social welfare policy and advocacy: Advancing social justice through eight policy sectors* (2nd ed.) Sage

Segal, E. (2016). *Social welfare policy and social programs: A values perspective* (4th ed.) Cengage Learning.

Scales, T. L., & Kelly, M. S. (Eds.). (2016). *Christianity and social work: Readings on the integration of Christian faith and social work practice* (5th ed.). North American Association of Christians in Social Work.

Student Support Services:

Academic Services

The **Academic Resource Center (ARC)** on the Newberg campus provides all students with free writing consultation, academic coaching, and learning strategies (e.g., techniques to improve reading, note-

taking, study, time management). The ARC is located in the Murdock Learning Resources Center (library). More information including ARC Consultants' areas of study, instructions for scheduling an appointment, learning tips, and a list of other tutoring options on campus is available here: <https://www.georgefox.edu/offices/arc/index.html>

Disability & Accessibility Services

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu).

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

College of Social Work Mission:

The mission of the George Fox University School of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

BSW Program Goals:

1. Social work graduates will acquire the social work ethics, values, skills and knowledge needed to analyze and understand the development and interrelationship of diverse worldviews, issues in social justice, and basic human needs.
2. Social work graduates will develop the knowledge, skills and values necessary to understand and affect the interrelationship between an individual and his/her environment at macro, mezzo and micro levels.
3. Social work graduates will understand and effectively work within diverse social contexts, structures and change processes in their practice with communities, organizations, groups, families and individuals.
4. Social work graduates will understand the interface between personal faith and social work, and understand the Christian worldview, as modeled through Jesus Christ, and be able to make appropriate applications to social work practice.
5. Social work graduates will be prepared for graduate social work education and are expected to be lifelong learners who take personal responsibility for continued professional growth and development by continuing to improve upon the knowledge and skills required of them as professional social workers.

Final Disclaimer:

The professor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the

instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 570: Values and Ethics: Spirituality & Religion

Fall 2023

Tuesday 1:00 to 3:30

Jeongah Kim, PhD	Associate Professor
Office: Portland Campus #173	Office Phone: (503) 554-6072
Office Hours: Mon 11-12; Tues 11-1; Weds 11-1; Thurs 12-1 & Available other days/hours by appointment	jkim@georgefox.edu

I. Course Description:

This course provides students with a comprehensive exploration of social work values and ethics, with additional emphasis on their intersection with religious and spiritual values. Course content includes an examination of ethical issues as they apply to social work theory, research, policy, and practice with individuals, families, groups, organizations, and communities along with an exploration of the historical and contemporary relationships between social work ethics and religious belief. Students will acquire and practice the skills of ethical decision-making including values clarification, application of ethical theory, utilization of codes of ethics, and models of ethical analysis.

II. Course Purpose:

One thing that sets Master's level social work professionals apart from non-professionals is that they share a set of values and ethical standards that are designed to ensure that clients receive a high quality of care focused on the client's needs and interests, rather than the interests or welfare of the social worker. The National Association of Social Workers produces the Code of Ethics for our profession; this course is designed to help students become familiar with the Code of Ethics and how to apply it to interactions with client populations. This course also provides an opportunity for students to explore how social work ethics intersects with their own personal values, including religious or spiritual beliefs. This course examines ways social workers critically integrate ethics and values with their religion, spirituality, and faith tradition in social work practice contexts. It is designed to facilitate application of this knowledge to generalist social work practice settings with a wide array of clients perspectives.

III. CSWE Competencies:

The primary 2022 CSWE competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- **Competency 10:** Demonstrate skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts.

IV. Course Objectives:

Upon completion of this course, students should be able to:

1. Demonstrate a basic understanding of diverse philosophies, approaches, and theories underlying the study of professional ethics and decision-making (Competency 1).
2. Apply and analyze the values, ethical principles, and ethical standards of the National Association of Social Workers (NASW) as well as the International Federation of Social Workers (IFSW), with particular focus on social, racial, economic, and environmental justice (Competencies 1 and 3).
3. Apply ethical decision-making frameworks and protocols to resolve ethical issues (Competency 1).
4. Analyze ethical principles and codes of NASW and IFSW from a spiritual perspective (Competency 10).
5. Reflect upon and clarify areas of congruence and tension between personal and professional values and ethics, and articulate possible courses of action to pursue when personal and professional values conflict (Competencies 1 and 10).

V. Course Texts, Supplemental Reading and Other Materials:

Required:

Dolgoff, R., Harrington, D., Loewenberg, F.M. (2009). *Ethical Decisions for Social Work Practice*. (9th ed.) Belmont, CA.: Brooks/Cole, Cengage Learning.

Hollinger, D.P. (2002). *Choosing the Good: Christian Ethics in a Complex World*. Grand Rapids: Baker Academic. Available in paperback or e-book.

Other Required or Supplemental Reading:

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. Silver Spring, M.D.: Author.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

VI. Attendance and Participation

Attendance Policy

Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20%) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20%) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. *Student attendance and participation is factored into the final grade.*

Class Attendance and Participation are assessed as follows:

- A** - Contributes relevant material regularly, listens intently to others and encourages others to participate. Demonstrates excellent preparation and understanding of material.
- B** – All of the above most of the time or with good preparation and understanding.
- C** – Contributes less relevant or tangential material. Demonstrates interest and some understanding of material. Not actively listening or engaged relevantly.
- D** – Reading/preparation not apparent.
- F** – Comments/attitude detracts from discussion and participation by others.

Attendance is being on time and present; **participation** is being prepared with the reading assignment, for discussion and exercises. A student is expected to attend all classes. It is the student's responsibility to obtain handouts, assignments, information and notes when class is missed regardless of the type of absence.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. Students are expected to abide by the NASW *Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

Electronic Devices

Please turn off and put away all extraneous electronic devices when class starts. A laptop or tablet can be used for course related purposes. If a cell phone is needed due to an emergency, notify the instructor before class and the phone should be switched to a ring mode that will not disturb the class.

Recording or photography of any kind is prohibited without prior permission of the instructor.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. APA style includes: 1" for all margins; one of the following fonts: 12-point Times New Roman, 11-point Ariel, or 11-point Calibri; double-spacing, a title page, and reference page. Use of abstracts are not required in this course.

Late Work Policy

Assignments that are submitted in class are due on the date specified in the syllabus. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for several assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Assignments:

A. Class Participation (70 points)

See attendance policy above. Students are expected to come to class prepared to participate in class discussions. Questions will be raised each week in relation to the readings; **students are expected to read the material and submit your questions on Canvas** and to contribute fully to class discussions as well as Canvas forums.

B. Case Study Presentation/Paper (180 points)

Identify an ethical issue that might typically come up for a social worker at the agency where you are an intern (we will discuss potential ethical issues you can use during class). Consider asking your supervisor or others at your agency for examples that they are aware of. You may also use an example that you are aware of from another setting.

You can also choose a topic from chapter 11 (Dolgoff et al. - intimate partner violence, elder abuse, end-of-life decisions, clients living with HIV and Aids, technology in direct practice, religion and spirituality, and a plurality of identities and client groups). Each student will present a synopsis of a case where knowledge was mistakenly used instead of values, or values were used instead of knowledge, and the possible dysfunctional outcome. Describe the situation as completely as possible.

Students will write an analysis of a practice situation that demonstrates the student's understanding of the importance of utilizing values and knowledge in practice appropriately to avoid dysfunctional outcomes. Discuss ways that you might handle areas of conflict between values and knowledge. What questions do you have about this situation? Outline possible responses or best solutions to this ethical issue.

Outline possible responses or best solutions to this ethical situation and the reasoning (e.g. values vs knowledge) that would lead you to choose one or more of the potential solutions you have described. Which sections in the NASW Code of Ethics and the International Federation of Social Work Ethics Statement would guide your decision? Please be specific about which section number

you are referring to in the Code of Ethics. This assignment (5-7 pages) is intended to raise questions and develop ethical decision-making skills. Students will be asked to present their paper (10-15 minutes PowerPoint presentation).

C. Reading Assignments (150 points)

Dolgoff, Harrington & Loewenberg textbook: Students will submit at least two questions on **Canvas** after reading each assigned chapter. Bring your questions with you to class; they will be shared in small-group class discussions. **Hollinger textbook:** Students will read assigned chapter sections and submit responses to several questions on **Canvas** in a discussion forum format. Please 1) make an initial post responding the discussion prompts listed, and 2) respond to at least two of your peer's initial posts.

D. Reading Assignment: Impact & Update Summary Presentation (100 points)

Small student groups will select a chapter from Dolgoff et al. and find 2-3 outside resources to supplement information in the text in preparation to present summary and information with the class. Identify key points of your assigned reading and summarize them for a presentation to the entire class. These will be the most important points in the given chapter as you perceive them. Include a defense for each point (i.e. why you believe it is important). Your PowerPoint presentation (No written paper!) should be about 15 minutes including your critical thinking questions. The following outline might be helpful: (1) Presentation of key points (10 minutes or less) - Include critical thinking questions related to key point or assigned reading material and (2) What's new (5 minutes or less) - You should use your current literature journal to bring the material up to date.

E. Bridging Spirituality & Social Work Ethics Paper (300 points)

Students will take an ethical dilemma and describe how two social workers, one coming from a Christian perspective, and the other from a different perspective, might approach this particular ethical situation. How might each perspective shape the way they think about or view this ethical dilemma?

Part I

- a) Students will choose an ethical dilemma (make sure it is a dilemma, as opposed to a more straightforward ethical issue). First, clearly describe the ethical dilemma in detail. Who is involved in or affected by this dilemma? What is the context? Include the various aspects and complexities involved in the dilemma; explaining why this is a dilemma and not just an ethical issue.
- b) As we learn in both of our texts, balanced ethical decisions include consideration of two overarching categories of ethical theory: 1) ethical relativism, and 2) ethical absolutism. Describe each of these two foundational ethical theories in detail.

Part II

- a) Now we want to compare and contrast ways that two social workers who come from different perspectives might approach the same ethical dilemma differently while still abiding by the NASW Code of Ethics. They may come to the same conclusion regarding the actions that need to be taken to resolve the ethical dilemma, but their reasons for choosing the outcome are likely to be different, based on different perspectives.
- b) You will be looking at a Christian perspective, as well as one of the contemporary approaches to ethical decision-making described in Chapter 3 of our Dolgoff, Harrington, and Loewenberg text. Do a literature search on 1) the contemporary approach you have chosen in order to better understand how someone from that perspective would approach the particular ethical dilemma

you described in Part I, and 2) at least one of David Sherwood’s articles on the integration of Christian faith and social work practice, to better understand how a Christian social worker might approach the same ethical dilemma. Find three to five articles or book chapters (besides our textbooks), and include them in your reference section. These articles may help you understand the various perspectives as they relate to your dilemma.

- c) Describe how the social worker with the contemporary perspective might think about or view this ethical dilemma, and do the same for the social worker with a Christian perspective. In your paper, address elements of the two overarching theories described in Part I that each social worker might incorporate as they consider their response to your ethical dilemma. Note that each of these social workers might interpret and utilize the relativistic and absolutist ethical frameworks differently. Give a detailed description of the reasoning that would lead each of these social workers to a decision about how to resolve the ethical dilemma and what actions to take.
- d) End with a brief concluding paragraph, summarizing the similarities and differences you see between the approaches the two social workers might take and the conclusions they might reach. What do the Christian and the contemporary approach share in common? How do they differ? Would they come to the same conclusions?
- e) Your paper should be double-spaced in 12 font, using APA formatting for citations and references (12-15); 7-10 pages.

Grading scale

A	= 94-100%	B	= 83-86%	C	= 73-76%	D	= 63-66%
A-	= 90-93%	B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
B+	= 87-89%	C+	= 77-79%	D+	= 67-69%	F	< 60%

IX. Academic Honesty:

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Reference: George Fox University's Academic Honesty Policy

X. Tentative Course Outline

Meeting Dates	Topic	Readings & Assignments
Week 1 8.29	<ul style="list-style-type: none"> • Course Overview • Review of syllabus • Learning the Language: Basic terms such as beliefs, values, ethics, morals • Social work values • What's your worldview? 	<p>Readings and Assignments:</p> <ul style="list-style-type: none"> a) Syllabus b) Fisher, B. (2012). "Exploring Worldviews: A Framework." <i>TEACH: Journal of Christian Education</i>, 6 (1), 50-56. c) Explore Resources on Web, Canvas, etc.
Week 2 9.5	<ul style="list-style-type: none"> • Social work values • Professional Values • Professional Ethics • Hollinger Introduction 	<p>Readings and Assignments:</p> <ul style="list-style-type: none"> a) Dolgoff et al. – Chap 2 (Enter at least 2 questions in Canvas Assignment and bring your questions with you to class) b) Hollinger – Introduction (Participate in the discussion forum: 1) Post your answers to the following questions: What does Hollinger say about differences between philosophical ethics and Christian ethics? Do you have any initial thoughts about how they differ? 2) Respond to at least two of your fellow students' posts.)
Week 3 9.12	<ul style="list-style-type: none"> • Guidelines for Ethical Decision Making: Concepts, Approaches, and Values • Framework for managing ethical issues • Consequences vs Principles/ Character or Virtue Ethics 	<p>Readings and Assignments:</p> <ul style="list-style-type: none"> a) Dolgoff et al. – Chapter 3 Enter at least 2 questions in Canvas Assignment and bring your questions with you to class b) Hollinger – Chap 1 & 2 (Participate in the discussion forum:1) Post your answers to the following questions: What do you think are the main differences between Consequentialist Ethics, Principle Ethics and Virtue Ethics? 2) Respond to at least two of your fellow students' posts) c) Group teaching (Dolgoff et al. - Chap 3)

<p>Week 4 9.19</p>	<ul style="list-style-type: none"> • Guidelines for Ethical Decision-Making: The Decision-Making Process and Tools • A Christian Worldview Foundation 	<p>Readings and Assignments:</p> <p>a) Dolgoff et al. – Chapter 4: (Enter at least 2 questions in Canvas Assignment and bring your questions with you to class)</p> <p>b) Hollinger- Chap 3 (Participate in the discussion forum: 1) Post your answers to the following questions: What is a human being? How do we know whether humans have dignity? According to Hollinger, what is the relationship between a Christian worldview and ethical behavior? How would belief in God impact ethical behavior? 2) Respond to at least two of your fellow students' posts)</p> <p>c) <u>Group teaching (Dolgoff et al. - Chap 4)</u></p>
<p>Week 5 9.26</p>	<ul style="list-style-type: none"> • Client Rights and Professional Expertise • Modernity and the Moral Life 	<p>Readings and Assignments:</p> <p>a) Dolgoff et al. – Chapter 5: (Enter at least 2 questions in Canvas Assignment and bring your questions with you to class)</p> <p>b) Hollinger – Chap 4 (Participate in the discussion forum: 1) Post your answers to the following questions: According to Hollinger, how do each of the three primary components of Modernity affect ethical thinking? 2) Respond to at least two of your fellow students' posts.)</p> <p>c) A friendly reminder: personal reflection paper due in two weeks</p> <p>d) <u>Group teaching (Dolgoff et al. - Chap 5)</u></p>
<p>Week 6 10.3</p>	<ul style="list-style-type: none"> • Value Neutrality and Imposing Values • Post-Modernity and the Moral life 	<p>Readings and Assignments:</p> <p>a) Dolgoff et al. – Chapter 6: Enter at least 2 questions in Canvas Assignment and bring your questions with you to class</p> <p>b) Hollinger – Chapter 5 (Participate in the discussion forum: 1) Post your answers to the following questions: What is postmodernity? According to Hollinger, what have been the effects of Postmodern thought on Christian ethics? 2) Respond to at least two of your fellow students' posts.)</p> <p>c) A friendly reminder: Case study paper due in two weeks</p> <p>d) <u>Group teaching (Dolgoff et al. - Chap 6)</u></p>

<p>Week 7 10.10</p>	<ul style="list-style-type: none"> • The Professional Relationship: Limits, Dilemmas, and Problems • Three Motifs for Making Ethical Decisions 	<p>Readings and Assignments:</p> <p>a) Dolgoff et al. – Chapter 7 (to p. 132): Enter at least 2 questions in Canvas Assignment and bring your questions with you to class</p> <p>b) Hollinger Chapter 6 (Participate in the discussion forum: 1) Post your answers to the following questions: What are the strengths and weaknesses of each of the three motifs described in this chapter? How might each contribute to ethical decision-making? 2) Respond to at least two of your fellow students' posts.)</p> <p>c) <u>Case Study Presentation & Paper Due</u></p>
<p>Week 8 10.17</p>	<ul style="list-style-type: none"> • The Professional Relationship: Limits, Dilemmas, and Problems (cont.) • Sherwood: Doing the Right Thing • The Bible Tells Me So 	<p>Readings and Assignments:</p> <p>a) Dolgoff et al. – Chapter 7 (pp. 132-143): Enter at least 2 questions in Canvas Assignment and bring your questions with you to class</p> <p>b) Sherwood, D. (2016). Doing the right thing: A Christian perspective on ethical decision-making in social work practice. Participate in the discussion forum: 1) Post your answers to the following question: What questions does this article raise for you? 2) Respond to at least two of your fellow students' posts.</p> <p>c) <u>Group teaching (Dolgoff et al. - Chap 7)</u></p> <p>d) <u>Case Study Presentation & Paper Due (cont.)</u></p>
<p>Week 9 10.24</p>	<ul style="list-style-type: none"> • Confidentiality, Informed Consent, and the Duty to Protect • The Bible in Ethical Decisions 	<p>Readings and Assignments:</p> <p>a) Dolgoff et al. – Chapter 8 (to p.158): Enter at least 2 questions in Canvas Assignment and bring your questions with you to class</p> <p>b) Hollinger – Chapter 7 (pp 149-162; up to section 'Forms of Ethical Guidance' on page 162): (Participate in the discussion forum: 1) Post your answers to the following questions: Does Hollinger make a compelling case for his view of Biblical authority which he refers to as the Classical view? What are the strengths and weaknesses of his argument? 2) Respond to at least two of your fellow students' posts.)</p> <p>c) <u>Group teaching (Dolgoff et al. - Chap 8)</u></p>

<p>Week 10 10.31</p>	<ul style="list-style-type: none"> • Confidentiality, Informed Consent, and the Duty to Protect (cont.) • Historical Foundations of Social Work (Prezi on Canvas) 	<p>Readings and Assignments:</p> <p>a) Dolgoff et al. – Chapter 8 (pp. 158-171): Enter at least 2 questions in Canvas Assignment and bring your questions with you to class</p> <p>b) Historical Foundations Prezi Participate in the discussion forum: 1) Post your answers to the following questions: In your mind, what aspects of the history of our profession stand out as being most significant, and how do they influence us today? 2) Pick one of the “Inspiring Pioneers of the 1900’s” that you found interesting or inspiring. What aspects of this person’s story interest or inspire you and why?</p> <p>c) <u>Bridging Spirituality & Social Work Ethics Paper Part I Brainstorming Presentation Due</u></p>
<p>Week 11 11.7</p>	<ul style="list-style-type: none"> • Social Justice, Limited Resources, and Advocacy • Empirical Judgments in Ethical Decisions • Factors influencing empirical judgements 	<p>Readings and Assignments:</p> <p>a) Dolgoff et al. – Chapter 9 (to p.183): Enter at least 2 questions in Canvas Assignment and bring your questions with you to class</p> <p>b) Hollinger – Chapter 8 (Participate in the discussion forum: 1) Post your answers to the following questions: What is the underlying theme in each of Hollinger’s three examples of empirical judgments? How might an understanding of Hollinger’s “four factors that influence fallen, finite thinking” be applied to management of conflict? 2) Respond to at least two of your fellow students’ posts.)</p> <p>c) <u>Group teaching (Dolgoff et al. - Chap 9)</u></p>
<p>Week 12 11.14</p>	<ul style="list-style-type: none"> • Topics: Social Justice, Limited Resources, and Advocacy • Pursuing Justice 	<p>Readings and Assignments:</p> <p>a) Dolgoff et al. – Chapter 9 (pp. 184-193): Enter at least 2 questions in Canvas Assignment and bring your questions with you to class</p> <p>b) Hollinger – Chapter 10: Participate in the discussion forum: 1) Post your answers to the following questions: Chapter 10 describes three primary theories defining distributive justice; what are the strengths and weaknesses of each theory? 2) Respond to at least two of your fellow students’ posts</p>

<p>Week 13 11.21</p>	<ul style="list-style-type: none"> • Organizational and Work Relationships • Pluralism and Christian Ethics 	<p>Readings and Assignments:</p> <p>a) Dolgoff et al. – Chapter 10: Enter at least 2 questions in Canvas Assignment and bring your questions with you to class</p> <p>b) Hollinger – Chapter 11: Participate in the discussion forum: 1) Post your answers to the following questions: After describing several options for living out Christian ethics in a pluralistic society, Hollinger outlines what he describes as “another and better way;” what do you see as strengths and weakness of his approach to Christian influence? Discuss whether or not you think his ideas are relevant to social work today and why. 2) Respond to at least two of your fellow students’ posts.</p> <p>c) <u>Group teaching (Dolgoff et al. - Chap 10)</u></p>
<p>Week 14 11.28</p>	<ul style="list-style-type: none"> • Bridging Spirituality & SW Ethics • Putting it All Together 	<p>Readings and Assignments:</p> <p>a) Bridging Spirituality & SW Ethics Parts 1 and 2</p> <p>b) <u>Bridging spirituality and social Work ethics final presentation & paper due</u></p>
<p>Week 15 12.5</p>	<ul style="list-style-type: none"> • Bridging Spirituality & SW Ethics (cont.) • Choosing the Good 	<p>Readings and Assignments:</p> <p>a) Bridging Spirituality & SW Ethics Parts 1 and 2</p> <p>b) <u>Bridging spirituality and social Work ethics final presentation and paper due (cont.)</u></p>
<p>Week 16 Finals 12.12</p>	<ul style="list-style-type: none"> • Final Thoughts 	<p>Readings and Assignments:</p> <p>a) Final Assessment/Reflection essay</p>

XI. Bibliography

- Barsky, A. (2009). The legal and ethical context for knowing and using the latest child welfare research. *Child Welfare, 88*(2), 69-92.
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- Clark, J. (2009). Why social work practitioners need research ethics knowledge. *Social Work, 54*(1), 5-7.
- Fisher, B. (2012). "Exploring Worldviews: A Framework." *TEACH: Journal of Christian Education, 6* (1), 50-56.
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- Sherwood, D. (2000). Pluralism, tolerance, and respect for diversity: Engaging our deepest differences within the bond of civility. *Social Work and Christianity, 26*(2), 101-111.

XII. Academic Services

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom video conference and email writing consultations. Graduate, George Fox Connect (GFC), and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. Check wc.georgefox.edu for additional information, including hours of operation and appointment scheduling. For more information, email the Portland Writing Center at wc@georgefox.edu.

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu.

XIII. College of Social Work Mission:

The mission of the George Fox University College of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer

The professor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 576-A Foundation Internship I (Generalist Practicum I)
Fall 2023
Tuesdays, 4:30 – 6:30 pm

Name: Leslie Wuest, PhD, MSW	Assistant Professor of Social Work
Office: Portland Center #169	Office/Voicemail: 503-554-6074
Office Hours: By appointment	E-mail: lwuest@georgefox.edu

I. Catalog Description:

This course is designed to provide an opportunity for social work students to apply academic learning to professional social work practice under the supervision of a qualified and experienced social work practitioner. SWKG 576 bridges classroom learning and the practice of social work through faculty coordination of the practicum experience and facilitation of the seminar sessions. SWKG 576, is a required course for all students in the two-year MSW program. It consists of a minimum of 224 hours of applied learning in an agency setting including a 2-hour integrative seminar that meets weekly at the university. All students participating in field education must meet the entry-level competence required by their practicum agency. Academic coursework will provide an increasing knowledge and skill base from which students serve individuals of all ages, families, groups, and communities in various agency settings. *Co- or Prerequisites: SWKG 533 Human Behavior in the Social Environment; SWKG 591 Social Work Practice I*

II. Course Purpose:

SWKG 576 provides the opportunity for students to develop an identity within the social work profession by integrating classroom theory and study with practicum experience and by demonstrating the knowledge, values, and skills associated with the core competency areas of social work education. Students in the course are encouraged to reflect upon their utilization of theory and practice methods as well as issues of personal development. The cohort model emphasizes the importance of collaboration in the learning process and students learn from each other's experiences in diverse agency settings. Weekly practicum seminars, readings and written course assignments, and supervision with agency instructors, all provide contexts for students to strengthen professional insight and skills as generalist social workers.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- **Competency 4:** Engage in Practice-Informed Research and Research-Informed Practice
- **Competency 5:** Engage in Policy Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- **Competency 10:** Spiritually-Informed Practice and Religious Contexts (*Competency 10 has been added by the College of Social Work to reflect more clearly the mission and goals specific to GFU*)

IV. Course Objectives:

Upon completion of this course, students are expected to be able to:

1. Apply generalist social work values, knowledge and skills to social work practice in agency settings. (Competency 1)
2. Demonstrate respect for human diversity and culture. (Competency 3)
3. Demonstrate a developing social work identity that includes self-awareness, professional use of self, use of supervision and consultation, and a reflection of the profession's values and history. (Competency 1)
4. Recognize, examine and compare personal values, agency values, and ethics with those of the profession (as defined by NASW Code of Ethics) and with those forming agency policy and practice. (Competency 4 & 5)
5. Explore and identify ethical integration of faith and spirituality (with clients and self) in the practice of social work in agency settings. (Competency 10)

The generalist practicum seminar assignments and discussion support the agency-based practicum across all course objectives, core competencies, and generalist practice behaviors. Discussions related to the unique and concrete experience of students in diverse agency settings contributes to the rich content of the seminars. The student Learning Agreement maps the practicum learning experiences for all practice behaviors and these are assessed in the Mid-Term and Final Semester Evaluations. All competencies are addressed in the agency practicum settings, and supported through seminar assignments and discussions.

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. Author.

Ritter, J.A. & Obermann, A. (2019). *101 Careers in social work*. (3rd ed.). Springer Publishing Co.

Sweitzer, H. F. & King, M.A. (2018). *The Successful Internship: Personal, professional, and civic development in experiential learning*. (5th ed.). Cengage.

Additional Materials:

Students need to obtain campus Internet access for selected student assignments and research. Access to Canvas, Tevera and the MSW Field Manual is also required for many assignments. Other readings may be assigned during the semester as considered relevant to discussion and will be made available.

VI. Attendance and Participation:

The student is expected to meet the following requirements to successfully complete the course:

1. Attend class and take active responsibility for one's own learning by coming to class on time and prepared, having read assigned materials for each topic prior to the scheduled topic date.
2. Present informal in-class summaries of papers and readings and respectfully participate in class discussions with willingness to contribute appropriately and listen to others.
3. Complete all assignments by the due dates.
4. Accurately use the APA Publication Manual for all papers (format, in-text citations, references, etc.).

Attendance Policy

Students are expected to attend all classes. The primary goal of social work education is to prepare for professional practice. Absences from class reduce the learning opportunities and negatively affect the interactive process with other students. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a practice setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email or written note explaining the need for absence. Also, it is the student's responsibility to obtain handouts, assignments, information, and notes when class is missed regardless of the type of absence.

Absence from twenty percent (20%) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20%) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class.

Student attendance and participation is a component of the final grade.

VII. Professional Conduct:

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, agency personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference.

If the instructor or a colleague does or says something that is offensive or makes the classroom feel unsafe, please talk with that person directly (as soon as possible). If that one-one conversation is not helpful, please approach the course instructor for assistance. Please see the Student Handbook and the Field Manual for further grievance processes.

Students are expected to abide by the *NASW Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Manual*.

Electronic Devices

Please turn off and put away all electronic devices when class starts. A laptop or tablet can be used for course related purposes, when prompted by the instructor. If a cell phone is needed due to an emergency, notify the instructor before class and the phone should be switched to a ring mode that will not disturb the class.

Recording or photography of any kind is prohibited without prior permission of the instructor.

Zoom Etiquette and On Camera Tips for Virtual Classroom (we will be following the policies of the university regarding all health-related protocols)

Cameras must be on during live virtual sessions.

- Light your face more brightly than the background to make it easier to see you.
- Microphones pick up all ambient noise, so keep your microphone muted until it's your time to speak.
- If you need to step away for a moment, you can turn your video off until you return.
- Remember when on a zoom meeting (on camera) activities such as eating, shuffling papers, texting, etc. are extremely distracting (and sometimes unflattering).
- Please consider your background (other humans and things). Try to choose a setting where there will be as little distractions to yourself and others as possible.
- When on a zoom meeting or in a zoom class, the expectation is that you are in one place, focused and present (not driving or shopping, or ...).
- Remember the professionalism expectations, despite the informal setting at home or alternative space. These expectations are clearly outlined and are observed by the instructor.

Application of the NASW Code of Ethics

The NASW Code of Ethics outlines a set of core values and ethical principles that form the basis of social work's purpose and perspective. The MSW Field Program applies the Code of Ethics to seminar interactions and personal conduct. Students as emerging professionals are expected to maintain confidentiality, respect difference and take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and dependable members of each class or group. Issues that social workers must discuss can be challenging and uncomfortable. Students need to know that social workers are expected to be respectful of each other's concerns and always respect

diversity of all kinds, including but not limited to age, ability, ethnicity, gender, sexual orientation, culture, religion, and spirituality.

VIII. Course Assignments:

APA

Students are required to use the *Publication Manual of the American Psychological Association, 7th edition* for all written assignments. The page number requirement of assignments does not include title and reference pages. All APA rules apply, please use the manual for all paper writing guidelines.

Late Work Policy

- A. No late assignments (weekly journal, written work relating to assigned reading, and Process Recordings) will be accepted. Students will **NOT** be able to submit assignments AFTER the due/closing date on Canvas and/or the syllabus. Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.
- B. All practicum paperwork is due on its assigned date, unless previously planned with agency instructor and practicum faculty due to the needs of the agency instructor.
Monthly timesheets, Learning Agreement, Mid-term Evaluation, Final Evaluation: Submit on time for full points. Late submissions turned in within the first week after the due date: loss of 15%, within the second week after the due date: loss of 30%, within the third week after the due date: loss of 50%, more than three weeks past the due date: zero points given.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for several assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Assignments

Points are assigned as measures of the quality, preparation, and submission timeliness of documents. Without the completion of the full 224 practicum hours, completed MSW supervision requirements, and the Final Evaluation, students will be unable to pass this course.

The GFU MSW program is committed to nurturing the skills of organization, dependability, communication, initiative, and many more, as these are vital social work skills to have in social work practice. Students will take responsibility for their practicum experience through effective

1. Attendance and Participation

- a. **Weekly Seminar: (5 pts. X 14 weeks = 70 points)** Expectations for attendance and participation are described above. A portion of each class will be devoted to a discussion of ways that students are practicing and implementing the course text. Students will be asked to

articulate theoretical understandings of their agency work and explore with the seminar group specific practice intervention strategies. The overall purpose of the seminars is to assist students in the integration of their agency-based work with the academic coursework. Attendance of seminars is important to the social work student in developing a professional identity, promoting self-awareness, and encouraging resource sharing and collaborative problem solving. (Competencies 1-10)

- b. **Practicum Placement:** 224 hours: 14 hours per week are completed at the practicum site, and 2 hours per week are completed by attending seminar class. These hours are accumulated over 14 weeks of the 16 weeks semester. These 224 hours are to be completed between August 28, 2023 and December 8, 2023. The student must attend practicum through the week of December 4- 8, 2023, even if the hours are completed prior. The practicum commitment is for the full semester. The semester is 16 weeks, but students attend practicum for 14 weeks of each semester. The week of Thanksgiving and the last week of the semester (finals week) students are not expected to attend practicum, but may need to depending upon the needs of the agency, or to make up hours due to illness or other unforeseen circumstances. (Competencies 1-10)

Supervision Hours. Required supervision hours for each semester is a minimum of 14 hours; one hour per week, of protected supervision time with the student intern and an agency supervisor. It is preferred that this supervision is with an MSW at the student's practicum site.

If the student does not have weekly supervision with an MSW at their agency, then the student needs supplemental supervision, in a GFU provided MSW group. These required group meetings occur every other week throughout each 16-week semester; students need to attend eight, one-hour, group sessions. GFU Field Director will assign these students to a MSW supervision group, and the student will be notified. Weekly MSW supervision sessions are to be recorded by the student in their weekly logs signed and submitted monthly on Tevera.

2. Seminar Written Assignments

- a. **Weekly Journals: (5 pts. x 14 weeks = 70 points)** Weekly recording of practicum activities will be posted in a weekly journal on Canvas. The journal template/format is provided to students on Canvas. Journal entries must be submitted weekly by 12:00pm each Saturday.
- i. Students will submit their journals on Canvas in order to receive feedback from the instructor and other students in their class.
 - ii. Students will read and respond to other student journals on a weekly basis in preparation for classroom discussions.
 - iii. No journal due the weeks of Thanksgiving or finals week, unless student is accruing practicum hours during these weeks. (Competencies 1, 3, 5)
- b. **Preparing for a Practicum Written Reflection:** (30 points) In the first seminar meeting, generalist students will receive an introduction to the practicum and integrative seminar. They will be given an assignment to read the first chapter of the course text, *The Successful Internship: Personal, professional, and civic development in experiential learning*. Students are required to complete a 1- 2 page reflection paper that responds to the text and answers the following questions:
1. What aspects of 'engaged learning' resonate with me and how do I plan to use them in this practicum experience?

2. How do I plan to get the most out of the weekly seminar?
3. What are my initial fears related to this practicum?
4. What are my professional development goals for this practicum?

This short paper provides an opportunity for students to reflect upon their personal internal and external contexts as related to their anticipated practicum experiences and professional development. (Competencies 1, 4, 9, 10)

Due Date: September 5, 2023.

- c. **Telehealth Seminar Session:** On October 10, 2023 class session, students and instructor will meet on zoom. For the first hour of this class, the students will each present, for 6- 8 minutes of the class, on a topic about telehealth. Topics may include topics such as telehealth policies, laws, best practices, pros/cons, etc. There is no specific grade for this class session, students will earn class participation points based on their presentation/discussion leadership.
- d. **Process Recordings:** (30 points x 2 = 60 points) These 4-5 page process recordings are to be completed using the format provided on Canvas. They need to capture 5-10 minutes of a session/interaction/conversation with a client, a meeting where clients are present, or an interaction centered on advocacy for a client or a client need. In written recordings, students will narrate their interactions with clients, colleagues, or supervisors. Students will reflect upon these interactions according to content in interactions, social work theoretical considerations, ethical practice, and social work competencies. A separate assignment description will be handed out to students and reviewed by the instructor. ***This process recording is to be discussed in MSW supervision, signed by agency field instructor and submitted to the seminar instructor on or before the due dates.*** (Competencies 1, & 6-9)
Due Dates: October 3, 2023 and November 7, 2023.
- e. **Helping Paper:** (50 points) Students are required to complete a 3 - 4 page paper that is a summary of their key learning experiences related to their practicum and seminar experience. Please see the grading rubric on Canvas. In the paper students will address the following questions:
1. Describe the helping process, and how it is implemented with clients at your practicum.
 2. Describe how the agency learning experience has enhanced your ability to advance human rights and social, economic, racial, and environmental justice.
 3. Highlight areas of challenge and insight that you have experienced.
 4. Discuss your intent and plan for continued growth as a helping professional, **and** provide several examples of strategies or practices you plan to implement. (Competencies 1 and 3). **Due Date: December 5, 2023**

3. Practicum Paperwork (submitted on Tevera):

- a. **Confirmation of Student Agreements for Participation in MSW Field Education** (10 points)
Students will complete the following readings (links provided on Canvas) and signatures (on Tevera form) needed to begin their internship: **Due Date: September 6, 2023 on Tevera.**
- i. Professional Expectations for Social Work Students
 - ii. Code of Ethics Agreement
 - iii. College of Social Work Field Manual (MSW)

iv. Affiliation Agreement Attachment A: Confidentiality Understanding

- b. **Student Learning Agreement:** (50 points) Students establish concrete goals along with specific, measurable objectives in dialogue with the agency supervisor (and possibly get input from other agency personnel). This particular document serves as the guide for the student’s practicum experience, and it is what will be used to measure the student’s progress in their practicum experience. The Learning Agreement also describes and verifies development of skills, knowledge, ethics, and practice behaviors throughout the semester. **Due Date: September 19, 2023 on Tevera.** (Competencies 1-10)
- c. **Monthly Timesheet:** (10 points each x 4 = 40 points) Students track their practicum hours and required MSW Supervision hours on the Monthly Hour and Supervision Log on Tevera. At the end of each month grouping (Aug/Sept, Oct., Nov., Dec) students must sign their log and submit, via Tevera, to their agency supervisor to sign. The logs must be signed by the assigned due date for students to receive credit, unless otherwise arranged with the student, agency supervisor, and field faculty. **Due Dates: October 2, November 1, December 1, before December 13, 2023 on Tevera.** (Competency 1)
- d. **Midterm Evaluation:** (50 points) Evaluation forms are completed together by students and their agency supervisors as a means of assessing students’ growth and development as professional social workers through the practicum experience. The student and agency supervisor review the student’s learning agreement and complete the mid-term evaluation on Tevera (Competency 1-10). **Due Date: October 10, 2023 on Tevera**
- e. **Final Evaluation:** (100 points) Evaluation forms are completed together by students and their agency supervisor as a means of assessing students’ growth and development as professional social workers through the practicum experience. The evaluation process between the student and the agency supervisor needs to be completed PRIOR to the final site visit, and it must be discussed and signed by the student, agency supervisor and field faculty by the due date. (Competencies 1-10) **Due Date: before December 13, 2023 on Tevera.**

Grading Policy:

Students must successfully complete BOTH agency practicum and seminar components to pass the course. To successfully complete the practicum portion of the course, by the end of the spring semester, students are expected to be evaluated at least ‘competent’ in 90% of all 10 areas of competency. To successfully complete the seminar portion of the course, the student can receive no lower than a C (73%) on any single seminar assignment. Failure to meet the minimum requirements of either portion of the course (agency based or seminar) will result in a failing grade for the entire course. Students must receive a minimum grade of B overall (83%) to successfully complete this course and graduate in the MSW program.

Grading scale

A	= 93-100%	B+	= 87-89%	C+	= 77-79%	D+	= 67-69%
A-	= 90-93%	B	= 83-86%	C	= 73-76%	D	= 63-66%
		B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
						F	< 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.”

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student’s own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person’s work as one’s own; 4) changing a few words but copying the sentence structure and content; 5) using any form of Artificial Intelligence or ChatGPT.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are clear violations of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university’s administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

X. Course Outline:		
	TOPICS	ASSIGNMENTS
Week One Aug. 29	Review of Syllabus and Class Expectations and Assignments Beginning the Practicum Journey	<u>Due for Class:</u> Read Field Manual Explore Canvas and Tevera Due Weekly: Journals on Canvas Due Monthly: hour and supervision logs on Tevera
Week Two	Ch. 1: The Big Picture Ch. 3: The Learning Contract	<u>Due for Class:</u>

Sept. 5	<i>Review of the Learning Agreement</i>	<ul style="list-style-type: none"> • Read Ch. 1 and Ch. 3 (to p.61) “in Successful...” • “Preparing for an Internship”, Written Reflection (on Canvas) • Confirmation of Student Agreements for Participation in MSW Field Education (on Tevera)
Week Three Sept. 12	Ch. 3: Supervision, The Seminar, and Reflection	<u>Due for Class:</u> <ul style="list-style-type: none"> • Read rest of Ch. 3 “in Successful...”
Week Four Sept. 19	Ch. 2: The Anticipation Stage, Venturing Forth <i>Introduction of Process Recording Assignment</i> Site meetings occur this week	<u>Due for Class:</u> <ul style="list-style-type: none"> • Read Ch. 2 “in Successful...” • Learning Agreement (on Tevera)
Week Five Sept. 26	Ch. 1: What is Social Work? Ch. 2: Got Social Work? Site meetings occur this week	<u>Due for Class:</u> <ul style="list-style-type: none"> • Read Ch. 1 and 2 in “101 Careers...”
Week Six Oct. 3	<i>Mid-term evaluation instructions</i>	<u>Due for Class:</u> <ul style="list-style-type: none"> • Aug./Sept. hours/supervision log (on Tevera) • Process Recording # 1 (on Canvas)
Week Seven Oct. 10	Telehealth: Individual research Telehealth class session	<u>Due for Class:</u> <ul style="list-style-type: none"> • Presentation on telehealth • Mid-Term Evaluation Due (on Tevera)
Week Eight Oct. 17	Ch. 5: Self Awareness as an Asset and an Outcome	<u>Due for Class:</u> <ul style="list-style-type: none"> • Ch. 5 in “Successful...”
Week Nine Oct. 24	Ch. 3: Follow the Yellow Brick Road Ch. 4: Careers in Child Welfare	<u>Due for Class:</u> <ul style="list-style-type: none"> • Ch. 3 and 4, in “101 Careers...”
Week Ten Oct. 31	Ch. 5: School-Based Social Work Ch. 6: Social Work with Older Adults	<u>Due for Class:</u> <ul style="list-style-type: none"> • Ch. 5 and 6, in “101 Careers...” • October hours/supervision log (on Tevera)

Week Eleven Nov. 7	<i>Review Final Evaluation Process</i>	Due for Class: <ul style="list-style-type: none"> ● Process Recording # 2 (on Canvas)
Week Twelve Nov. 14	Ch. 7: Social Work in Healthcare	Due for Class: <ul style="list-style-type: none"> ● Ch. 7 in "101 Careers..."
Week Thirteen Nov. 21	Class does not meet Happy Thanksgiving!	No Journal due this week (unless you are accruing practicum hours)
Week Fourteen Nov. 28	Site meetings occur this week	Due for Class: <ul style="list-style-type: none"> ● Semester Final Evaluation (Tevera) ● Nov. hours/supervision log (on Tevera)
Week Fifteen Dec. 5	Site meetings occur this week	Due for Class: <ul style="list-style-type: none"> ● "Helping Paper" due on Canvas ● Dec. hours/supervision log (on Tevera) due Dec. 8
Week Sixteen Dec. 12 FINALS WEEK	Class does not meet during Finals Week. Final site meetings and Final Evaluation serve as the course's final.	All paperwork and practicum hours are to be completed before Dec. 13, 2023, no exceptions. This includes all weekly journals, hour logs, supervision logs, and evaluations.

XI. Bibliography:

Allaire, J. & Broughton, R. (1995). *Praying with Dorothy Day*. St. Mary's Press.

Boyle, G. (2010). *Tattoos on the heart: The power of boundless compassion*. The Free Press.

Day, D. (1981). *The long loneliness: The autobiography of the legendary catholic social activist*. Harper and Row Publishers.

Glassman, U. (2016). *Finding your way through field work: A social work student's guide*. Sage.

Kimball, E. & Kim, J. (2013). Virtual boundaries: Ethical considerations for use of social medial in social work. *Social Work (58)*2, 185-188.

Linn, D., Linn, S. F. & Linn, M. (1993). *Belonging: Bonds of healing and recovery*. Paulist Press.

Nhat Hanh, T. (2001). *Anger: Wisdom for cooling the flames*. The Penguin Group.

Nouwen, H. J. M. (1979), *The wounded healer*. Doubleday Publishing.

Palmer, P. J. (2004). *A hidden wholeness*. John Wiley & Sons, Inc.

Reamer, F. (2013). Social work in a digital age: Ethical and risk management challenges. *Social Work*, 52(2), 163-172.

Sherr, M. & Jones, J. (2014). *Introduction to competence-based social work*. Lyceum Books, Inc.

Thomlison, B. & Corcoran, K. (2008). *The evidence-based internship. A field manual*. Oxford University.

Vanier, Jean (1998). *Becoming human*. Paulist Press.

Ward, K. & Sakina Mama, R. (2016) *Breaking Out of the Box: Adventure-based field instruction*. Lyceum Books, Inc.

Switzer, F. & King, M. (2014). *The successful internship* (4th ed.). Cengage Learning.

XII. Academic Services:

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu.

My desire as an instructor for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, are other abled, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom video conference and email writing consultations. Graduate students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. Check wc.georgefox.edu for additional information, including hours of operation and appointment scheduling. For more information, email the Portland Writing Center at wc@georgefox.edu.

XIII. College of Social Work Mission:

The mission of the George Fox University College of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.

3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer:

The instructor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 577 Foundation Internship II (Generalist Practicum Seminar II)

Spring 2024

Tuesdays, 4:30 – 6:30 pm

Name: Leslie Wuest, PhD, LCSW	Assistant Professor of Social Work
Office: Portland Center #169	Office/Voicemail: 503-554-6074
Office Hours: By appointment	E-mail: lwuest@georgefox.edu

I. Catalog Description

SWKG 577, follows the successful completion of SWKG 576, and is a required course for all students in the standard MSW program. It consists of a minimum of 224 hours of applied learning in an agency practicum setting and a 2-hour integrative seminar that meets weekly at the university. Co-occurring academic coursework will provide an increasing knowledge and skill base from which students serve individuals of all ages, families, groups, and communities in various agency settings.

II. Course Purpose

SWKG 577 provides the opportunity for students to develop an identity within the social work profession by integrating classroom theory and study with practicum experience and by demonstrating the knowledge, values, and skills associated with the core competency areas of social work education. Students in the course are encouraged to reflect upon their utilization of theory and practice methods as well as issues of personal development. The cohort model emphasizes the importance of collaboration in the learning process and students learn from each other's experiences in diverse agency settings. Weekly practicum seminars, readings and written course assignments, and supervision with Agency Practicum Instructors, all provide contexts for students to strengthen professional insight and skills as generalist social workers.

III. CSWE Competencies

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- **Competency 4:** Engage in Practice-Informed Research and Research-Informed Practice

- **Competency 5:** Engage in Policy Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- **Competency 10*:** Demonstrate Ethical Integration of Religion and Spirituality with Social Work Practice (**Competency 10 has been added by the College of Social Work to reflect more clearly the mission and goals specific to George Fox University*)

IV. Course Objectives

Upon completion of this course, students should be able to:

1. Apply generalist social work values, knowledge and skills to social work practice in agency settings. (Competency 1)
2. Demonstrate respect for human diversity and culture. (Competency 2)
3. Demonstrate a developing social work identity that includes self-awareness, professional use of self, use of supervision and consultation, and a reflection of the profession's values and history. (Competency 1)
4. Recognize, examine, and compare personal values and ethics with those of the NASW Code of Ethics and with those forming agency policy and practice. (Competencies 2, 4)
5. Explore and identify ethical integration of faith and spirituality in the practice of social work in agency settings. (Competency 10)
6. Explore and utilize strategies for identifying feelings, for personal reflection, and the processing of experience to maintain wellness and professional effectiveness. (Competency 1)

The generalist practicum seminar assignments and discussion support the agency-based practicum across all course objectives, competencies, and generalist practice behaviors. Discussions related to the unique and concrete experience of students in diverse agency settings contributes to the rich content of the seminars. The student Learning Agreement maps the practicum learning experiences for all practice behaviors and these are assessed in the Mid-Term and Final Semester Evaluations. All competencies are addressed in the agency practicum settings, and supported through seminar assignments and discussions.

V. Course Texts and Other Reading Materials

Required:

Brown, B. (2015). *Daring greatly; How the courage to be vulnerable transforms the way we live, love and lead*. Penguin.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. NASW.

Ritter, J.A. & Obermann, A. (2019). *101 Careers in social work*. (3rd ed.). Springer Publishing Co.

Sweitzer, H. F. & King, M.A. (2018). *The Successful Internship: Personal, professional, and civic development in experiential learning*. (5th ed.). Cengage.

Additional Materials:

Students need to obtain campus Internet access for many student assignments and research. Access to Canvas, Tevera, and the MSW Field Education Manual is also required for many assignments. Other readings may be assigned during the semester as deemed relevant to discussion and will be made available.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. Also, the behavioral pattern demonstrated in class attendance may be indicative of the student's commitment in a agency practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, practicum commitments, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency need to communicate with the course instructor as soon as possible to make a plan, and possibly provide documentation to the instructor. Students who miss two or more consecutive classes due to personal illness need to obtain documentation of extended illness through their health care provider or Health and Counseling Services.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. The instructor is aware that students feel more or less comfortable speaking in a classroom setting, however, being a social worker involves speaking in public, speaking at meetings, and advocating for their clients in a variety of situations. The classroom is an appropriate place to practice these skills. Student attendance and participation is factored into the final grade.

Class Attendance and Participation are assessed as follows:

- A** - Contributes relevant material regularly, listens intently to others and encourages others to participate. Demonstrates excellent preparation and understanding of material.
- B** – All of the above most of the time or with good preparation and understanding.
- C** – Contributes less relevant or tangential material. Demonstrates interest and some understanding of material. Not actively listening or engaged relevantly.
- D** – Reading/preparation not apparent.
- F** – Comments/attitude detracts from discussion and participation by others.

Attendance is being on time and present; **participation** is being prepared with the reading assignments for discussion and exercises. Students are expected to attend all classes. It is the student's responsibility to obtain handouts, assignments, information, and notes when class is missed, regardless of the type of absence.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, agency personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference.

If the instructor or a colleague does or says something that is offensive or makes the classroom feel unsafe, please talk with that person directly (as soon as possible). If that one-on-one conversation is not helpful, please approach the course instructor for assistance. Please see the MSW Student Handbook and the MSW Field Education Manual for further grievance processes.

Students are expected to abide by the NASW Code of Ethics and the Professional Expectations for Social Work Students outlined in the MSW Program Student Handbook and the MSW Field Education Manual.

Electronic Devices

Please turn off and put away all electronic devices when class starts. A device can be used for course related purposes, when prompted by the instructor. If a cell phone is needed due to an emergency, notify the instructor before class and the phone can be available with the ringer off.

Recording or photography of any kind is prohibited without prior permission of the instructor.

Zoom Etiquette and On Camera Tips for Virtual Classroom (we will follow the university policies, as the semester goes on, in relation to all things Covid)

Cameras must be on during live virtual sessions.

- Light your face more brightly than the background to make it easier to see you.
- Microphones pick up all ambient noise, so keep your microphone muted until it's your time to speak.
- If you need to step away for a moment, you can turn your video off until you return.
- Remember when on a zoom meeting (on camera) activities such as eating, shuffling papers, texting, etc. are extremely distracting (and sometimes unflattering).
- Please consider your background (other humans and things). Try to choose a setting where there will be as little distractions to yourself and others as possible.
- When on a zoom meeting or in a zoom class, the expectation is that you are in one place, focused and present (not driving or shopping, or ...).
- Remember the professionalism expectations, despite the informal setting at home or alternative space. These expectations are clearly outlined and are observed by the instructor.

VIII. Course Assignments

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association, 7th edition* for all written assignments. All APA rules apply; please use the manual for all writing guidelines.

Late Work Policy

- A. No late assignments (weekly journal, written work relating to assigned reading, and Process Recordings) will be accepted. Students will **NOT** be able to submit assignments AFTER the due/closing date on Canvas and/or the syllabus. Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.
- B. All practicum paperwork is due on its assigned date, unless previously planned with Agency Practicum Instructor and Practicum Faculty due to the needs of the Agency Practicum Instructor. Monthly timesheets, Learning Agreement, Mid-term Evaluation, Final Evaluation: Submit on time for full points. Late submissions turned in within the first week after the due date: loss of 15%, within the second week after the due date: loss of 30%, within the third week after the due date: loss of 50%, more than three weeks past the due date: zero points given.

Feedback Studio Note

This course will be utilizing Feedback Studio, a Turnitin.com product, for some assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Assignments

Points are assigned as measures of the quality, preparation, and submission timeliness of the documents. Without the completion of the coursework, 224 practicum hours, MSW supervision, and the semester final evaluation, students will be unable to pass this course. The GFU MSW program is committed to nurturing the skills of organization, dependability, communication, initiative, and many more, as these are vital social work skills to have in social work practice. Students take responsibility for their practicum experiences through effective communication with agency personnel and GFU MSW faculty and staff, in order to complete all requirements of this course and their practicum education.

1. Attendance and Participation

- a. **Weekly Seminars: (5 pts. X 14 weeks = 70 points)** The expectations for attendance and participation are described above. A portion of each class will be devoted to a discussion of ways that students are practicing and implementing the course content. Students will be asked to articulate theoretical understandings of their agency work and explore with the seminar group specific practice intervention strategies. The overall purpose of the seminars is to assist students with the integration of their agency-based learning with the academic coursework. Attendance of weekly seminars is important to the social work student in

developing a professional identity, promoting self-awareness, and encouraging resource sharing and collaborative problem solving. (Competencies 1 - 10).

- b. **Practicum Placement: 224 hours: 14 hours per week are completed at the practicum site, and 2 hours per week are completed by attending seminar class (a total of 16 hours a week).** These hours are accumulated over 14 weeks of the 16 weeks semester, between January 8 – April 24, 2024. The student must attend practicum through the week of April 15 – 19, 2024, even if the hours are completed prior. The semester is 16 weeks, but students attend practicum for 14 weeks of each semester. Students are not expected to attend practicum during Spring break and the last week of the semester, but may need to depending upon the practicum agency needs, or to make up hours due to illness or other unforeseen circumstances. (Competencies 1-10)

MSW Supervision Hours. Required supervision hours for each semester is a minimum of 14 hours; one hour per week, of protected supervision time with the student intern and an agency supervisor. It is preferred that this supervision is with an MSW at the student's practicum site.

If the student does not have weekly supervision with an MSW at their agency, then the student needs supplemental supervision, in a GFU provided MSW group. These required group meetings occur every other week throughout each 16-week semester; students need to attend eight, one-hour, group sessions. GFU Field Education Director will assign these students to a MSW supervision group, and the student will be notified. Weekly MSW supervision sessions are to be recorded by the student in their weekly logs signed and submitted monthly on Tevera.

2. Seminar Written Assignments

- a. **Weekly Journals: (5 pts. x 14 weeks = 70 points)** Weekly recording of practicum activities will be posted in a weekly journal on Canvas. The journal template/format is provided to students on Canvas. Journals must be submitted weekly by noon each Saturday.
 - i. Students will submit their journals on Canvas in order to receive feedback from the professor and other students in their class.
 - ii. Students will read and respond to at least one other student journal entry on a weekly basis in preparation for classroom discussions.
 - iii. No journal due the week of Spring break or finals week, unless student is accruing practicum hours during these weeks. (Competencies 1, 3, 5)
- b. **Process Recordings: (20 points x 2 = 40 points)** These 4-5 page process recordings are to be completed using the format provided on Canvas. They need to capture 5-10 minutes of a session/interaction/conversation with a client, a meeting where clients are present, or an interaction centered on advocacy for a client or a client need. ***This process recording is to be discussed in MSW supervision, signed by Agency Practicum Instructors or agency MSW supervisor and submitted either in hard copy or via email to the Practicum Faculty on or before the due dates.*** (Competencies 1, 2, 6-9) **Due Dates: week 6 and week 11.**
- c. **Interprofessional Education:** On March 14, 2024, all students will attend the annual IPE event on the Newberg GFU campus, from 4:30 – 6:30 p.m. More details to follow.
- d. **Student Agency Summary Presentation: (25 points) (rubric on Canvas)** Student will sign up for a date to do a class presentation to introduce and summarize their agency-

based work. The summary will include: 1) the client system and the challenge or problem 2) a description of the agency program and the social work focus, 3) an explanation of the intervention in light of the overall plan, and 4) emphasize and describe the ways in which their work reflects areas of the competencies and practice behaviors. Students may choose to role play a scenario or lead an exercise that demonstrates practice skills they are learning and utilizing. The overall presentation should be 30 minutes including time for questions and discussion. (Competencies 1-10) **Due Date: Completed Weeks 6-11**

e. **Reflection Paper on *Daring Greatly* (45 points) (rubric on Canvas)**

Students will complete a 3-4 page reflection paper, in APA format (no abstract needed, and first person), reflecting on how reading and discussing *Daring Greatly*

- 1) deepened their understanding of the relationship between their own vulnerability and professional social work practice, and
- 2) informed, encouraged, challenged, or changed specific ways that they engage in the practice of social work?
- 3) Discuss how the information in Brown's book relate to and inform two (or more) CSWE competencies. (Competencies 1, 2, 4) **Due Date: week 14**

3. Practicum Paperwork:

- a. **Student Learning Agreement: (100 points)** Student will establish concrete goals along with specific, measurable objectives in dialogue with the Agency Practicum Instructor. In this process the student can also seek input from the other agency supervisors, MSW supervisor, and the Practicum Faculty. This particular document serves as a guide for the student's practicum experience. It also describes and verifies development of skills, knowledge, ethics, and practice behaviors throughout the semester. The spring learning agreement needs to be different from the fall agreement. It needs to demonstrate that the student is progressing in their learning and duties at their agencies. The student will get the approval of their Practicum Faculty before the Agency Practicum Instructor signs the document. **Due Date: week 3 (Practicum Faculty), week 4 (Agency Practicum Instructor) on Tevera. (Competencies 1-10)**
- b. **Monthly Timesheet: (5 points each x 4 = 20 points)** Student will track their practicum hours and required MSW supervision hours on the monthly hour/supervision log on Tevera. Approximately four times in each semester, students must complete, sign, and submit their log, via Tevera, to their Agency Practicum Instructor to sign, which then the Practicum Faculty will sign. The logs must be signed and submitted by the student, by the assigned due date, for students to receive full credit, unless other arrangements are made. **Due Dates: see course outline below.** (Competency 1)
- c. **Midterm Evaluation: (50 points)** This assessment of the student's practicum work and professional development is completed together by the student and Agency Practicum Instructor (and other applicable agency supervisors) as a means of assessing progress toward the Learning Agreement goals and practicum performance. The student and Agency Practicum Instructor review the student's Learning Agreement and complete the Mid-Term Evaluation on Tevera. **Due Date: week 7.** (Competencies 1-10).

- d. **Final Evaluation: (100 points)** This assessment of the student’s practicum work and professional development is completed together by the student and Agency Practicum Instructor (and other applicable agency supervisors) as a means of assessing the student’s overall progress toward the Learning Agreement goals and practicum performance for the school year. The student and Agency Practicum Instructor review the student’s Learning Agreement and complete Final Evaluation on Tevera. This process needs to be completed PRIOR to the final site visit. **Due Date: week 15.** (Competencies 1-10).
- e. **Student Evaluation of Practicum Placement (10 points)** Student will complete an evaluation of the practicum placement and the field education program (on Tevera). This document is not shared with agency personnel unless the student chooses to do so. **Due Date: week 15.**
- f. **Student Self-Assessment: (10 points)** Student will complete an evaluation of their own performance and experience in their practicum (on Tevera). This document is not shared with agency personnel unless the student chooses to do so. **Due Date: week 15.**

Grading Policy:

Students must successfully complete BOTH practicum and seminar components to pass the course. To successfully complete the practicum portion of the course, student interns must receive a ‘competent’ (or above) score on 90% of the 10 competencies by the end of their spring semester practicum evaluation. To successfully complete the seminar portion of the course, the student can receive no lower than a C (73%) on any single seminar assignment. Failure to meet the minimum requirements of either portion of the course (agency based or seminar) will result in a failing grade for the entire course. Students must receive a minimum grade of B overall (83%) to successfully complete this course and graduate from the MSW program.

Grading scale

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-93%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F < 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.”

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student’s own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in

another person’s work as one’s own; 4) changing a few words but copying the sentence structure and content; 5) using any form of Artificial Intelligence or ChatGPT.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are clear violations of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university’s administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University’s Academic Honesty Policy

X. Tentative Course Outline:		
Meeting Dates	Topic	Readings & Assignments (These should be read by the class indicated in the left column)
Week 1 Jan. 9	Introduction to Course Review of Syllabus <i>Discuss Updated Learning Agreement</i>	
Week 2 Jan. 16	Topic: The Exploration Stage: Branching Out	<u>Due for Class:</u> Read Ch. 6 in “The Successful...”
Week 3 Jan. 23	Topic: Widening the Context: Looking at the Organization	<u>Due for Class:</u> Read Ch. 9 in “The Successful...” Updated Learning Agreement (to Practicum Faculty first)
Week 4 Jan. 30	Topic: The Competence Stage: Soaring Upward	<u>Due for Class:</u> Read Ch. 10 in “The Successful...” Updated Learning Agreement (signed by Agency Practicum Instructor, on Tevera) January Hour/Supervision Log (on Tevera)
Week 5 Feb. 6	Topic: Social Work in Mental Health and Addiction <i>Discuss Mid-term Evaluation</i>	<u>Due for Class:</u> Read Ch. 8 in “101 Careers...” Come prepared to discuss progress at practicum

Week 6 Feb. 13	Topic: Careers in Crisis Intervention Student Agency Summary Presentation	<u>Due for Class:</u> Read Ch. 9 in "101 Careers..." Process Recording #1 (on Canvas)
Week 7 Feb. 20	Topic: Scarcity – Looking Inside Our Culture of "Never Enough" Student Agency Summary Presentation	<u>Due for Class:</u> Read Ch. 1 in "Daring Greatly..." Mid-Term Evaluation (on Tevera)
Week 8 Feb. 27	Topic: Debunking the Vulnerability Myths Student Agency Summary Presentation	<u>Due for Class:</u> Read Ch. 2 in "Daring Greatly..."
Week 9 March 5	Topic: Understanding and Combating Shame Student Agency Summary Presentation	<u>Due for Class:</u> Read Ch. 3 in "Daring Greatly..." February Hour/Supervision Log (on Tevera)
Week 10 Mar. 12	IPE Event instead of class this week 4:30 – 6:30 p.m., Newberg campus	IPE Event instead of class this week, 4:30 – 6:30 p.m., Newberg
Week 11 Mar. 19	Topic: The Vulnerability Armory Student Agency Summary Presentation <i>Discuss Final Evaluation, Self-Evaluation, Evaluation of Practicum Placement</i>	<u>Due for Class:</u> Read Ch. 4 in "Daring Greatly..." Process Recording #2 (on Canvas)
Week 12	SPRING BREAK	SPRING BREAK
Week 13 April 2	Topic: Mind The Gap – Cultivating Change and Close the Disengagement Divide Student Agency Summary Presentation	<u>Due for Class:</u> Read Ch. 5 in "Daring Greatly..." March Hour/Supervision Log (On Tevera)
Week 14 April 9	Topic: Culmination Stage: Celebrating Achievements, Embracing the Experience Final Site Meetings	<u>Due for Class:</u> Read Ch. 12 in "The Successful..." Reflection Paper on the book <i>Daring Greatly</i> (On Canvas)
Week 15 April 16	Saying Goodbye Final Site Meetings	<u>Due for Class:</u> Student Evaluation of Placement, Student Self-Assessment, Final Evaluation (On Tevera)

Week 16 Finals Week	Finals Week Class Does Not Meet	April Hours/Supervision Log (On Tevera) All course and practicum paperwork is due on Tevera by April 24, 2024, 5:00 p.m., no exceptions.
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XI. Bibliography:

Allaire, J. & Broughton, R. (1995). *Praying with Dorothy Day*. St. Mary's Press.

Boyle, G. (2010). *Tattoos on the heart: The power of boundless compassion*. The Free Press.

Day, D. (1981). *The long loneliness: The autobiography of the legendary catholic social activist*. Harper and Row Publishers.

Glassman, U. (2016). *Finding your way through field work: A social work student's guide*. Sage.

Kimball, E. & Kim, J. (2013). Virtual boundaries: Ethical considerations for use of social medial in social work. *Social Work (58)2*, 185-188.

Linn, D., Linn, S. F. & Linn, M. (1993). *Belonging: Bonds of healing and recovery*. Paulist Press.

Nhat Hanh, T. (2001). *Anger: Wisdom for cooling the flames*. The Penguin Group.

Nouwen, H. J. M. (1979), *The wounded healer*. Doubleday Publishing.

Palmer, P. J. (2004). *A hidden wholeness*. John Wiley & Sons, Inc.

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Thomlison, B. & Corcoran, K. (2008). *The evidence-based internship. A field manual*. Oxford University Press

Vanier, Jean (1998). *Becoming human*. Paulist Press.

Ward, K. & Sakina Mama, R. (2016) *Breaking Out of the Box: Adventure-based field instruction*. Lyceum Books, Inc.

Switzer, F. & King, M. (2014). *The successful internship (4th ed.)*. Cengage Learning.

XII. Academic Services:

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your

learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu.

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, are other abled, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom video conference and email writing consultations. Graduate students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. Check wc.georgefox.edu for additional information, including hours of operation and appointment scheduling. For more information, email the Portland Writing Center at wc@georgefox.edu.

XIII. College of Social Work Mission:

The mission of the George Fox University College of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer:

The instructor reserves the right to modify any portion of the syllabus, class schedule, or due dates. If any revisions are made, you will be notified via an in-class, Canvas, or e-mail announcement. Additionally, the instructor reserves the right to determine special circumstances, outside the scope of this syllabus, for which late work will be accepted.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 591: Social Work Practice I:

Families, Individuals & Groups

Fall 2023

Online + Thursdays

9:30 am - 12 pm

Name: Dr Steffanie Altenbern, DHSc, LMSW, QMHP	Assistant Professor of Social Work
Office: Portland Campus # 177	Email: saltenbern@georgefox.edu
Office Hours: Calendar link for appointments + Wednesday 3-6 // Thursday 9-12	

I. Catalog Description:

Students apply the steps of the generalist intervention model (engagement, assessment, planning, intervention, evaluation, and termination/transition) to create care management plans for individuals, families, and groups. Attention is paid to knowledge, skills, and values associated with planned change. Students discover and analyze developmental theories and apply these to the various life stages with special attention being given to human diversity and populations at risk. Students examine biological, psychological, spiritual, and social aspects of the human experience and explore how individuals and families are impacted by the various systems within which they live and work. Students apply knowledge and values of human behavior and the social environment in order to increase their capacity as a generalist social worker. Students strengthen personal and professional awareness as they perform and evaluate helping skills in the beginning, middle, and endings/transitions of planned change. This course is one of the two students take that will inform their capacity to intervene at micro, mezzo, and macro levels of social work practice.

II. Course Purpose:

The purpose of this is to provide a foundation for students in the social work practice and methods sequence. It provides students with beginning level knowledge, skills, and values for

generalist social work practice with individuals. Students are provided knowledge of the ecological perspective and systems theory with special focus on the problem-solving process.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 4:** Engage In Practice-informed Research and Research-informed Practice
- **Competency 6 :**Engage in with Individuals, Families, Groups, Organizations and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations and Communities
- **Competency 9:** Evaluate practice with Individuals, Families, Groups, Organizations and Communities
- **Competency 10:** Spiritually informed practice and religious context

IV. Course Objectives:

At the conclusion of this course the student will be able to:

1. Apply the helping process and evidence-informed helping skills with individuals, families, and groups (Competency 6).
2. Demonstrate and evaluate the influence of commonality, diversity, and difference of the client system in engagement, assessment, and intervention. (Competency 7; Competency 9).
3. Employ critical thinking skills and professional use of self in applying conceptual models, research findings, ethical principles, and generalist practice skills to experiences of client and self. (Competency 8).
4. Ethically integrate the values, spiritual beliefs, and religious practices of the client system into generalist social work practice. (Competency 10).
5. Synthesize, evaluate, and apply bio-psycho-social-spiritual conceptual frameworks and research (Competency 4).

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

Hepworth, D., Rooney, G., Rooney, R., Strom-Gottfried, K. (2016). *Direct Social Work Practice: Theory and Skills* (10th ed.). Boston, MA: Cengage Learning

Simucase: Clinical Simulations and Observation Videos Software. Instructor will provide additional information on the use of software for the course. Students will be required

to purchase a semester membership in order to participate in case simulations. Website: <https://www.simucase.com/>

Other Required or Supplemental Reading:

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. Silver Spring, M.D.: Author.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

Additional Materials:

Students should obtain campus Internet access for selected student assignments and research in social welfare. You will be required to access “Canvas” for many of your assignments. Other readings and required viewings of videos via the Internet may be assigned during the semester as they become available.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services. *If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email or written note explaining the need for absence. Being late twice for more than 20 minutes would be considered an absence. Early departure of more than 20 minutes on two occasions would be considered an absence.*

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. The format of the class may prompt students to share personal

information. You may share of your own choice, but use discretion, as this is a classroom setting. Such information will be received with full respect and confidentiality. Please understand criticism or personal insults will not be tolerated. Given the nature of social work, there are varying degrees of positionality on social issues. Therefore, there is room for varying opinions and philosophies in this course. Please be respectful and courteous with discussions in this classroom. *Student attendance and participation is factored into the final grade.*

Class Attendance and Participation are assessed using the program's *Professionalism Rubric*. Please see the *MSW Student Handbook* for more information. Students will be required to become familiar with the Professionalism Rubric and apply its framework to classroom interactions with colleagues and course professor.

Attendance is being on time and present; **participation** is being prepared with the reading assignment, for discussion and exercises. A student is expected to attend all classes. It is the student's responsibility to obtain handouts, assignments, information and notes when class is missed regardless of the type of absence.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. Students are expected to abide by the *NASW Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

Electronic Devices

All electronic devices are to be turned off during class. With the exception of those situations pre-approved by the instructor for specific reasons, all personal electronic communications devices in the possession of students will be turned off during class. At the minimum, cell phones can be placed in vibrate or silent mode and be accessed during class breaks. Lab tops and tablets will only be permitted if specifically approved by the instructor for classroom related activities/assignments. Failure to comply with this expectation could result in a verbal warning, loss of participation points for individual class session, and overall reduction in class participation grade.

Recording or photography of any kind is prohibited without prior permission of the instructor.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. APA style includes: 1" for all

margins; 12 point Times New Roman font; double-spacing, and a title page. All written assignments and papers will be graded according to the following criteria: Good spelling and grammar, use of APA style, appropriate content, thought development, analysis of topic, quality of research materials/references, original work, and integration of course content.

Late Work Policy

Assignments that are submitted in class are due on the date specified in the syllabus. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for several assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Assignments (1,000 points total):

1. Simucase Assignments (500 points= 50% of Final Grade)

Simucase assignments must be completed with a 90%. Simucase assignments will be updated in Canvas reflecting the % you were given for the assignment in Simucase. Your overall grade for this assignment in the course will reflect your Simucase.

2. Reading Quizzes: (50 points = 10% of grade).

There will be 5 quizzes scheduled throughout the semester related to the assigned reading from the Hepworth et al text (see course outline for dates). Quizzes must be completed and submitted on time via Canvas, and are due before the start of class. See Canvas Syllabus for dates and deadlines.

3. Role Play Exercises: (40 points = 10% of Final Grade)

Each student will be given opportunities throughout the course of the semester to engage in professional role-plays to develop and strengthen skills learned through Simucase exercises, assigned reading and classroom discussions. The students will receive feedback from their classroom peers and professors. Letter grades will be assigned based on the student's use of

specific practice skills as they pertain to the assigned role-play. There are four times throughout the semester the class will focus on role-plays as a teaching method. Students should be prepared to participate in role-plays during in class meeting times. (10 points each).

4. Client Assessment Assignment: (200 points = 20% of Final Grade)

Students will work in pairs to complete a videotaped intake session between a generalist practice social worker and a new client. Each student will be responsible for a 1 hour videotaped session between herself/himself and the “client”. There are multiple steps to this assignment and students will work in pairs to complete each step of the assignment. This is using the assessment that you will complete in your HBSE (SWKG533) course during the semester. (Competency 7)

- Video-taped 1-hour session (Assessment) - **100 pts**
- Client Assessment Document (write the biopsychosocial assessment from your interview in HBSE) - **65 pts**
- Process Recording of 15 min. segment of session - **35 pts**
- Final Presentation - 15 minute video clip presented in class

5. Class Participation (discussion boards, weekly assignments) and Attendance for in class meetings (10% of Final Grade)

As a vital member of the class, you are expected to be prepared by completing your reading and writing assignments prior to the session and proactively engaging in seminar processes. You will have opportunities to contribute through active and appropriate engagement in class discussions, group work, and case role-plays. It is expected that use of electronics will not impact participation in this course. See electronic use policy and how this may impact the participation and attendance grade. The professionalism rubric will be used for in-person meetings.

Discussion boards will be a central component of the online learning classroom. It is expected that you engage in the discussion board as this is the “classroom” in the virtual world. Late work is not submitted for the discussion boards as a late discussion is equivalent to talking to an empty room. Your initial response will be due by Thursday @ 11:59pm of the week and at least 2 peer responses are due by Sunday @ 11:59pm of the week. A rubric is available for the discussion boards. Each discussion board is worth 10 points (5 points for initial post, 5 points for response posts). Attending the monthly classroom discussion is worth 10 points each.

Grading scale

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-93%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F < 60%

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It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception."

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Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person's work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 6th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university's administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University's Academic Honesty Policy

X. Tentative Course Outline

	TOPICS	ASSIGNMENTS <i>All readings and assignments should be completed before the start of class (if in person) or by the end of the week</i>
WEEK ONE Aug 28 (In class meeting 8/31 - 9:30 am - 12pm)	Introduction to Course Review of Syllabus Introduction to Social Work Ethics	Read Syllabus Register for Simucase Explore Canvas and Simucase Review Professionalism Rubric in Student Handbook
WEEK TWO Sept. 4	Introduction and Discussion of CSWE Education Policies Social Work Practice: Roles	Hepworth: Chapters 1 & 2 Worksheets Hepworth: Reading Quiz #1 (Canvas)
WEEK THREE Sept. 11	The Helping Process Social Work Ethics and Values	Hepworth: Chapters 3 & 4 Discussion Board Complete practice Simucase
WEEK FOUR Sept. 18	Diversity and Social Work Practice Empathy & Authenticity in working with clients	Hepworth: Chapters 5 & 6 Discussion Board Simucase (Jessica - Assessment (start))
WEEK FIVE Sept. 25	Communication skills: ways to effectively ask questions and respond Barriers to Communication	Hepworth: Chapter 6 & 7 Hepworth: Reading Quiz #2 Due (Canvas)
WEEK SIX Oct. 2	Communication Skills for working with clients Assessment of Problems and Strengths	Hepworth: Chapter 8 Simucase (Jessica - Assessment (finish))
WEEK SEVEN Oct. 9	Preparing to Work with Clients Person in Environment Biopsychosocial Assessment	Hepworth: Chapter 9 Discussion Board

	TOPICS	ASSIGNMENTS <i>All readings and assignments should be completed before the start of class (if in person) or by the end of the week</i>
WEEK EIGHT Oct. 16 (In person meeting 10/19 - 9:30am - 12pm)	<p>Beginning Phase of working with Clients</p> <p>Treatment planning and setting goals with clients</p> <p>Evaluating progress</p> <p>Role play: Beginning work with Individuals, Developing goals</p>	<p>Cournoyer: Chapter 9 Hepworth: Chapter 12</p> <p>Quiz #3 Due (Canvas)</p>
WEEK NINE Oct. 23	<p>Exploring phase of working with a Client</p> <p>Strategies for change</p>	<p>Hepworth: Chapter 13</p> <p>Simucase (Jessica - Intervention)</p> <p>Discussion Board</p>
WEEK TEN Oct. 30	<p>Social Work with Families: Assessment and Engagement</p>	<p>Hepworth: Chapter 10</p> <p>Simucase (Genogram - Tianna)</p>
WEEK ELEVEN Nov. 6	<p>Social Work with Families: Engagement and Intervention</p>	<p>Hepworth: Chapter 15</p> <p>Video tape Role Play Due (Canvas)</p>
WEEK TWELVE Nov. 13 (In person meeting 11/16 - 9:30am - 12pm)	<p>Social Work with Groups: Developing groups and Assessment in Groups</p> <p>In class Role Play with families</p>	<p>Hepworth: Chapter 11</p> <p>Simucase (Caregiver Part 1)</p>
WEEK THIRTEEN Nov. 20	<p>Thanksgiving Holiday!</p> <p>☺</p>	<p>Hepworth: Reading Quiz #4 Due (Canvas)</p> <p>Discussion Board</p>
WEEK FOURTEEN Nov. 27	<p>Working with groups: Stages of Group Development and Leader Role</p> <p>Interventions</p>	<p>Hepworth: Chapter 16</p> <p>Simucase (Caregiver Part 2)</p>

	TOPICS	ASSIGNMENTS <i>All readings and assignments should be completed before the start of class (if in person) or by the end of the week</i>
WEEK FIFTEEN Dec. 4	Barriers to Change Endings/Termination with Clients	Hepworth: Chapter 18 & 19 Hepworth: Reading Quiz #4 Due (Canvas) Discussion Board
FINALS WEEK Dec. 11 (In person meeting 12/14 - 9:30am - 12pm)	Finals Week In class presentations	Submit final assessment project in Canvas Final: Present video role play with partner
Winter Break Merry Christmas! Happy New Year!		

XI. Bibliography

Kottler, J., Englar-Carlson, M. (2015). *Learning Group Leadership: An Experiential Approach (3rd ed.)*. Los Angeles: Sage Publications, Inc.

Lukas, S (1993). *Where to start and what to ask: An assessment handbook*. New York, NY: W. W. Norton and Company

Thomlinson, B. (2016). *Family Assessment handbook: An introduction and practical guide to family assessment (4th ed.)*. Boston, MA: Cengage Learning.

Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy (5th ed.)*. New York: Basic Books.

Yalom, I. (2009). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: HarperCollins

XII. Academic Services

The **Portland Writing Center** works with graduate and professional studies students to improve their writing. No matter what the discipline is, clear, effective writing is imperative. We are not an editing service - we want to empower students become better writers, not merely edit their papers for them. Face-to-face consultations are usually the most effective, but if an in-person

appointment cannot be made, papers can be sent via email. A consultant will make comments on the paper and send it back. Here is the web link to the Portland Writing Center: <http://www.georgefox.edu/offices/idea-center/students/academic-success/arc/portland-writing-center/index.html>.

Students with Disabilities

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu.

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

Your browser and Canvas have accessibility features you can control. For example, you can choose to view larger text in your web browser. You can also select automatic subscription to all your Canvas forums using settings in your Canvas Preferences. Selecting automatic subscription will send all forum postings to your @georgefox.edu email account. Some individuals, including those who use screen readers to read aloud text on the screen, find it easier to follow discussions when posts are presented to them in an email message.

XIII. College of Social Work Mission:

The mission of the George Fox University School of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer

The professor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a FoxTALE announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 592 Social Work Practice II: Communities & Organizations

Spring 2024

Wednesday 1:00 PM – 3:30 PM

Name: Daphne Vaughn, LMSW

Assistant Professor of Social Work

Office Hours:

Email: dhuffman@georgefox.edu

Tuesdays: 11:30 am – 12:30pm

Thursdays: 12:30 pm – 1:30 pm

Additional office hours available by appointment

I. Catalog Description:

This course is designed to teach students the values, knowledge, and skills for working in and through groups, communities, and organizations to (1) create structures and processes that foster social and economic justice, (2) reduce the vulnerability to distress and deprivation of at-risk populations, and (3) enhance the resources and strengths of persons, families, networks, groups, and communities. It emphasizes organizations, communities, and policies as the target of change. Various perspectives, models of change and values and ethical issues are reviewed and critically analyzed. The course includes attention to faith communities and religious organizations as contexts for professional practice.

II. Course Purpose:

The purpose of this course is to expand on Practice I course knowledge and to enhance additional social work practice skills and methods in this practice sequence. It provides students with beginning level knowledge, skills, and values for generalist social work practice with communities and organizations. Students are provided with generalist approaches, strategies, skills, and techniques to engage, assess, intervene and evaluate practice with communities and organizations.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

IV. Course Objectives:

Upon completion of this course, students should be able to:

1. Understand the development of macro practice in the history of the social work profession. (Competency 2)
2. Critically review and critique various theoretical perspectives and change models in relation to practice with communities and organizations, with specific attention to issues related to diversity and systems of oppression. (Competency 2, 9)
3. Apply generalist macro practice intervention skills in relation to relationship building, vision forming, situational analysis, goal setting, implementation, and evaluation. (Competency 6, 7, 8, 9)
4. Demonstrate ethical decision-making in the face of dilemmas encountered during the macro practice processes. (Competency 1)

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

Kirst-Ashman, K. K., & Hull, G. H. (2018). *Generalist practice with organizations and communities* (Seventh edition.). Boston: Cengage Learning.

Lin, M. B. (2020). Change Project Proposal Development Workbook. **(Provided on Canvas)**.

You will be required to access Canvas for many of your assignments. Please utilize the library for other assigned readings.

VI. Attendance and Participation:

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal, family or health emergency should provide documentation to the course instructor. An excused absence is still counted toward the maximum 20% allowed absence in the semester.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. *Student attendance and participation is factored into the final grade.*

Attendance and participation constitute 10% toward final grade.

Class Attendance and Participation are assessed as follows:

- A** - Contributes relevant material regularly, listens intently to others and encourages others to participate. Demonstrates excellent preparation and understanding of material.
- B** – All of the above most of the time or with good preparation and understanding.
- C** – Contributes less relevant or tangential material. Demonstrates interest and some understanding of material. Not actively listening or engaged relevantly.
- D** – Reading/preparation not apparent.
- E** – Comments/attitude detracts from discussion and participation by others.

Attendance is being on time and present; **participation** is being prepared with the reading assignment, for discussion and exercises. A student is expected to attend all classes. It is the student's responsibility to obtain handouts, assignments, information and notes when class is missed regardless of the type of absence.

VII. Professional Conduct and Classroom Behaviors

Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, activities and your ability to share how your personal learning experience is evolving is vital to the learning process. You should strive to demonstrate the following in class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
2. Reading carefully and thinking critically.
3. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
4. Being prepared to give and accept feedback.
5. Being prepared to work with your colleagues.

Students are expected to abide by the *NASW Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

Electronic Devices

Staying fully engaged with people whom you are interacting with is a basic discipline in either direct or community practice. Preoccupied by own use of electronic devices, no matter how it is justified may be interpreted as indifference or disrespect. We all know that there are numerous distractions with attending class in our home environments so please abstain from use of additional distractions during our time together each week.

VIII. Course Assignments:

The design of this class focuses on fostering a vibrant learning community in that each of you is to take active leadership roles in creating an environment that is conducive to learning.

The following diagram illustrates the design and implementation of the learning process of this course. It will be further explained in class.

A. Quizzes (30 points)

There will be 10 quizzes during the semester. All quizzes are based on the textbook. The purpose of the quizzes is to assist your understanding of the assigned readings and be ready for class discussion. **Each quiz is to be taken before the related weekly class session.**

All quizzes are administered through Canvas. It is open book, and you have the opportunity of taking it three times and only the best score will be recorded. Each quiz will be open by Friday, 8:00 a.m., and will close at the beginning of class. Failure to take the quiz within the posted time frame will result in zero points for the quiz.

B. In-class Presentation of Article Reading: (10 points)

Each student is to conduct a 10-minute in-class presentation and lead group discussion based on the assigned journal article. The presentation should adequately summarize the readings and successfully raise pertinent questions **in relation to organizational and community practice** for discussion.

A PowerPoint presentation file that summarizes the reading and questions for discussion is due at 10 PM on the **Sunday before the presentation.** It must be uploaded to Canvas.

C. Micro-macro Linkage Report: (10 points)

This assignment is to help students develop an appreciation and understanding of the linkage between micro and macro social work practice. Specific focus will be on understanding the impact of broader contexts, such as organization, community, and policies, on individual client's wellbeing. Assignment guideline is posted on Canvas. **Due February 13th.**

D. Community/Organizational Change Project Proposal: (20 points)

Based on the Micro-macro linkage report, each student is required to develop a proposal for addressing the needs/issues identified. **Due April 16th.** An in-class presentation of the Executive Summary (10 minutes maximum) will be completed in the last week of class. This assignment assesses CSWE Competency 2, 6, and 7 gauging students' ability to comprehend and apply necessary theory to develop systems of change through organizations and communities which eliminate oppressive barriers and advance human rights.

E. Workbook Activities (10 points total for all workbook activities) Due each week prior to class.

The workbook is designed with activities to be implemented in class for facilitating the proposal development process. Workbook activities are due throughout the semester. Further guidelines can be found on Canvas.

F. Competency Building Assessment and Reflection (10 points)

Each student is to assess and check their progress toward achieving the 2022 CSWE EPAS competencies through the implementation of this course. A worksheet is provided to guide the process, and it can be found on Canvas. This assignment is comprised of both the worksheet and a 1-3-page reflection . **Due April 23rd.**

G. Class Attendance and Participation (10 point)

Please refer to Attendance Policy for more detailed information.

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. APA style includes: 1" for all margins; 12 point Times New Roman font; double-spacing, a title page, abstract, and reference page.

Late Work Policy

Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Grading scale

A	= 94-100%	B+	= 87-89%	C+	= 77-79%	D+	= 67-69%
A-	= 90-93%	B	= 83-86%	C	= 73-76%	D	= 63-66%
		B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
						F	< 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2017). Likewise, standard 4.04 in the *Code* states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception."

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student's own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person's work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. Anyone who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university's administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University's Academic Honesty Policy

X. Course Outline		
DATE	Topic	Readings & Assignments
<u>WEEK ONE</u> 01/9	<ul style="list-style-type: none"> ● Introduction to Course ● Strategies for stress management 	<ul style="list-style-type: none"> ● Syllabus ● Chapter 2 ● Workbook activity 1: Task Group Formation
<u>WEEK TWO</u> 01/16	<ul style="list-style-type: none"> ● Introduction to generalist practice with organizations and communities ● Micro-macro linkage 	<ul style="list-style-type: none"> ● Sign up for article presentation ● Chapter 1 ● Quiz 1 ● Workbook activity 2: Micro-macro linkage assignment

DATE	Topic	Readings & Assignments
WEEK THREE 01/23	<ul style="list-style-type: none"> ● Using micro skills ● Empathy, nonverbal communication 	<ul style="list-style-type: none"> ● Chapter 3 ● Quiz 2 ● In-class article presentation <ul style="list-style-type: none"> ○ Miller, K. I. (2007). Compassionate communication in the workplace: Exploring processes of noticing, connecting, and responding. ○ Spataro, S. E., & Bloch, J. (2018). "Can you repeat that?" Teaching active listening in management education ● Workbook activity 3: Competency Building Planning and Assessment Assignment (1)
WEEK FOUR 01/30	<ul style="list-style-type: none"> ● Group skills for organizational and community change ● Leadership skills, networking, teamwork, and conducting meetings 	<ul style="list-style-type: none"> ● Chapter 4 ● Quiz 3 ● In-class article presentation <ul style="list-style-type: none"> ○ Biggart, L., Ward, E., Cook, L., & Schofield, G. (2017). The team as a secure base: Promoting resilience and competence in child and family social work. ○ Fransen, J., Kirschner, P., & Erkens, G. (2011). Mediating team effectiveness in the context of collaborative learning: The importance of team and task awareness. ● Workbook activity 4: Competency Building Planning and Assessment Assignment (2)
WEEK FIVE 02/06	<ul style="list-style-type: none"> ● Understanding organizations ● Various theoretical perspectives ● Organization as a system 	<ul style="list-style-type: none"> ● Chapter 5 ● Quiz 4 ● Workbook activity: Activity 5: Agency Understanding ● In-class presentation <ul style="list-style-type: none"> ○ Lam & Nie (2020) Online or Offline? Nonprofits' Choice and Use of Social Media in Hong Kong

DATE	Topic	Readings & Assignments
<p><u>WEEK SIX</u> 02/13</p>	<ul style="list-style-type: none"> ● Decision making for organizational change ● Organizational change assessment 	<ul style="list-style-type: none"> ● Chapter 6 ● Quiz 5 ● Micro-macro linkage report due ● In-class presentation <ul style="list-style-type: none"> ○ Andersson, F., Faulk, L., & Stewart, A. (2016). Toward More Targeted Capacity Building: Diagnosing Capacity Needs Across Organizational Life Stages. <i>Voluntas</i>, 27(6), 2860-2888. ○ Extra Credit: Lehman, W. E. K., Greener, J. M., & Simpson, D. D. (2002). Assessing organizational readiness for change. ● Workbook Activity 6: Micro-macro linkage study report
<p><u>WEEK SEVEN</u> 02/20</p>	<ul style="list-style-type: none"> ● Implementing macro interventions: Guest Speaker 	<ul style="list-style-type: none"> ● Chapter 7 ● Quiz 6 ● In-class presentation <ul style="list-style-type: none"> ○ Mayers, R.S., Cuesta, L., Davis, R., Curran, L. (2019). Developing a program for social work with Latino populations: a case study ○ Butterfield, A. K., Scherrer, J. L., & Olcon, K. (2017). Addressing poverty and child welfare: The integrated Community Development and Child Welfare Model of practice ● Workbook Activity 7: Understanding the issue – Preliminary Literature Search
<p><u>WEEK EIGHT</u> 02/27</p>	<ul style="list-style-type: none"> ● Understanding neighborhood and communities ● Community as an ecological and social system ● Watch: Priced Out Documentary 	<ul style="list-style-type: none"> ● Chapter 8 ● Quiz 7 ● In-class presentation <ul style="list-style-type: none"> ○ Carman, J. G., & Hefner, R. A. (2012). Using civic engagement and collaboration to create community change: Lessons from Charlotte, N.C. ● Workbook Activity 8: Understanding the Issue – Conducting a systematic Investigation

DATE	Topic	Readings & Assignments
<p>WEEK NINE 03/05</p>	<ul style="list-style-type: none"> Assess, engage and implement community change 	<ul style="list-style-type: none"> Chapter 9 Quiz 8 In-class presentation <ul style="list-style-type: none"> Arriero, E., & Griffin, D. (2018). ¡Adelante! A community asset mapping approach to increase college and career readiness for rural Latinx high school students Hendricks, Alison, Conradi, Lisa, & Wilson, Charles. (2011). Creating trauma-informed child welfare systems using a community assessment process Workbook Activity 9: Constructing a problem statement
<p>WEEK TEN 03/12</p>	<ul style="list-style-type: none"> Evaluating macro practice: concepts, models and debates 	<ul style="list-style-type: none"> Chapter 10 Quiz 9 In-class presentation <ul style="list-style-type: none"> Extra Credit: Lin, M. B., Gabbard, W. J., Hwang, Y.-S., & Jagers, J. (2011). Urban community-based services in China: tensions in the transitions. Mulroy, E. A., & Lauber, H. (2004). A user-friendly approach to program evaluation and effective community interventions for families at risk of homelessness. <i>Social Work, 49</i>(4), 573-586 514p. Workbook Activity 10: Problem Analysis
<p>WEEK ELEVEN 03/19</p>	<ul style="list-style-type: none"> Advocacy and social action with populations at-risk Social action and empowerment 	<ul style="list-style-type: none"> Chapter 11 Quiz 10 In-class presentation <ul style="list-style-type: none"> Chalmers, A. W., & Shotton, P. A. (2015). Changing the face of advocacy? Explaining interest organizations' use of social media strategies. Almog-Bar, M., Schmid, H. (2014). Advocacy activities of nonprofit human service organizations: A critical review Workbook Activity 11: Goal Setting
<p>WEEK TWELVE 03/26</p>	<p>Spring Break - No Class</p>	

DATE	Topic	Readings & Assignments
<p>WEEK THIRTEEN 04/02</p>	<ul style="list-style-type: none"> ● Ethics and Ethical dilemmas ● The NASW Code of Ethic in organizational and community practice 	<ul style="list-style-type: none"> ● Chapter 12 ● In-class presentation <ul style="list-style-type: none"> ○ Rodgers, W., & Gago, S. (2006). Biblical scriptures underlying six ethical models influencing organizational practices. ○ Kwan, C. A., & Walsh, C. (2018). Ethical issues in conducting community-based participatory research: A narrative review of the literature ● Workbook Activity 12: Proposed Action Plans
<p>WEEK FOURTEEN 04/9</p>	<ul style="list-style-type: none"> ● Using supervision 	<ul style="list-style-type: none"> ● Chapter 13 ● Workbook Activity 13: Anticipating and Analyzing Resistance ● In-class presentation <ul style="list-style-type: none"> ○ Poole, J. (2010). Perspectives on supervision in human services: Gazing through critical and feminist lenses. ○ Asakura, K., & Maurer, K. (2018). Attending to Social Justice in Clinical Social Work: Supervision as a Pedagogical Space
<p>WEEK FIFTEEN 04/16</p>	<ul style="list-style-type: none"> ● Developing and managing agency resources ● Spirituality as resource 	<ul style="list-style-type: none"> ● Chapter 14 ● In-class presentation ● Community/Organizational Change Project Proposal due <ul style="list-style-type: none"> ○ Poonamallee, L. (2011). Transforming realities—making the improbable possible: Reclamation of sacredness as a source of generative capacities. ○ Boehm, A. (2006). The Involvement of Social Workers in Fundraising.
<p>WEEK SIXTEEN 04/23</p>	<ul style="list-style-type: none"> ● Wrap-up 	<ul style="list-style-type: none"> ● Workbook Activity 14: Executive Summary Presentations ● Competency Building Planning and Assessment (Part 1, part 2 and part 3)

XI. Bibliography/Selected Readings

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XII. Academic Services

The **Portland Writing Center** (PWC), located in the Portland Center Library, is available for Zoom and asynchronous writing consultations. Graduate, Adult Degree Program, and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. **To schedule an appointment**, visit traccloud.georgefox.edu. For more information, visit wc.georgefox.edu or email the Portland Writing Center at wc@georgefox.edu.

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services (DAS) as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or email das@georgefox.edu.

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

XIII. College of Social Work Mission:

The mission of the George Fox University College of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

X. Final Disclaimer

The professor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 601 Advanced Clinical Practice

Fall 2023

Professor: Daphne Vaughn, MSW, LMSW	Assistant Professor of Social Work
Office: Portland Center 171	Office/Voice Mail: 503-554-6077
Office Hours: Tuesdays and Wednesdays: 12:30 p.m. - 2:45pm. and by appointment	E-mail: dhuffman@georgefox.edu

I. Catalog Description:

This course provides an overview of the DSM-5 and an in-depth study of the most common diagnoses. Students will gain an understanding of how to use the DSM-5 manual and the diagnostic language in order to participate in assessment, diagnosis, development, and implementation of client service plans. Based on the DSM-5, students will learn to make accurate and complete bio-psycho-social-spiritual assessments of children, adolescents, adults and families. Students will learn etiology, symptom classification and diagnostic formulation for various mental health diagnoses. Students will apply the diagnostic, assessment, and intervention knowledge to practical case examples. This course will be taken concurrently with SWKG 605, Micro Practice/Adv Practice with Individuals and Families.

II. Course Purpose:

The purpose of this course is to present the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) as a knowledge base for assessment and diagnosis for advanced generalist practice. This course is critical for advanced generalist social workers' ability to use the DSM-5 and related assessment frameworks to inform treatment planning in their work with at-risk populations across diverse settings. This course focuses on mental disorders and/or dysfunction for various age groups across the lifespan, from a biopsychological perspective incorporating contexts of culture, human resilience and strengths-based approaches in the use of the DSM-5. Ethical dilemmas inherent in categorization and labeling will be highlighted along with cultural concerns in using a homogenous system for diagnostic classes. Ways to engage in ADEI advanced generalist practice will be provided in the context of assessment and diagnosis.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 3:** Engage in Anti-Racism, Diversity, Equity and Inclusion (ADEI) Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities

IV. Course Objectives:

At the conclusion of this course students will be able to:

1. Assess and identify the signs and symptoms of mental disorders using the DSM-5 and be able to articulate the limitations of psychiatric diagnostic labels to relationship formation. how to use the DSM-5 manual (Competency 6, 7).
2. Demonstrate social work values and ethics in assessing and diagnosing clients from various at-risk populations. (Competency 1, 3)
3. Become familiar with the DSM-5 Cultural Formulation Interview and other culturally specific assessment models to cultivate awareness of the impact of culture on the diagnostic process. (Competencies 3,7).
4. Critically examine ethical issues experienced by social workers in mental health settings, including how broader contextual and systemic issues impact direct social work practice. (Competency 1, 3).
5. Formulate outcome-based treatment plans and intervention strategies appropriate to a variety of complex treatment issues. (Competencies 7, 8)
6. Demonstrate competence in professional documentation and communication of diagnostic and assessment material. (Competencies 1, 7).

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington DC: American Psychiatric Association Publishing.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. Silver Spring, M.D.: Author.

Berghuis, D., Wodarski, J., Rapp-Paglicci, L., & Dulmus, C. (2015). *The social work and human services treatment planner, with DSM-5 updates*. Wiley. Link to Online text:
<https://ebookcentral-proquest-com.georgefox.idm.oclc.org/lib/georgefox/detail.action?docID=4040943>

Other Supplemental Reading (not required):

Frances, A. (2013). *Essentials of psychiatric diagnosis: Responding to the challenge of DSM-5*. New York: Guilford Press.

Muskin, P. R. (Ed.). (2014). *DSM-5 self-exam questions: Test questions for diagnostic criteria*. Arlington, VA: American Psychiatric Association Publishing.

Zimmerman, M. (2013). *Interview guide for evaluating DSM-5 psychiatric disorders and the mental status examination*. East Greenwich, RI: Psych Products Press.

Additional Materials:

DSM-5 Diagnostic Criteria Mobile App. For use with a smartphone or tablet, this application allows users to search the DSM-5 by symptom, code, or disorder, & view the diagnostic criteria.

Students need to obtain campus internet access for selected student assignments and research. You will be required to access Canvas for many of your assignments.

I. Attendance and Participation

Attendance Policy

Students are expected to attend all classes and complete the asynchronous assignments during the week. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting. If a student is unable to attend a scheduled class session, the student is responsible for notifying the instructor in advance by email, explaining the need for an absence. Given the limited “in class time”, excused absences will be rare.

Absence from 20% or more of the scheduled class hours is considered excessive absence. The 20% includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than 20% of class hours will be asked to **drop** the course or will be given a **failing grade** of C- or below. Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. Class participation will also include an assigned diagnosis presentation. *Student attendance and participation is factored into the final grade.*

Class Attendance and Participation are assessed as follows:

- A-** Contributes relevant material regularly, listens intently to others and encourages others to participate. Demonstrates excellent preparation and understanding of material. Completes and accurate and informative presentation on the assigned diagnosis.
- B-** All of the above most of the time or with good preparation and understanding.
- C-** Contributes less relevant or tangential material. Demonstrates interest and some understanding of material. Not actively listening or engaged relevantly.
- D-** Reading/preparation not apparent. Lack of communication/engagement during class.
- F-** Comments/attitude detracts from discussion and participation by others.

Attendance is being on time and present; **participation** is being prepared with the reading assignment and contributing to discussions and exercises. A student is expected to attend all classes. It is the student's responsibility to obtain handouts, assignments, information and notes when class is missed regardless of the type of absence.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. If the professor or a colleague does something that is offensive or makes the classroom feel unsafe, please talk with that person before the end of the semester, so changes can be made.

Students are expected to abide by the *NASW Code of Ethics*, and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

Electronic Devices

Please turn off and put away all electronic devices that are not being used for a zoom classroom, e.g. cell phones. If a cell phone is needed due to an emergency, notify the instructor before class and the phone should be switched to a ring mode that will not disturb the class.

Recording or photography of any kind is prohibited without prior permission of the instructor.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. APA style includes but is not limited to: 1" for all margins; 12 point Times New Roman font; double-spacing, a title page, and reference page. This edition eliminates the running head and need for an abstract. The page number requirement of assignments does not include title and reference pages.

Late Work Policy

Assignments that are submitted in class are due on the date specified in the syllabus. Assignments submitted online must be submitted by 11:59pm on the due date unless otherwise specified on the syllabus. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted, the instructor may apply a grade penalty up to 10% per day if it is late.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for your paper. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date for Turnitin results only

Policy on Use of Generative AI

The use of or consultation with generative AI shall be treated analogously to assistance from another person or disallowed resource (and thus would be forbidden under the same circumstances as any other form of academic dishonesty). In particular, using generative AI tools to substantially complete an assignment, paper, exam, or any other course element is not permitted. The types of materials that would fall under the category of "AI tools" for this purpose include, but are not limited to, things like ChatGPT, Bard, Claude, GitHub, Copy.ai, Rephrase.ai, and many more, as well as the text-generative aspects of popular tools such as (but again, not limited to) Grammarly, i.e., GrammarlyGO. Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt.

Assignments (1000 points total):

1. Professional Behavior (150 points - 15% of final grade)

See attendance and professional behavior policies above. Students will come to class in a timely manner and be prepared for active engagement in the course. Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, activities and your ability to share how your personal learning experience is evolving is vital to the learning process. You should strive to demonstrate the following in this course:

- a. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
- b. Reading carefully and thinking critically.
- c. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
- d. Being prepared to give and accept feedback.
- e. Being prepared to work with your colleagues.

- f. Question ideas, not people.
- g. Attempt to see things from other perspectives.
- h. Use supporting relevant information.
- i. Attempt to recognize and assess implications of your ideas. Think creatively. Creative thinking is encouraged. Brainstorm possibilities.
- j. Communicate assertively. A person communicates assertively by not being afraid to speak his or her mind or trying to influence others, but doing so in a way that respects the personal boundaries of others.
- k. Class preparation: Course readings are foundational to your learning. You will build your knowledge through reading and activities prior to our class session. See the Canvas site for details each week.

2. **Assessment Paper (300 points total - 30% of final grade): All sections due Week 15**

Objective: Demonstrate the ability to write a biopsychosocial/spiritual assessment with an accurate DSM diagnosis, treatment plan and case formulation. This is a benchmark assignment using a benchmark rubric.

Description of Assignment:

Pick a case from either Simucase, or your field placement this year, or from a previous internship/work experience, and use this same client for every section of this assignment. The assignment is broken up into four different components that are due sequentially throughout the semester.

Format for paper:

- a. **Section 1: Bio-psycho-social-spiritual assessment and treatment plan (150 points):** *Suggestion to have this done by the end of week 6*
 - i. In this section, provide a summary of the client's history, current issues, presenting problems, and an accurate DSM-5 diagnosis. Additionally, write up a summary of a mental status exam in paragraph format. Also provide a preliminary treatment plan that addresses relevant issues that you addressed in the assessment. This section of the paper should be written as though you were writing in a client's chart, using nonjudgmental language, single-spaced, and with section headings.
 1. Identifying information- includes demographics, referral info, data sources used
 2. Presenting problem and current situation
 3. Psychiatric and medical history
 4. Psychosocial history
 5. Mental Status Exam- (in paragraph format)
 6. DSM-5 Diagnosis
 7. Treatment Plan
- b. **Section 2: Case Formulation (50 points):** *(Suggestion to have this done by the end of week 7)*
 - i. This next section is a summary of the relevant issues that you believe are contributing to the client's current difficulties. These factors may include

childhood issues, biological issues, cultural issues, family dynamics, interpersonal and intrapsychic issues. This section should be double-spaced following APA format. This type of analysis would not typically be included in a client chart. This section should be 2 - 3 double-spaced pages. I will provide more guidance on writing the formulation section during our class meetings.

- c. **Section 3: Case Note & RAI (50 points):** *(Suggestion to have this done by the end of week 9)*
- d. **Section 4: Discharge Plan (50 points):** *(Suggestion to have this done at the end of Thanksgiving week)*

3. Difference in Culture Tip Sheet (100 points - 10% of final grade): Week 10

After reviewing this week's readings, lecture, and the short video clips, make a list of the top 10 things that you need to be aware of when performing a mental health assessment with a client of a different culture than yourself. Think of this as a tip sheet that you would provide for a new worker/employee that you were helping to train for the job at your current employer or practicum agency.

Ponder the following: What knowledge, values, and skills would you want the new employee to work with client systems effectively? What wisdom might you provide as someone practicing to be a MSW level social worker in reference to culture and diagnosis?

Make sure to provide in text APA references for where you received this information as well as full text references at the end of your tip sheet. Also, make sure this tip sheet looks professional, like something you would use at your agency.

This assignment may be done with one other student as a partner collaboration. You would both turn in the same document for your assignment. Both students will receive the same grade.

4. Final Exam (250 points - 25% of final grade): Week 15

This is an open book test, 50 question multiple choice exam. Feel free to use your DSM and other resource materials from the class.

5. Simucase (200 points - 20% of final grade): Throughout the semester

Simucase assignments must be completed with a 90%. Simucase assignments will be updated in Canvas reflecting the % you were given for the assignment in Simucase. Your overall grade for this assignment in the course will reflect your Simucase grade.

Grading scale: for assignments (the highest course final grade allowed is an A)

A = 94-97%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-93%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F < 60%

VII. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the *NASW Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception."

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student's own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person's work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university's administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University's Academic Honesty Policy

VII. Tentative Course Outline

	TOPICS	To be completed before class
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<p>Week 1 8/30</p>	<ul style="list-style-type: none"> ● Introduction to Course ● Simucase overview ● Week 1 Lecture <ul style="list-style-type: none"> ○ Overview of DSM ○ History of DSM ○ Group work 	<ul style="list-style-type: none"> ● Read/skim read in DSM 5: xiii-xliv; 5-25; 809-896; 715-748, 750-806 ● Read DSM 5 and Clinical Social Work article (on Canvas)
<p>Week 2 9/6</p>	<ul style="list-style-type: none"> ● The mental status exam ● Clinical Interview ● Suicidal and Homicidal Assessment ● Alternate Views of DSM (???) 	<ul style="list-style-type: none"> ● MSE chapter and Improving Interviewing Chapter (in Canvas) ● Read a chapter of your choice from <i>Suicide Among Diverse Youth</i> (on Canvas)
<p>Week 3 9/13</p>	<ul style="list-style-type: none"> ● Neurodevelopmental disorders ● Schizophrenia and Psychotic disorders ● Bipolar and Related disorders 	<ul style="list-style-type: none"> ● Review/skim read in DSM 5: Pages 31-154 ● Read Missed Diagnosis article in Canvas ● Due: Simucase Assignment (Suicide Assessment)
<p>Week 4 9/20</p>	<ul style="list-style-type: none"> ● Assessment ● Ch. 4: Child-Centered Assessment <ul style="list-style-type: none"> ○ Assessment and Formulation ○ The Child's Perspective ○ Bio-Psycho-Social-Cultural 	<ul style="list-style-type: none"> ● Child Centered Assessment Chapter, Konrad, 2019 (In Canvas) ● Optional: Start working on Noah's case in Simucase
<p>Week 5 9/27</p>	<ul style="list-style-type: none"> ● Treatment planning ● Case Notes, Documentation, and RAI's ● Example Treatment Plan 	<ul style="list-style-type: none"> ● Read in Berghuis et al.: Introduction and Psychosis
<p>Week 6 10/4</p>	<ul style="list-style-type: none"> ● Depressive disorders ● Anxiety disorders ● Obsessive-Compulsive and Related disorders 	<ul style="list-style-type: none"> ● Review/skim read in DSM 5: Pages 155-264 ● Read in Berghuis et al.: Chapters on Suicide Attempt and Older Adult Isolation ● Due: Simucase (Electronic Documentation - complete 100%)
<p>Week 7 10/11</p>	<ul style="list-style-type: none"> ● Case Studies in class ● All dx - covering through week 6 	<ul style="list-style-type: none"> ● No new readings. Catch up on missed readings or get ahead. ● Due: Simucase (Noah - complete 100%)

Week 8 10/18	<ul style="list-style-type: none"> ● Trauma and Stressor Related disorders ● Dissociative disorders ● Somatic Symptom and Related disorders 	<ul style="list-style-type: none"> ● Review/skim read in DSM 5: Pages 265-328 ● Read Berghuis et al.: Chapters on Assault Victim and Child Sexual Abuse
Week 9 10/25	<ul style="list-style-type: none"> ● ADEI ● Cultural Formulation Interview 	<ul style="list-style-type: none"> ● Read page 749-759 in DSM-5 ● Read Culture in la Clinica article
Week 10 11/1	<ul style="list-style-type: none"> ● Feeding and Eating disorders ● Elimination disorders ● Sleep-Wake disorders 	<ul style="list-style-type: none"> ● Review/skim read in DSM 5: Pages 329-422 ● Read Eating Disorder article in Canvas ● <u>Due:</u> Differences in Culture Tip Sheet due before class
Week 11 11/8	<ul style="list-style-type: none"> ● Sexual Dysfunction disorders ● Gender Dysphoria disorders ● Disruptive, Impulse Control and Conduct disorders 	<ul style="list-style-type: none"> ● Review/skim read in DSM 5: Pages 423-480 ● <u>Due:</u> Complete Simucase case note for Noah - download/submit in Canvas
Week 12 11/15	<ul style="list-style-type: none"> ● Termination and Discharge Planning 	<ul style="list-style-type: none"> ● Read Termination article, Termination checklist, and Dialectical letters article on Canvas.
Week 13 Thanksgiving Week 11/22	<ul style="list-style-type: none"> ● Substance Related and Addictive disorders ● Neurocognitive disorders ● Personality disorders 	<ul style="list-style-type: none"> ● Review/skim read in DSM 5: Pages 481-684 ● Read in Berghuis et al.: chapters on Alcohol Abuse/Dependence and Drug Abuse/ Dependence ● <u>Due:</u> Simucase (Ben - complete 100%)
Week 14 11/29	<ul style="list-style-type: none"> ● Paper Workshop ● In-Class case study clinical practice 	<ul style="list-style-type: none"> ● No new readings this week. Catch up on missed readings. ● No forum posts this week
Week 15 12/6	<ul style="list-style-type: none"> ● Paraphilic disorders ● Other Mental disorders ● Medication Induced Movement disorders 	<ul style="list-style-type: none"> ● Review/skim read in DSM 5: Pages 685-714 ● <u>Due:</u> Assessment Paper

<p>Week 16 12/13</p>	<ul style="list-style-type: none"> ● Final Exam ● This is an online, in class, open book test. 	
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VIII. Bibliography

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VII. Academic Services

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services (DAS) as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or email das@georgefox.edu.

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

The Portland Writing Center

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom and asynchronous writing consultations. Graduate, George Fox Connect (GFC), and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. To schedule an appointment, visit traccloud.georgefox.edu. For more information, visit wc.georgefox.edu or email the Portland Writing Center at wc@georgefox.edu.

Your browser and Canvas have accessibility features, you can control. For example, you can choose to view larger text in your web browser. You can also select *automatic subscription* to all your Canvas forums using settings in your Canvas [Preferences](#). Selecting *automatic subscription* will send all forum postings to your @georgefox.edu email account. Some individuals, including those who use screen readers to read aloud text on the screen, find it easier to follow discussions when posts are presented to them in an email message.

XIII. College of Social Work Mission:

The mission of the George Fox University School of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer

The professor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 605A: Micro Practice/Advanced Practice with Individuals & Families

Fall 2023

Tuesdays 9:30am– 12:00 p.m.

Daphne Vaughn MSW, LMSW	Assistant Professor of Social Work
Office: Portland Center # 171	Office/Voice Mail: 503-554-6077
Office Hours: Tuesdays and Wednesdays 12:30 p.m. - 2:45pm. and by appointment	E-mail: dhuffman@georgefox.edu

I. Catalog Description:

This course provides an overview of theories and models of social work intervention with individuals, children, and families. Students learn the philosophy and theoretical constructs of a variety of methods, as well as how and when to apply those methods. Students develop knowledge and use of skills for the application of research-informed models of direct social work with individuals and families. Advanced practice skills are emphasized with particular attention to engagement and intervention. This course is focused on practical application and is experiential. *This course will be taken concurrently with SWKG 676.*

II. Course Purpose:

The purpose of this course is to build on knowledge and skills gained in generalist courses. The purpose of this course is to provide students with the ability to integrate theories, concepts, and principles in direct service at the micro level. Students are expected to demonstrate increased competency in engaging and strategically intervening with clients. Students will also demonstrate a deeper understanding of the various social work roles, functions and processes across levels and types of advanced generalist social work practice. Students will be taken through experiential exercises and given time to practice many interventions. This course is very interactive and practice based. The course will be taught through lectures and multi-media, but mostly through discussion, reflective writing, role-playing, and skills practice.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- **Competency 4:** Engage in Practice-informed Research and Research-informed Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- **Competency 10:** Demonstrate skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts

IV. Course Objectives:

At the conclusion of this course students will be able to:

1. Identify and apply underlying and emerging values related to theoretical frameworks in understanding social work practice, social problems, human systems and human behavior and the micro level. (Competency 7).
2. Appropriately engage and intervene with clients using the National Association of Social Workers Code of Ethics to guide practice and applicable evidenced based interventions. (Competencies 1, 3, 4, 8)
3. Demonstrate advanced skills in establishing and maintaining relationships with clients that may include addressing and managing reluctance, boundaries, transference, counter-transference and self-disclosure (Competencies 1, 3, 4).
4. Incorporate knowledge about the role of religion, faith and spirituality when applying various theoretical frameworks to micro level practice (Competency 10).
5. Engage, assess, intervene with clients using a variety of interventions. Demonstrate the use of advanced generalist skills for a range of presenting concerns and practice settings. (Competencies 1, 3, 4, 6, 7, 8)

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Boyd-Franklin, N., Cleek, E.N., Wofsy, M., & Mundy, B. (2013). *Therapy in the real world: Effective treatments for challenging problems*. The Guilford Press.

Direct Library E-book Link:

<https://ebookcentral-proquest-com.georgefox.idm.oclc.org/lib/georgefox/detail.action?docID=1191577>

Konrad, S.C. (2020). (2nd ed.). *Child and family practice: A relational perspective*. The Oxford University Press.

Direct Library E-book Link:

<https://ebookcentral-proquest-com.georgefox.idm.oclc.org/lib/georgefox/detail.action?docID=6185283>

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. Author.

Additional Materials Needed:

Students need to obtain campus Internet access for selected student assignments and research. You will be required to access Canvas for many of your assignments. Also, journal articles and other readings will be assigned throughout the semester and posted on Canvas.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. The instructor is aware that students feel more or less comfortable speaking in a classroom setting, however, being a social worker involves speaking in public, speaking at meetings, and advocating for their clients in a variety of situations. The classroom is an appropriate place to practice these skills.

Class Attendance and Participation are assessed as follows:

- A** - Contributes relevant material regularly, listens intently to others and encourages others to participate. Demonstrates excellent preparation and understanding of material.
- B** – All of the above most of the time or with good preparation and understanding.
- C** – Contributes less relevant or tangential material. Demonstrates interest and some understanding of material. Not actively listening or engaged relevantly.
- D** – Reading/preparation not apparent.
- F** – Comments/attitude detracts from discussion and participation by others.

Attendance is being on time and present; **participation** is being prepared with the reading assignment, for discussion and exercises. Students are expected to attend all classes. It is the student's responsibility to obtain handouts, assignments, information and notes when class is missed regardless of the type of absence.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. If the professor or a colleague does something that is offensive or makes the classroom feel unsafe, please talk with that person before the end of the semester, so changes can be made.

Students are expected to abide by the NASW *Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

Electronic Devices

Please turn off and put away all electronic devices when class starts. A laptop or tablet can be used for course related purposes, when prompted by the instructor. If a cell phone is needed due to an emergency, notify the instructor before class and the phone should be switched to a ring mode that will not disturb the class.

Recording or photography of any kind is prohibited without prior permission of the instructor.

VIII. Course Assignments:

APA

Students are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. The page number requirement of assignments does not include title and reference pages.

Late Work Policy

Assignments that are submitted in class (and on Canvas) are due at the start of class on the due date. Prior approval or unforeseen emergencies may, at the professor's discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the professor for requests for extensions up to 48 hours prior to the due date. If an extension is not granted prior to the due date, the professor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for several assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Policy on Use of Generative AI

The use of or consultation with generative AI shall be treated analogously to assistance from another person or disallowed resource (and thus would be forbidden under the same circumstances as any other form of academic dishonesty). In particular, using generative AI tools to substantially complete an assignment, paper, exam, or any other course element is not permitted. The types of materials that would fall under the category of “AI tools” for this purpose include, but are not limited to, things like ChatGPT, Bard, Claude, GitHub, Copy.ai, Rephrase.ai, and many more, as well as the text-generative aspects of popular tools such as (but again, not limited to) Grammarly, i.e., GrammarlyGO. Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt.

Assignments:

1. Professional Behavior (240 points, 24% of final grade). See Attendance and Professional Behavior policies above. Social work is an interactive and interpersonal profession.

Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, activities and your ability to share how your personal learning experience is evolving is vital to the learning process. (Competencies 1, 2, 6)

Students will strive to demonstrate the following in class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
2. Reading carefully and thinking critically.
3. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
4. Being prepared to give and accept feedback.
5. Being prepared to work with your colleagues.

2. Theoretical Orientation Quiz (30 Points) Complete Quiz in Canvas by Saturday Sept 16th at 5 pm (Competency 4)

3. Reflection Paper: (75 points, 7.5% of final grade). In 2-3 pages, student will write a paper reflecting on what they have learned about themselves in the first three weeks of class. Please reflect, integrate, and process what you have learned about yourself and how this self-awareness is going to help you in your social work practice. Also, what things about yourself do you still need to work on, or what about yourself and your history may hinder your future social work practice if not addressed? Use at least 2 scholarly resources, which can be class materials. APA format, but no abstract needed. (Competency 1) **See Specific Grading Guidelines on Canvas. Due September 19 or 21, on Canvas and hardcopy to professor by start of class.**

- 3. Practice Paper** (200 points, 20% of final grade). **Choose between option 1 or option 2.**
- #1:** Play/interact with a child, adolescent, or adult for at least 1 hour that is NOT a close relative, or someone you know well. In a 7-8 page paper, describe that interaction, describe the person developmentally. Note how the person relates to you, plays, expresses feelings, makes sense of what is happening, and finds ways to act according to social expectations. Note what seems typical about this person's functioning and what seems unique or distressed. Use at least 4-5 scholarly resources, two resources can be class materials, APA format (no abstract). (Competencies 1, 2, 4, 6, 7) **See specific assignment and grading guidelines on Canvas.**
Due on October 24 or 26, 2023 on Canvas and hardcopy to professor by class start time.
- # 2:** Observe a family that is not your own, for an unspecified amount of time (at least 1 hour). In a 7-8 page paper, describe what you observed. What dynamics do you notice? Who played what roles? Who has the power? What attachment patterns do you notice? Use at least 4-5 scholarly resources, two resources can be class materials, APA format (no abstract). (Competencies 1, 2, 4, 6, 7) **See specific assignment and grading guidelines on Canvas.**
Due November 7 or 9, 2023 on Canvas and hardcopy to professor by class start time.
- 4. Clinical Impasse Forum Post** (30 points) Follow discussion prompts in Canvas. (Competency 8) **Due on November 11 at 5 pm.** (If you are a veteran, your post is due on Nov. 12. Happy Veteran's Day!)
- 5. Final Comprehensive Integrative Research Paper** (275 points, 27.5% of final grade). Write a 20-22 page research paper, using at least 15 scholarly resources, APA format (no abstract). Knowing yourself is a very important part of being a professional social worker. This final paper is a culmination of this course, and mostly about the student and their family of origin. This paper will integrate most of the topics covered in this course and other courses. Generally, the student will present identifying and demographic information and relevant family history, relationships within the family, strengths, family boundaries, and attachment patterns, discuss interventions, treatment goals and risk assessment within their family unit. (Competencies 1, 4, 6, 7, 8). **See specific assignment and grading guidelines on Canvas.**
Due November 28 or 30, 2023 in Canvas and a hardcopy to the professor at the start of class.
- 6. Video Recorded Role Play:** (150 points, 15% of final grade). Student will choose a skill/intervention to demonstrate what they have learned about or practiced in this class. Student will use another student, or someone they know outside of the class (not a real client), for a video recorded assignments. Video recorded presentations need to be 10-12 minutes in length. The videos will be presented in class, and peer (and instructor) feedback will be given. In addition to receiving points for completion of the video itself, students receive points for their in-class presentation of their video. Particular focus will be on offering critical evaluation of practice effectiveness through an anti-oppressive lens. (Competencies 1, 2, 4, 6, 7, 8, 9) **See Specific grading rubric on Canvas.**
Due in class Week 15 or Week 16. A form will be available on Canvas to sign up for which week you will present.

Grading scale

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-93%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F < 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2017). Likewise, standard 4.04 in the *Code* states, “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.”

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student’s own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person’s work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university’s administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University’s Academic Honesty Policy

X. Tentative Course Outline

Week/Dates	Topic	Readings & Assignments (These should be read by class time on the weeks indicated)
<p>Week 1 Aug. 29</p> <p>Know Thyself</p>	<p>Introduction to Course</p> <p>Topics for today:</p> <p>Syllabus Theory informed practice</p> <p>Ch. 1: A Relational Perspective Ch. 1: Overview of the Book</p> <ul style="list-style-type: none"> ● Lifelong Learning ● Challenges in Providing Therapy ● Core Mediational Processes <p>Ch. 2: Evidence Based Practice</p> <ul style="list-style-type: none"> ● Care Costs ● EBP Debate ● Evidence Informed Practice 	<p>Syllabus</p> <p><i>Konrad</i>: Preface, Ch.1 <i>Boyd-Franklin et al.</i>: Ch. 1 and 2</p> <p>Selected readings on Canvas</p> <p>Theoretical Orientation Quiz Due on Sept. 2 at 5 pm</p>
<p>Week 2 Sept. 5</p> <p>Know Thyself, Continued</p>	<p>Ch. 2: Early Experiences Matter</p> <ul style="list-style-type: none"> ● Early Childhood Development ● Early Childhood Diversity and Health <p>Ch. 3: Learning How to Love</p> <ul style="list-style-type: none"> ● Attachment Theory – EFT Patterns of Attachment <p>Emotional Intelligence</p>	<p><i>Konrad</i>: Ch. 2 & 3</p> <p>Selected readings on Canvas</p>
<p>Week 3 Sept. 12</p> <p>Know Thyself, Continued</p>	<p>Brief neurobiology of the helping profession Synergetic Therapy/Theory</p>	<p>Selected readings on Canvas</p> <p>Due by the start of class: Attachment questionnaire ACEs PCEs Spiritual Assessment</p>
<p>Week 4 Sept. 19</p>	<p>Ch. 4: Joining and Establishing the Therapeutic Relationship (Client Centered Theory)</p> <ul style="list-style-type: none"> ● Empathy and Empowerment 	<p><i>Boyd-Franklin et al.</i>, Ch. 4</p> <p>Selected readings on Canvas</p>

<p>The Relationship</p>	<ul style="list-style-type: none"> ● Positive Regard and Affirmation ● Genuineness & Authenticity <p>Strengths-Based Approaches Narrative Therapy</p>	<p>Reflection Paper Due</p>
<p>Week 5 Sept. 26</p> <p>Cultural Awareness</p>	<p>Ch. 3: Incorporating Multi-Cultural, Racial and Socioeconomic Diversity (Oppression theory and anti-oppressive practices)</p> <ul style="list-style-type: none"> ● Relevance of Values ● African-American Clients ● Latino Clients ● Asian Clients <p>Ch. 13: Children of the World</p> <ul style="list-style-type: none"> ● Cultural Competence ● Refugee Families 	<p><u>Boyd-Franklin et al.</u>, Ch. 3 <u>Konrad</u>, Ch. 13</p>
<p>Week 6 Oct. 3</p> <p>Assessments</p>	<p>Crisis Theory Ch. 13: Risk Assessment and Suicide Prevention</p> <ul style="list-style-type: none"> ● Various Aspects of Suicide Risk Assessment ● Clinical Risk Consultation Team <p>Ch. 14: Crisis Intervention in Clinics, Schools, and Communities</p> <ul style="list-style-type: none"> ● Responses to Violence Post-suicide and Post-homicide Interventions 	<p><u>Boyd-Franklin et al.</u>, Ch. 13, 14</p> <p>Selected readings on Canvas</p>
<p>Week 7 Oct. 10</p> <p>Skills with Children</p>	<p>Ch. 5: Therapeutic Conversations with Children</p> <ul style="list-style-type: none"> ● Child-Centered Conversations ● The First Meeting ● Confidentiality <p>Ch. 6: Working with Parents</p> <ul style="list-style-type: none"> ● Partnering with Parents ● Diverse Parent Populations <p>Ch. 7: Play and Expressive Therapies</p> <ul style="list-style-type: none"> ● Basics of Play Therapy ● Play Therapy Theories Endings with Children 	<p><u>Konrad</u>, Ch. 5, 6, 7</p> <p>Selected readings on Canvas</p>
<p>Week 8 Oct. 17</p> <p>Skills with Adolescents</p>	<p>Ch. 8: Working with Adolescents</p> <ul style="list-style-type: none"> ● Physical and Cognitive Changes ● Mental Health Problems <p>Narrative</p>	<p><u>Konrad</u>, Ch. 8</p> <p>Selected readings on Canvas</p>
<p>Week 9 Oct. 24</p>	<p>Ch. 10: Family Therapy (Systems Theory)</p> <ul style="list-style-type: none"> ● Assessment of Families 	<p><u>Boyd-Franklin et al.</u>, Ch. 10</p>

Skills with Families	<ul style="list-style-type: none"> ● Stages of Change Solution Focused Family therapy Internal Family Systems Perhaps compare various family theories and their application?	Selected readings on Canvas Practice Paper option # 1 Due
Week 10 Oct. 31	Ch. 5: Psychoeducation and Recovery Principles in Mental Health Services <ul style="list-style-type: none"> ● Recovery ● Psychoeducation Ch. 6: Motivational Interviewing <ul style="list-style-type: none"> ● Underlying Principles and Treatment ● Stages of Change 	<i>Boyd-Franklin et al.</i> Ch. 5 & 6 Selected readings on Canvas
Week 11 Nov. 7 Intervention	Ch. 7: Cognitive-Behavioral Therapy <ul style="list-style-type: none"> ● Core Beliefs, Schemas and Automatic Thoughts ● Cognitive Distortions Ch. 8: Mindfulness-and Acceptance-Based Principles in Practice - CBT <ul style="list-style-type: none"> ● Therapist’s Use of Mindfulness ● Acceptance Based Principles ● With Clients Who Have Experienced Trauma 	<i>Boyd Franklin et al.,</i> Ch.7 & 8 Selected readings on Canvas Practice Paper option #2 Due
Week 12 Nov. 14 Intervention	Review of theories Clinical Impasse activity	Selected readings on Canvas
Week 13 Nov. 21 Self-Care	Happy Thanksgiving— Ch. 15: The Benefits and Challenges of Clinical Social Work Importance of Self-Care <ul style="list-style-type: none"> ● Common Reactions to Client Trauma ● Therapist Self-Care Ch. 16: Supervision, Training, and Organizational Support as Antidotes to Burnout <ul style="list-style-type: none"> ● Supervision ● Organizational Support Compassion Fatigue	Happy Thanksgiving! <i>Boyd-Franklin et al.,</i> Ch. 15 & 16 Selected readings on Canvas

<p>Week 14 Nov. 28</p> <p>Ending Well</p>	<p>Ch. 9: Relapse Prevention, Trigger Management, and Completion of Treatment</p> <ul style="list-style-type: none"> ● Trigger Identification and Management ● Relapse Prevention <p>Ch. 11: The Multi-Systems Model and Interdisciplinary Coordination of Care</p> <ul style="list-style-type: none"> ● Utilization of the Ecomap ● Coordination of Care ● Termination; Ending Well <p>Narrative – writing a letter as an ending</p>	<p><i>Boyd-Franklin et al.</i>, Ch. 9 & 11</p> <p>Selected readings on Canvas</p> <p>Final paper due!</p>
<p>Week 15 Dec. 5</p>	<p>Video Recorded Role Play</p>	<p>Recorded role play presented during class.</p>
<p>Week 16 Dec. 12</p>	<p>Video Recorded Role Play</p>	<p>Recorded role play presented during class.</p>
	<p>Merry Christmas!!!! Happy Holidays!!!</p>	

XI. Bibliography

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XII. Academic Services

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services (DAS) as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or email das@georgefox.edu.

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

The Portland Writing Center

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom and asynchronous writing consultations. Graduate, George Fox Connect (GFC), and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. To schedule an appointment, visit traccloud.georgefox.edu. For more information, visit wc.georgefox.edu or email the Portland Writing Center at wc@georgefox.edu.

Your browser and Canvas have accessibility features, you can control. For example, you can choose to view larger text in your web browser. You can also select *automatic subscription* to all your Canvas forums using settings in your Canvas [Preferences](#). Selecting *automatic subscription* will send all forum postings to your @georgefox.edu email account. Some individuals, including those who use screen readers to read aloud text on the screen, find it easier to follow discussions when posts are presented to them in an email message.

XIII. College of Social Work Mission:

The mission of the George Fox University School of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer

The professor reserves the right to modify any portion of the syllabus, class schedule, class sessions, or due dates. If any revisions are made, you will be notified via e-mail, or in-class or a Canvas announcement. Additionally, the professor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



**GEORGE FOX
UNIVERSITY**

COLLEGE OF SOCIAL WORK

SWKG 606: Mezzo Practice/ Adv Practice with Groups

Spring 2024

Wednesday 1:00-3:30

OR

Thursday 9:30am – 12:00am

(3 credits)

Name: Daphne Vaughn, MSW, LMSW	Assistant Professor of Social Work
Office: PDX 171	Phone: (503) 554-6077
Office Hours: Tuesdays: 11:30 am – 12:30pm, Thursdays: 12:30 pm – 1:30 pm Additional office hours available by appointment	E-mail: dhuffman@georgefox.edu

I. Catalog Description:

This course provides an overview of theories and models of social work intervention, with particular attention to small system dynamics (groups and agencies). Students learn the philosophy and theoretical constructs of a variety of methods, as well as how and when to apply those methods. Students develop knowledge and use of skills for the application of research-informed models of direct social work with groups and agencies. Advanced practice skills are emphasized with particular attention to engagement and intervention. This course is focused on practical application and is experiential. This course will be taken concurrently with SWKG 677.

II. Course Purpose:

The purpose of this course is to develop group leaders who possess both an understanding of group dynamics and effective facilitation skills. This course provides students with an advanced generalist perspective which considers the special qualities of group practice as an integrative part of intervention in various settings. The content encompasses both task and treatment groups utilizing an ecosystems developmental framework. Social work group facilitation is taught utilizing empirically-based theories and interventions to achieve client goals. Students will know how to engage in group termination and evaluate the effectiveness of group interventions.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

IV. Course Objectives:

At the end of this course you will be able to:

1. Apply a strengths perspective to advanced generalist social work with attention to small system dynamics. (Competencies 1)
2. Demonstrate skills in identifying group members' issues, problems, needs, resources, and assets within a framework of group processes, dynamics, and developmental stages. (Competencies 6, 7, and 8)
3. Understand and apply advanced concepts of task-oriented group work, including recruiting and selecting members, leadership, group decision-making and problem solving, running an effective meeting, and evaluation of task groups. (Competencies 1, 5, 6, and 9)
4. Understand and apply advanced concepts of treatment groups, including group formation, facilitation, and termination (assessment, intervention, and evaluation). (Competencies 7 and 8)
5. Develop skills in identifying, analyzing and implementing empirically-based group interventions and evaluating group effectiveness. (Competencies 8 and 9)
6. Critically evaluate one's own knowledge, skills, and values in using a multi-dimensional approach to working with groups. (Competencies 1 and 9)
7. Demonstrate an understanding of the pursuit of social, racial, economic, and environmental justice including group/community strategies to combat discrimination, racism, oppression, and economic deprivation for individuals and families. (Competencies 2 and 5)
8. Demonstrate and apply an understanding of intersectionality and apply it as it relates to the functioning of groups in advanced generalist social work practice. (Competencies 2 and 6)

V. Course Texts, Supplemental Reading, and Other Materials:

The purpose of the textbooks is not to give you "everything" you need to learn about the subject. Rather, it is simply to serve as a starting point for your inquiry. You need to read the assigned chapter(s) each week and conduct further literature review and case studies on the related concepts.

Here are the required texts:

Bloom, S. & Farragher, B. (2013). *Restoring sanctuary: A new operating system for trauma-informed systems of care (1st ed.)*. Oxford University Press

<https://ebookcentral-proquest-com.georgefox.idm.oclc.org/lib/georgefox/detail.action?docID=3055>

Greif, G. & Knight, C. (2016). *Group work with populations at risk (4th ed.)*. Oxford University Press.

<https://ebookcentral-proquest-com.georgefox.idm.oclc.org/lib/georgefox/detail.action?docID=4706669>

Substance Abuse and Mental Health Services Administration. (2014). *A Treatment improvement protocol: Trauma-informed care in behavioral health services*. Department of Human Services.

<https://georgefox.idm.oclc.org/login?url=https://www.proquest.com/books/trauma-informed-care-behavioral-health-services/docview/1900811905/se-2?accountid=11085>

Strongly Recommended:

Anthony, & LeCroy, C. W. (2015). *Case studies in child, adolescent, and family treatment (Anthony & C. W. LeCroy, Eds.; 2nd ed.)*. John Wiley & Sons, Inc.

https://alliance-georgefox.primo.exlibrisgroup.com/permalink/01ALLIANCE_GFOX/1akuhj0/alma99549413901869

You will be required to access Canvas for many of your assignments. The Encyclopedia of Social Work will be one of the online e-books you will need to access as well as other readings that will be assigned during the semester.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services. *If a student is unable to attend a scheduled class session the student is*

responsible for notifying the instructor in advance by phone, email or written note explaining the need for absence. **Being late twice for more than 20 minutes would be considered an absence. Early departure of more than 20 minutes on two occasions would be considered an absence.**

Attendance and participation constitute 15% toward the final grade. Class Attendance and Participation are assessed using the program's *Professionalism Rubric*. Please see the *MSW Student Handbook* for more information. Students will be required to become familiar with the Professionalism Rubric and apply its framework to classroom interactions with colleagues and the course professor.

VII. Professional Conduct and Classroom Behaviors

Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, face to face or online, are essential in the process of developing as a professional social worker. Thus, active involvement in class discussions face to face or online, synchronously or asynchronously and maintaining professionalism are vital to the learning process.

You should strive to demonstrate the following in class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
2. Reading carefully and thinking critically.
3. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
4. Being prepared to give and accept feedback.
5. Being prepared to work with your colleagues.

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. The format of the class may prompt students to share personal information. You may choose to share, but use discretion, as this is a classroom setting. Such information will be received with full respect and confidentiality. Please understand criticism or personal insults will not be tolerated. Given the nature of social work, there are varying degrees of positionality on social issues. Therefore, there is room for varying opinions and philosophies in this course. Please be respectful and courteous with discussions in this classroom. *Student attendance and participation is factored into the final grade.*

Also, here are some specificities to the effective engagement via Zoom (in the event the course is moved to remote due to disruption):

- First, all Zoom sessions and meetings in this class are “formal,” dress properly to the class.
- Cameras must be on during live virtual sessions.

- We want to “see” each other, so light your face more brightly than the background to make it easier to see you.
- Keep your microphone muted until it is your time to speak. If you need to step away for a second, you can also turn your video off until you return.
- Remember that when on-camera, other activities such as eating, drinking, shuffling papers, etc. are extremely distracting (and sometimes unflattering).
- Try to choose a setting where there won’t be people in the background. Turn off your camera if you need to step away for a moment, but plan to return in a timely manner.

Students are expected to abide by the NASW *Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

A copy of the professionalism rubric is posted on Canvas for your reference. Even though it will not be used for calculating course grade, standard of conduct described in the rubric is expected of each course participant.

Electronic Devices

Staying fully engaged with people whom you are interacting with is a basic discipline in either direct or community practice. Preoccupied by use of personal electronic devices when face to face or online, no matter how it is justified may be interpreted as indifference or disrespect. Please give 100% attention to each other in the class!

VIII. Course Assignments:

Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. Proper citations and reference list are the primary requirements.

Late Work Policy

No late assignments will be accepted. Students will **NOT** be able to submit assignments or access quizzes AFTER the due/closing date on Canvas and/or the syllabus. Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor’s discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student’s responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for several assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Assignments (1000 points total):

- 1. Professional Behavior (150 points)** See Attendance and Professional Behavior policies above. Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, activities and your ability to share how your personal learning experience is evolving is vital to the learning process. (Competencies 1, 2, 6)
Students will strive to demonstrate the following in class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
2. Reading carefully and thinking critically.
3. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
4. Being prepared to give and accept feedback.
5. Being prepared to work with your colleagues

- 2. Agency Trauma Informed Assessment (250 points): Due week 5**

Expanded assignment guidelines will be provided in Canvas. This assignment has two components. The first component is the agency assessment section. Use provided organizational assessment and the SWOT format to assess currently assigned field agency. Identify strengths and weaknesses using both of these lenses. Include images of the assessment/tool at the end of your paper. The second component will be a proposal for how you would modify the agency policies or procedures to make them more effective, trauma-informed, and/or beneficial for clients. Use the results from the assessments to implement concrete guidelines for modifying agency practices and policies to ensure they are responding appropriately to the needs of individuals/families who have experienced traumatic stress. As you write, please use the TIP Part 2 Chapters 1 and 2 to inform your writing. While the narrative piece of this paper should be about 5 pages, you will attach the assessments that you use and those will not count in your page count. (Competencies 5 & 9).

- a) Assess your practicum agency using provided assessments. This will not be shared publicly, but it is intended to be an educational exercise.
- b) Identify areas for agency improvement in the areas of client assessment, policy, and agency culture.
- c) Identify issues related to equity, social economic justice, and/or oppressive practices which interfere with access to services.

- d) Areas of policy, macro practice or advocacy needed as a result of assessment. Are there organizational considerations at your field agency where the integration of this trauma-sensitive/trauma-informed information would be useful?
- e) Discuss your findings in a 5-page summary along with devising an action plan (example will be provided) to address areas that need further enhancement.

2. Simucase (50 points each) Due weeks 9 and 13

Two Simucase part-task trainers will be completed over the course of the semester. These will take approximately 1 hour each. (Competencies 6, 7, and 8)

3. Group Work and Socially Just Practice Reflection. (150 points). Due week 10

The goal of this reflection is to show your understanding and skill in the areas of advancing social justice and engaging in policy practice. In the context of your practicum placement, think of a treatment group, a task group, or a policy that affects a group of clients and how they interact. Apply the STICHES model from Garvin et al. (2017) chapter 6 to the group and answer the following questions. 4-5 pages

(Competencies 2 and 5)

- a. Describe how well the group you have in mind reflects the STICHES values. Give examples of how they do or do not.
- b. How do policies or procedures in the group or your agency promote or impede access to the mutual aid benefits of group membership?
- c. What changes might make the group or policy more reflective of the STICHES values? Describe 2-3 things you might advocate for to help your agency, the group facilitator, or other people in power to make incremental towards these values.
- d. How might you as a practitioner grow your own practice to advance human rights? Describe 2-3 tangible changes you will make in your own group work practice to reflect the STICHES values. How will these changes achieve this goal?

4. Experiential Reflection and Personal Goal Research Paper (350 points): Due Week 15

Additional assignment directions will be posted in Canvas. Students will be divided into groups that will meet during class time over five weeks. In these groups you will form a support psychotherapy group. Over the course of the group meetings, each member will be responsible for being the group leader for one week's session (or more than one week, if there are fewer than five people in the group). At the end of each week's session, each member will fill out a reflection sheet which will be used for the final reflection and goal research paper. The reflection sheets need to be attached to the final paper as an appendix. (Competencies 1, 6, and 9)

The paper will include three components:

- 1. A reflection on the group experience as compared to the provided video of a group counseling session, and other class content.
- 2. Annotated bibliography of 5 sources related to group therapy (5 pages)

3. Personal growth goals related to group leadership skill development that incorporates learning from the bibliography and the reflection. (203 pages)

Grading scale

A = 94-97%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-93%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F < 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the *NASW Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.”

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student’s own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person’s work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 6th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university’s administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University’s Academic Honesty Policy

X. Tentative Course Outline		
	TOPICS	ASSIGNMENTS
WEEK ONE Jan. 10 or 11	Introductions/Ice Breaker Introduction to Course Review of Syllabus Professionalism Rubric Reading Discussion	Read and Review Syllabus Become Familiar with Canvas Course Page Read Restoring Sanctuary Ch. 1
WEEK TWO Jan. 17 or 18	TIC and Terminology Review <i>What exactly does ‘trauma-informed’ actually mean?</i>	Read Restoring Sanctuary Ch. 2 TIP 57, Part 1, Ch. 1
WEEK THREE Jan. 24 or 25	Trauma-Informed Care: Organizational Perspectives	Read Restoring Sanctuary Ch. 8 AND <i>TIP 57</i> , Part 2, Ch.2
WEEK FOUR Jan. 31 or Feb. 1	SWOT analysis Logic model Case study	Read Logic model article https://georgefox.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=124359650&scope=site AND Community Toolbox Section 14: https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main
WEEK FIVE Feb. 7 or 8	Program development Task groups	Due Agency Assessment Paper Read First half of Restoring Sanctuary Ch. 2 (pages 33-47) AND Integrating Program Development Model https://georgefox.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/scientific-accompaniment-new-model-integrating/docview/2741313677/se-2?accountid=11085

WEEK SIX Feb. 14 or 15	Intro to helping groups	Read Ch. 1 Greif and Knight and Ch. 1 Garvin: https://ebookcentral-proquest-com.georgefox.idm.oclc.org/lib/georgefox/reader.action?docID=4844818&ppg=25
WEEK SEVEN Feb. 21 or 22	Phases of Groups Gestalt with Groups overview	Read Ch. 2 Greif and Knight Gestalt Therapy in Groups article: https://www.jstor.org/stable/10.13186/group.38.2.0127
WEEK EIGHT Feb. 28 or 29	Skills for working in Groups Narrative with Groups	Read Ch. 3 Greif and Knight and Narrative approach to group therapy article https://georgefox.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/circle-narrative-group-therapy-approach/docview/2619745096/se-2?accountid=11085
WEEK NINE Mar. 6 or 7	Justice issues in groups Group Work Session	Due: Simucase - caregiver support group Part 1 Read Ch. 6 in Garvin et al.: https://ebookcentral-proquest-com.georgefox.idm.oclc.org/lib/georgefox/reader.action?docID=4844818&ppg=109
WEEK TEN Mar. 13 or 14	Involuntary groups Guest Speaker Group Work Session	Due: Reflection and goal paper Read Involuntary groups chapter in Garvin et al. https://ebookcentral-proquest-com.georgefox.idm.oclc.org/lib/georgefox/reader.action?docID=4844818&ppg=253
WEEK ELEVEN Mar. 20 or 21	Skills for working in groups (cont.) Group Work Session	Ch. 4 and Ch. 5 Greif and Knight
WEEK TWELVE Mar. 27 or 28	Spring Break	Have a great week off!
WEEK THIRTEEN April 3 or 4	Case Study Group Work session	Due: Simucase: Caregiver support group Part 2 In lieu of reading, watch Yalom video linked in Canvas
WEEK FOURTEEN April 10 or 11	Working with Victims/Survivors	Read two chapters from Greif and Knight of your choice: one chapter from Section 4 AND one Chapter in Section 5

WEEK FIFTEEN April 17 or 18	Evaluating group effectiveness Case Study	Read Greif and Knight Ch. 26
WEEK SIXTEEN April 24 or 25	Final: Group Activity	

XI. Bibliography

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- Tutty, L., Babins-Wagner, R., & Rother, Y, M. (2016). You’re not alone: Mental health outcomes in therapy groups for abused women. *Journal of Family Violence, 31*(4), 489–497.

XII. Academic Services

The **Portland Writing Center** (PWC), located in the Portland Center Library, is available for Zoom and asynchronous writing consultations. Graduate, Adult Degree Program, and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. **To schedule an appointment**, visit traccloud.georgefox.edu. For more information, visit wc.georgefox.edu or email the Portland Writing Center at wc@georgefox.edu.

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services (DAS) as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or email das@georgefox.edu.

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

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XV. Final Disclaimer

The professor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 607: Macro Practice/ Adv Practice with Communities

Spring 2024

Thursday 9:30 - 12pm (3 credits)

Dr Steffanie Altenbern, DHSc, CSWA	Assistant Professor of Social Work
Office Location: GFU Portland Center	Phone: 503-995-6351
Office Hours: Monday 11-1 (Zoom) // Wednesdays 12-6	Email: saltenbern@georgefox.edu

I. Catalog Description:

Building on the generalist practice foundations, this course introduces the specialized theories and skills for practicing at the community level. Conceptualizing community as both a target and avenue for change, this course focuses on promoting human flourishing through progressive changes for social, economic, and environmental justice, human rights advancement, peace and reconciliation. It addresses theories, skills, and values in relation to various community practice models with specific attention to diversity, systems of oppression, populations at risk. Students will also critically review the roles of religion and spirituality in community change.

II. Course Purpose:

The purpose of this course extends on foundation year curriculum content to provide an advanced generalist examination of social work practice in larger systems. Students will develop knowledge, values, and skills in areas of community and administrative practice with an underlying theme of human rights and social, racial, economic, and environmental justice. Specific topics include community analysis, community capital, needs assessment, empowerment and the use of power, sustainable communities, evaluation of program and community interventions, organizational development, fundraising, and use of social media in nonprofit management. Strategies of cultivation, mobilization and sustaining resources that empower underserved constituent groups will be studied. Course content will be rooted in both historical and current contexts in providing administrative and technological tools to undertake change efforts across organizational and community systems.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Competency 10: Demonstrate skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts

IV. Course Objectives:

At the end of this course students will be able to:

1. Acknowledge theories and conceptual models related to social work research, social welfare policy, human behavior and the social environment and its application to social work practice with larger systems (Competency 4-8)
2. Become familiar with theories, concepts, and models involving organizations and communities, appropriate community intervention strategies, and the role of the social worker as community organizer and administrator (Competency 6-9)
3. Identify political, economic, and social trends and their impact on organizations, communities, and the larger social environment (Competency 3, 4, 7)
4. Demonstrate effective ethical decision-making in the face of dilemmas encountered, and appropriate incorporation of spirituality and religion during the community practice processes. (Competency 1, 3, 10)
5. Ability to select and apply appropriate intervention strategies for diverse organizational and community change efforts (Competency 1-3, 6-9)

V. Course Texts, Supplemental Reading, and Other Materials:

. Here are the required texts:

Kickul, J., & Lyons, T. S. (2020). *Understanding social entrepreneurship: The relentless pursuit of mission in an ever changing world*. Routledge.

*The book is also available in Ebook format free to read for George Fox students:

<https://ebookcentral-proquest-com.georgefox.idm.oclc.org/lib/georgefox/detail.action?docID=957562>

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

Gamble, D. N., & Weil, M. (2010). *Community practice skills: Local to global perspectives*. New York: Columbia University Press.

The book is also available in Ebook format free to read for George Fox students:

<https://georgefox.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=953913&scope=site>

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. Silver Spring, M.D.: Author.

Weil, M., Gamble, D. N., & MacGuire, E. (2010). *Community practice skills workbook: Local to global perspectives*. New York: Columbia University Press.

The Encyclopedia of Social Work will be one of the online e-books you will need to access as well as other readings that will be assigned during the semester as they become available. The database is available through the GFD Library: <https://oxfordre-com.georgefox.idm.oclc.org/socialwork/>

You will be required to access “Canvas” for many of your assignments.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services. *If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email or written note explaining the need for absence. **Being late twice for more than 20 minutes would be considered an absence. Early departure of more than 20 minutes on two occasions would be considered an absence.***

Attendance and participation constitute 10% toward final grade.

VII. Professional Conduct and Classroom Behaviors

Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, face to face or online are essential in the process of developing as a professional social worker. Thus, active involvement class discussions face to face or online, synchronously or asynchronously and maintaining professionalism are vital to the learning process.

You should strive to demonstrate the following in class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
2. Reading carefully and thinking critically.
3. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
4. Being prepared to give and accept feedback.
5. Being prepared to work with your colleagues.

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. The format of the class may prompt students to share personal information. You may share of your own choice, but use discretion, as this is a classroom setting. Such information will be received with full respect and confidentiality. Please understand criticism or personal insults will not be tolerated. Given the nature of social work, there are varying degrees of positionality on social issues. Therefore, there is room for varying opinions and philosophies in this course. Please be respectful and courteous with discussions in this classroom. *Student attendance and participation is factored into the final grade.*

Class Attendance and Participation are assessed using the program’s Professionalism Rubric. Please see the MSW Student Handbook for more information. Students will be required to become familiar with the Professionalism Rubric and apply its framework to classroom interactions with colleagues and course professor.

Also, here are some specificities to the effective engagement via Zoom (in the event the course is moved to remote due to disruption):

- First, all Zoom sessions and meetings in this class are “formal,” dress properly to the class.
- Cameras must be on during live virtual sessions.
- We want to “see” each other, so light your face more brightly than the background to make it easier to see you.
- Keep your mic muted until it is your time to speak. If you need to step away for a second, you can also turn your video off until you return.
- Remember that when on-camera, other activities such as eating, drinking, shuffling papers, etc. are extremely distracting (and sometimes unflattering).
- Try to choose a setting where there won’t be people in the background. Turn off your camera if you need to step away for a moment, but plan to return in a timely manner.

Students are expected to abide by the NASW *Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

A copy of the professionalism rubric is posted on Canvas for your reference. Even though it will not be used for calculating course grade, standard of conduct described in the rubric is expected of each course participant.

Electronic Devices

Staying fully engaged with people whom you are interacting with is a basic discipline in either direct or community practice. Preoccupied by own use of electronic devices when face to face or online, no matter how it is justified may be interpreted as indifference or disrespect. Please give 100% attention to each other in the class!

VIII. Course Assignments:

Assignments:

Assignment	Percentage of Total Grade
Community Practice Hall of Impact (Biography)	10%
Online Engagement Demonstration	10%

Online Forum Discussion via VoiceThread	20%
Community Practice Theory and Skills Paper	20%
Community Change Project Proposal	40%

1. Community Practice Hall of Impact Project: 10%

You will be provided with a list of “shakers” and “movers” who have made significant impact on social, economic or environmental justice. They might not be the “professional social workers” based on the typical social work definition, but nevertheless are influential community practitioners. Each student is to select one practitioner from the list and conduct in-depth research to engage in this assignment. You may conduct research on the person of your choice but that is not on the list provided by the instructor.

There are two parts to this assignment:

- A) Complete a 5-6 page biography on the selected “shaker” or “mover”. Include relevant information about the person, brief work history, notable work in community social work practice, theories/strategies/skills for engaging change, field of practice and key take away pieces that inspire your social work practice. The paper must be in APA 7 formatting. (8%)
- B) A brief, 5-7 minute presentation to the class. The presentation will highlight a brief summary of the person, significant efforts to the field of social work and key take away pieces. (2%)

2. Community Engagement and Facilitation Demonstration (In Class): 10%

Skills for engaging and interacting with various constituents is essential in community practice. In this course, the class itself is a community to be engaged. Each of you will take turns to “officially” facilitate sessions. Each session is to last for about 30 minutes and it would include: (1) Conduct a presentation based on a selected topic of the week, and (2) Engage in discussion for fostering critical thinking. It is suggested that you choose a topic and an activity from Weil, Gamble and MacGuire 2010, the Community Practice Skills workbook for this assignment. Be prepared to lead and guide the discussion and assume a “leadership” role in the community. This will occur during the first portion of the synchronous meetings. You may use any facilitation style you choose (visuals, white board, handouts, none, etc.) as long as your engagement is highly interactive.

3. VoiceThread Discussions + Simucase: 20%

There will be a total of 10 online discussion forums via VoiceThread to initial and augment topics of learning this semester. There is one Simucase Assignment. Students may respond using an audio reply or video reply. Initial responses are due Wednesday by 11:59pm and responses to at least 2 peers are due Sunday at 11:59pm.

4. Community Practice Theories & Skills Review Paper: 20%

Compare and contrast two “theories” or “models” in relation to community practice. Identify the theory or model of your choice and explain why.

Then, integrate theory and skills. Identify a broad range of “skills” or “techniques” in relation to community practice. Identify 5 that you considered to be most important and explain why. Also, compare and contrast the context, applicability, ethical consideration in relation to their usages.

The paper is to be 8-10 pages in length, double-spaced, with proper APA 7 citations.

5. Community Change Project Proposal (Call to Action): 40%

The class will be divided into small groups of 3 to 4 students for taking on a current community issue. The term community here applies to geographical, functional, or virtual community at any different levels. Your job is to

conduct deep analysis of the issue, theoretical approaches, small scale needs assessment, identify strategies and actions needed for addressing the issue. Instead of a typical change project proposal paper, the small group is to develop a the final proposal. Each group will create a presentation for the MSW department and any external stakeholders, during Week 16. The group will submit their presentation via canvas. Additionally, the group will create an outline of their presentation, also to be submitted during Week 16.

The capstone assignment of this class is the formation of a program, needs assessment or modification within an existing program or agency. Students can modify an existing agency by creating a new department, unit or re-structure. Students can create a program based on an identified need in the community. Or, students can conduct a needs assessment to identify gaps in services throughout a particular community.

This is a group project showcasing individual aspiration and passion (results from the Community Hall of Impact Assignment), theoretical orientation (Review Paper), skill proficiency (Review Paper), and more. Each group needs to decide the format of the program, the organization and presentation of the materials, and the overall publicity strategies. The project has the potential of contributing to the field of community practice.

Members of the group will provide a brief reflection, upon submission, indicating their contributions to the project. Members of the group are not guaranteed the same grade.

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. Proper citations and reference list are the primary requirements.

Late Work Policy

No late assignments will be accepted. Students will **NOT** be able to submit assignments or access quizzes AFTER the due/closing date on Canvas and/or the syllabus. Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor’s discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student’s responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Grading scale

A	= 94-100%	B+	= 87-89%	C+	= 77-79%	D+	= 67-69%
A-	= 90-93%	B	= 83-86%	C	= 73-76%	D	= 63-66%
		B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
						F	< 60%

IX. Academic Honesty:

We take academic honesty seriously. It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the *NASW Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.” For related academic honesty policy please refer to MSW student handbook and the George Fox University’s Academic Honesty Policy.

X. Tentative Course Outline

	TOPICS	ASSIGNMENTS due prior to class
<p><u>WEEK ONE</u></p> <p>January 10 January 11</p>	<p>Course goals and expectations</p> <p>Social work practice during the Covid-19 pandemic</p>	<ul style="list-style-type: none"> ● Review Syllabus ● Article on Canvas (Boehm & Cnaan)
<p><u>WEEK TWO</u></p> <p>January 17 January 18</p>	<p>Community practice: Local and global contexts</p> <p>Social Work as a prophetic profession</p>	<ul style="list-style-type: none"> ● Gamble & Weil, ch. 1 ● Kitkul, ch. 1 ● Article on Canvas (Knight & Gitterman)
<p><u>WEEK THREE</u></p> <p>January 24 January 25</p>	<p>Community practice: Theories and Models</p> <p>Shakers and movers in community practice</p>	<ul style="list-style-type: none"> ● Gamble & Weil, ch. 2 ● Kitkul, ch. 2-3 ● VoiceThread 1
<p><u>WEEK FOUR</u></p> <p>January 31 February 1</p>	<p>Values, Concepts, and Approaches</p>	<ul style="list-style-type: none"> ● Gamble & Weil, ch. 3 ● Kitkul, Ch 4 ● VoiceThread 2
<p><u>WEEK FIVE</u></p> <p>February 7 February 8</p>	<p>Theories and Perspectives</p>	<ul style="list-style-type: none"> ● Gamble & Weil, ch. 4 ● VoiceThread 3 ● Community Practice Hall of Impact due
<p><u>WEEK SIX</u></p> <p>February 13 (LEAD Days) February 14 February 15</p>	<p>Neighborhood and Community Organizing</p>	<ul style="list-style-type: none"> ● Attend virtual LEAD Days (Optional) ● Gamble & Weil, ch. 5 ● VoiceThread 4
<p><u>WEEK SEVEN</u></p> <p>February 21 February 22</p>	<p>Organizing Functional Communities</p>	<ul style="list-style-type: none"> ● Gamble & Weil, ch. 6 ● Article on Canvas (Dominelli) ● Kitkul, ch. 5 ● VoiceThread 5 ● Outline for Final Project Due
<p><u>WEEK EIGHT</u></p> <p>February 28 February 29</p>	<p>Social, Economic, and Sustainable Development</p>	<ul style="list-style-type: none"> ● Gamble & Weil, ch. 7 ● VoiceThread 6 ● Theories/Skills Review Paper due
<p><u>WEEK NINE</u></p> <p>March 6 March 7</p>	<p>Program Development</p>	<ul style="list-style-type: none"> ● Gamble & Weil, ch. 8 ● Kitkul, ch. 7 ● VoiceThread 7 ● Simucase assignment

<u>WEEK TEN</u> March 13 March 14	Group project field work day	<ul style="list-style-type: none"> ● Field Work Day
<u>WEEK ELEVEN</u> March 20 March 21	Social Planning Building Effective Coalitions	<ul style="list-style-type: none"> ● Gamble & Weil, ch. 9 & 10 ● Kitkul, ch. 8 ● Shapiro et al. (2013) Article ● VoiceThread 8
<u>WEEK TWELVE</u> March 27 March 28	SPRING BREAK - NO CLASS	
<u>WEEK THIRTEEN</u> April 3 April 4	Political and Social Action Movements for Progressive Change Future Challenges for Community Practice	<ul style="list-style-type: none"> ● Gamble & Weil, ch. 11 & 13 ● VoiceThread 9
<u>WEEK FOURTEEN</u> April 10 April 11	Project Work Day - In Class - Interviews, etc.	
<u>WEEK FIFTEEN</u> April 17 April 18	Rehearsal for Presentations Wrap Up	<ul style="list-style-type: none"> ● Gamble & Weil, ch. 12 ● Kitkul, ch 9 ● VoiceThread 10
<u>WEEK SIXTEEN</u> April 24 April 25	SUBMIT: Final Community Change Proposal due Sunday @ 11:59pm FINAL PRESENTATIONS - TO MSW DEPARTMENT	

XI. Academic Services:

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu.

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, are other abled, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom video conference and email writing consultations. Graduate students are invited to contact the PWC for feedback on

writing projects, citation assistance, or other writing-related issues as well as academic coaching. Check wc.georgefox.edu for additional information, including hours of operation and appointment scheduling. For more information, email the Portland Writing Center at wc@georgefox.edu.

XIII. College of Social Work Mission:

The mission of the George Fox University College of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer:

The instructor reserves the right to modify any portion of the syllabus, class schedule, or due dates. If any revisions are made, you will be notified via an in-class, Canvas, or e-mail announcement. Additionally, the instructor reserves the right to determine special circumstances, outside the scope of this syllabus, for which late work will be accepted.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 647: Research for Evidence Based Practices

FALL 2023

Wednesday 1 pm – 3 pm (2 credits)

Thursday 1 pm – 3 pm (2 credits)

Name: Jeongah Kim, Ph. D.	Associate Professor of Social Work
Office: Portland Campus #173	Office/Voicemail: (503) 554-6072
Office Hours: Mon 11-12; Tues 11-1; Weds 11-1; Thurs 12-1 & Available other days/hours by appointment	E-mail: jkim@georgefox.edu

I. Catalog Description:

This course introduces the importance of research to improve social work practice, emphasizes the compatibility and reciprocity between practice and research, and acquaints students with strategies to evaluate the quality of evidence and research. Students are expected to use the process of evidence-based practice to identify, appraise, and select a best practice and demonstrate competencies in using research to inform practice. This course presents a detailed explanation of the concepts and procedures of systematic reviews and meta-analyses, provides step-by-step guidance on how to actually perform them, and help students to apply these in practice. The course, the first of a two-course sequence, develops skills in becoming critical evaluators and consumers of evidence and research reported in scientific literature.

II. Course Purpose:

The main purposes of the course are to help students to (1) “understand the processes for translating research findings into effective practice,” (2) “use practice experience and theory to inform scientific inquiry and research,” and (3) “use and translate research evidence to inform and improve practice, policy, and service delivery.” (EPAS, 2015, pp. 8-9).

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- **Competency 4:** Engage In Practice-informed Research and Research-informed Practice

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

IV. Course Objectives:

At the conclusion of this course the student will be able to:

1. Discover, compare, apply and evaluate conceptual perspectives, models, and research methods through an ADEI lens that inform and guide the development of an advanced research proposal. (Competency 9)
2. Evaluate research studies relevant to your concentration and apply findings to inform your practice. (Competency 4)
3. Demonstrate appreciation for the implications of diversity, equity, and inclusion. Where appropriate, human aging, in the development of your advanced research project. (Competency 2)
4. Propose a practice-related research project based upon application of critical thinking skills, current knowledge, scientific methods, and ethical principles. (Competency 1 & 4)

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

Rubin, A., & Babbie, E. (2017). *Research methods for social work* (9th ed.). CA: Thomson Brooks/Cole.

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. MD: Author.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

Online Textbooks (free access from GFU library):

Browning, B. A. (2022). *Grant writing for dummies*, John Wiley & Sons, Inc.

Parija, S. C. & Kate, V. (2023). *Grant writing for medical and healthcare professionals*. Springer.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to

personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. *Student attendance and participation is factored into the final grade.*

Class Attendance and Participation are assessed as follows:

- A** - Contributes relevant material regularly, listens intently to others and encourages others to participate. Demonstrates excellent preparation and understanding of material.
- B** – All of the above most of the time or with good preparation and understanding.
- C** – Contributes less relevant or tangential material. Demonstrates interest and some understanding of material. Not actively listening or engaged relevantly.
- D** – Reading/preparation not apparent.
- F** – Comments/attitude detracts from discussion and participation by others.

Attendance is being on time and present; **participation** is being prepared with the reading assignment, for discussion and exercises. A student is expected to attend all classes. It is the student’s responsibility to obtain handouts, assignments, information and notes when class is missed regardless of the type of absence.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. Students are expected to abide by the *NASW Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

Electronic Devices

Please turn off and put away all electronic devices when class starts. If a cell phone is needed due to an emergency, notify the instructor before class and the phone should be switched to a ring mode that will not disturb the class. For more details, please go to the syllabus appendix provided in the class.

Recording or photography of any kind is prohibited without prior permission of the instructor.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. x style includes: 1” for all margins; 12 point Times New Roman font; double-spacing, a title page, abstract, and reference page.

Late Work Policy

Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for several assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Assignments:

1. Professional Behavior (70 points).

Students will come to class in a timely manner and be prepared for active engagement in the course. (Competencies 1, 2). Please see Attendance and Professional Behavior Policies and Rubrics in Canvas.

Social work is an interactive and interpersonal profession. Therefore, for online virtual courses, participation is measured by the quality of consistent engagement throughout online course activities. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, activities and your ability to share how your personal learning experience is evolving are vital to the learning process. You should strive to demonstrate the following in class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
2. Reading carefully and thinking critically.
3. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
4. Being prepared to give and accept feedback.
5. Being prepared to work with your colleagues.

"Active" class participation includes those student behaviors that build upon those passive forms of class participation described above. Among others, these active behaviors can include:

- Providing evidence of having read the textbooks and viewed the videos (e.g., introducing them into the discussion).
- Asking questions about the contents of the textbooks, videos, or worksheets;
- Endeavoring to clarify what was not clear or understood about the textbooks, videos, or worksheets;
- Offering practical applications (examples) of ideas being discussed;
- Offering practical applications (examples) of theories studied; and,
- Raising challenges to theories, ideas, and concepts.

Using the idea of "active" class participation as the standard of assessment, the professor will assign a grade to each student.

“Professional behavior” is worth 70 points of the final course grade. This assignment is a demonstration of your competency related to Course Objectives #1.

2. The Role of Epistemic Beliefs in Social Work Practice (150 points).

Epistemic beliefs refer to a person’s beliefs about the nature of human knowledge. In the middle of a pandemic, knowledge is in short supply. We have much to learn about how to help the people in a situation like this. There is considerable disagreement on the best policies to pursue, whether about health care, economics, or supply distribution. Although scientists are working hard and in concert to address these questions, final answers appear to be some ways away.

Epistemology is concerned with the justification of knowledge claims. We tend to think of ourselves as clear thinkers and see those who disagree with us as misguided. We imagine that the impressions we have about the world come to us unsullied and unfiltered. We think we have the capacity to see things just as they really are, and that it is others who have confused perceptions. Are we sure?

A student will delve into the concept of epistemic beliefs – the beliefs and assumptions we hold about knowledge and the process of knowing. You will explore how these beliefs impact your approach to social work practice, your evaluation of information, and your engagement with diverse perspectives. This assignment aims to encourage self-reflection, critical analysis, and the integration of epistemic beliefs into your understanding of effective social work practice.

- a. **Introduction:** What’s your topic? Why should anyone (other than you) care about your topic? Why is epistemology important? Introduce the concept of epistemic beliefs in the context of social work practice. State your purpose for exploring this topic and how it relates to ethical and effective social work engagement.
- b. **Understanding Epistemic Beliefs:** Define and explain the concept of epistemic beliefs in the context of social work. Discuss how epistemic beliefs influence the ways social workers approach their work and interact with clients, colleagues, and information.
- c. **Integration and Application:** Describe a recent social work experience or case study you've encountered. Explain how your personal epistemic beliefs influenced your understanding of the situation, your approach to interventions, and your engagement with clients.
- d. **Critical Analysis:** Analyze the strengths and challenges of your own epistemic beliefs in the context of social work practice. Consider how different epistemic beliefs might lead to varied approaches in handling ethical dilemmas, cultural considerations, and interdisciplinary collaboration.
- e. **Self-Reflection:** Reflect on how your epistemic beliefs have evolved through your social work education and practice experiences. Discuss how being mindful of your epistemic beliefs can enhance your cultural competence, open-mindedness, and empathetic engagement with clients.
- f. **Conclusion:** Summarize the key insights you've gained from exploring epistemic beliefs in the context of social work practice. Conclude with a reflection on the ongoing relevance of understanding epistemic beliefs as a social worker committed to lifelong learning and ethical practice.

Assessment Criteria - Your assignment will be assessed based on the following criteria: Clear understanding of epistemic beliefs and their relevance to social work practice. Effective application of personal experiences and epistemic beliefs to social work scenarios. Thoughtful analysis of how epistemic beliefs impact ethical decision-making and client-centered practice. Insightful self-reflection and integration of cultural sensitivity.

This assignment fosters an understanding of how epistemic beliefs shape social work practice and encourages critical thinking for ethical and culturally competent engagement. The Final paper should be 5-7 pages, Times New Romans at 12, double spaced, 1-inch margins, and typewritten and must follow APA format guidelines (Use professional paper template). Here's the example - <https://apastyle.apa.org/style-grammar-guidelines/paper-format/professional-annotated.pdf> This assignment is a demonstration of your competency related to Course Objective #4.

3. EBP Presentation/Paper (300 points)

Students will be asked to write a grant proposal for a real-life social work issue with a specific client in mind. This paper is designed to help you practice a part of the evidence-based practice (EBP) process in developing grant proposal. Your proposal should tell the story of what you want to do and why, who will benefit, how you plan to get the work done, and how you think it will make a difference, all based on EBP!

The Final paper should be 10-15 pages (not including the cover page, resumes, references, and appendix), Times New Romans at 12, double spaced, 1-inch margins, and typewritten and must follow APA format guidelines (Use professional paper template). Here's the example - <https://apastyle.apa.org/style-grammar-guidelines/paper-format/professional-annotated.pdf> Submissions that exceed the page limit will be penalized (20 points reduction) without an exception. The project will be evaluated for quality as though it were an application for funding. Please fully participate and give detailed and helpful feedback to your peer using track changes in Word or google doc if you work as a group. Detailed, thoughtful comments and suggestions from you are extremely important.

The paper must be written in an academic tone in accordance with APA guidelines. For the whole paper, you will need at least 15 articles. Additional guidelines are posted to Canvas and will be discussed in class. The guideline is adopted from Templeton and The Commonwealth Fund. This assignment is a demonstration of your competency related to Course Objective # 1, # 2, #4, & #9.

1. Cover page

Project title, name of project directors(s), grantee organization, and date submitted.

2. Executive summary (less than one page).

The Executive Summary is a brief statement written for educated non-specialists setting out such information as (a) the aim of the project, (b) the core question(s) to be addressed, (c) why the project is important or needed, (d) the hypotheses to be tested (if any), (e) project activities that will provide answers to the core question(s), (f) target audiences, (g) outputs to be produced by the project, and (h) anticipated impact.

3. Background

The background section is your opportunity to provide the rationale for your proposal. Using EBP principles, describe the nature of the problem that needs to be addressed, referencing any relevant information that supports your argument. Think of the background as your pitch to the Fund — the problem to be solved, the gap in the field, and how new information is needed to help fill that gap.

4. The Project Description

The Project Description is perhaps one of the most important parts of your proposal. It should provide a specific, concrete, concise, and detailed plan of all the activities that comprise your project. Please define and explain technical terms when they first occur, especially terms that have a specific meaning within the proposal.

5. Dissemination Plan

Dissemination is the targeted distribution of information and intervention materials to a specific public health or clinical practice audience. The intent is to spread knowledge and the associated evidence-based interventions.

- a. Products
- b. Outreach

6. Timeline.

- a. The anticipated dates for major products should be included in this work schedule.

7. Expected Outcomes

8. Evaluation

A grant evaluation plan is a step-by-step plan that demonstrates how you will evaluate the success of your project.

- a. Outputs
- b. Outcomes

9. Project Management

- a. Describe key project team members, providing their titles, qualifications, and roles on the proposed project.

10. Grantee Organization

- a. Include information on mission, size, years in existence, assets, board of directors, major sources of support, and unique qualifications for carrying out the project.

11. Budget and Budget Justification.

- a. All applicants must submit a line-item budget that shows total project costs. The Fund's Budget Guidelines and Indirect Policy provide specific requirements. The Commonwealth Fund has a budget template. If you choose to use a different template, please ensure it includes committed or anticipated cofunding and/or in-kind support. Also submit a narrative budget justification explaining each line item.

12. Resumes

Semester Long Consulting/Tutoring:

To make this course as true to life as possible, I have designed it to include a consulting time, complete with peers and me. You will work bi-weekly, in small groups in class, to specify the problem you are trying to resolve, identify a research design that will provide further information about this problem using the methods we discuss in class, and make recommendations on the basis of your research.

While you will work in teams to collectively formulate a series of research questions and select an appropriate design to address your research question(s), each student will share an individual report to showcase his/her understanding of the research process. You will complete the report in stages, with a final report due at the end of the semester.

I will devote class time to the consulting process. This means there will be built-in time to meet in your teams to plan and manage your projects. Each group will also be able to consult with me each week to ask questions or get feedback on the teams' approach. You will be assessed by your team members on your group contributions. Each group member will submit a peer evaluation form for each other group member on the quality of his/her overall contribution to the team on each assignment (Part 1 -4).

I plan to work individually with teams to help each group assess what the best approach might be as soon as possible and map out a plan for working through the course materials to best fit the needs of that group. Please know that I'm here to help. I will help you in any way that I can. Also, I will be available for weekly consulting sections that you can receive additional help for course contents. Please sign up for tutorial sessions via online sign-up link on Canvas.

4. Research Comprehension Assessment: (180 points)

- a. Article review presentation (50 points)
- b. Assessments (50 points)
Students will demonstrate mastery and competence of material by completing online quizzes.
- c. Final assessment (80 points)
Students will demonstrate mastery and competence of material by completing exams. This assignment is worth 80 points of the final course grade.

This assignment is a demonstration of your competency related to Course Objective # 1, # 2, # 4, & # 9. ALL assignment is due before the class starts.

Grading scale

A	= 94-100%	B	= 83-86%	C	= 73-76%	D	= 63-66%
A-	= 90-93%	B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
B+	= 87-89%	C+	= 77-79%	D+	= 67-69%	F	< 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the *NASW Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception."

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student's own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person's work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university's administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University's Academic Honesty Policy

X. Tentative Course Outline

Meeting Dates	Topic	Assignments
<p>Week 1 8/30 (W) 8/31 (Th)</p>	<p>Introduction to course Course Review Introduction to research The Diagnostic and “Statistical” Manual of Mental Disorders (DSM–5) Ways of knowing Utility of scientific inquiry in social work practice settings EBP & Grant Writing</p>	<p>Assignments: 1. Reading Assignments: a) Chapter 1 – Why study research?</p>
<p>Week 2 9/6 (W) 9/7 (Th)</p>	<p>Evidence-based practice EBP process - A framework for accessing and critiquing research evidence to assist in making informed practice decisions Systematic Review & EBP Introduction to grant writing Why do I need a grant? Funding sources and types of grants Glossary of Terms</p>	<p>Assignments: 1. Reading Assignments: a) Chapter 2 - EBP b) Schimel, J. (2011)- Writing in science c) Johnson, B. R., Li, S. D., Larson, D. B., & McCullough, M. (2005). A systematic review of the religiosity and delinquency literature: a research note. <i>Journal of Contemporary Criminal Justice</i>, 16(1), 32-52. 2. Student Agreement Due 3. Article Review Presentation</p>
<p>Week 3 9/13 (W) 9/14 (Th)</p>	<p>Evidence-based practice (cont.) Problem formulation How to develop a clear and researchable/fundable question Fundamentals of grant writing Request for Applications (RFAs) Research priorities of funding agencies Brain storming – Grant question</p>	<p>Assignments: 1. Reading Assignments: a) Chap 7 - Problem Formulation b) The Importance of Philosophical Hermeneutics -https://static1.squarespace.com/static/5bb6618eb2cf79226e6c9408/t/5bb69671f9619a6e5c0212a2/1538692721767/The_Importance_of_Philosophical_Hermeneu.pdf c) Browning (2022) – Researching grant-funding opportunities. 2. Article Review Presentation</p>

<p>Week 4 9/20 (W) 9/21 (Th)</p>	<p>Generating “fundable” grant ideas Developing a Statement of Need Importance of problem (WHY) Fact and value in EBP</p>	<p>Assignments: 1. Reading Assignments: a) O’Neal-McElrath & Mim (2013) - Writing a compelling problem statement. b) Reeves, J. (2016). Values and science: an argument for why they cannot be separated. <i>Theology and Science</i>, 14(2), 147-159. 2. <u>Assessment 1</u> 3. <u>Article Review Presentation</u></p>
<p>Week 5 9/27 (W) 9/28 (Th)</p>	<p>Components of a grant Getting to Know Funding Agencies Descriptive data analysis Science and evidence in EBP</p>	<p>Assignments: 1. Reading Assignments: a) Chapter 21 - Descriptive Data Analysis b) Parija, S. C. & Kate, V. (2023)- Funders’ Perspective. c) Thyer, B., & Pignotti, M. (2016). The problem of pseudoscience in social work continuing education. <i>Journal of Social Work Education</i>, 52(2), 136-146. 2. <u>Article Review Presentation</u> 3. <u>Grant proposal idea presentation (Informal 3 minutes presentation)</u></p>
<p>Week 6 10/4 (W) 10/5 (Th)</p>	<p>Components of a grant (cont.) Developing Goals & Program Objectives Developing a Program Description</p>	<p>Assignments: 1. Reading Assignments a) O’Neal-McElrath & Mim (2013) – Defining clear goals and objectives 3. <u>Assessment 2</u></p>
<p>Week 7 10/11 (W) 10/12 (Th)</p>	<p>Components of a grant (cont.) Developing the steps to a program’s implementation Explaining the justification for a program’s approach</p>	<p>Assignments: 1. Reading Assignments: a) Bowen, C., Swim, J., & Jacobs, R. (2000). Evaluating gender biases on actual job performance of real people: A meta-analysis. <i>Journal of Applied Social Psychology</i>, 30(10), 2194-2215 b) Proctor, E., Powell, B. J., Baumann, A. A., Hamilton, A. M., & Santens, R. L. (2012). Writing implementation research grant proposals: Ten key ingredients. <i>Implementation Science</i>, 7(1), 96–108. 2. <u>Epistemic paper/presentation due</u></p>

<p>Week 8 10/18 (W) 10/19 (Th)</p>	<p>Program evaluation Politics!! Preparing the Evaluation Component Types of program evaluations Need assessments Components of a grant (cont.) Evaluating a program's results Designing an evaluation plan Articulating how a program will continue past the grant funding period</p>	<p>Assignments: 1. Reading Assignments: a) Chapter 14 - Program evaluation b) Block, A., Aizenman, L., Saad, A., Harrison, S., Sloan, A., Vecchio, S., & Wilson, V. (2018). Peer support groups: evaluating a culturally grounded, strengths-based approach for work with refugees. <i>Advances in Social Work, 18</i>(3), 930-948. <u>2. Article review presentation</u></p>
<p>Week 9 10/25 (W) 10/26 (Th)</p>	<p>Components of a grant (cont.) Program evaluation (cont.) Logic model Practical guidelines for conducting and using evaluation</p>	<p>Assignments: 1. Reading Assignments: a) Chapter 22 - Inferential Data Analysis b) Elgin, C. (1996). The relativity of fact and the objectivity of value. <i>Harvard Review of Philosophy, 4</i>, 4-15. <u>2. Article review presentation</u></p>
<p>Week 10 11/1 (W) 11/2 (Th)</p>	<p>Qualitative Research Preparing for the field The various roles of the observer Components of a grant (cont.) Developing an Impact statement Developing Results</p>	<p>Assignments: 1. Reading Assignments: a) Chapter 19 – Qualitative research b) Zimmermann, J. (2015) - What is hermeneutics? c) O'Neal-McElrath, T. & Carlson, M. (2013)- Developing Sustainability Strategies <u>2. Article review presentation</u></p>
<p>Week 11 11/8 (W) 11/9 (Th)</p>	<p>Qualitative data analysis Linking theory and analysis Qualitative data processing Case studies Coding Grant proposal meetings</p>	<p>Assignments: 1. Reading Assignments: a) Chapter 20 - Qualitative Data Analysis b) Glass, L. (2012). Help seeking: Perceived risks for African American women. <i>Affilia, 27</i>(1) 95-106. <u>2. Article review presentation</u></p>
<p>Week 12 11/15 (W) 11/16 (Th)</p>	<p>Components of a grant (cont.) Preparing supplemental documents Budget & Budget narrative Managing Communications with Funders Reviewing and submitting your proposal</p>	<p>Assignments: 1. Reading Assignments: a) Parija, S. C. & Kate, V. (2023)- Budgeting the Project: Detailing the Required Funding and Expenditure <u>2. Final PPT Presentation Due</u></p>

<p>Week 13 11/22 (W)</p>	<p>Budget & Budget narrative (cont.)</p>	<p>Assignments: 1. Reading Assignments: a) O'Neal-McElrath, T. & Carlson, M. (2013)- Developing the Program Budget 2. <u>Final PPT Presentation Due</u></p>
<p>Week 14 11/29 (W) 11/30 (Th)</p>	<p>E-grant How proposals are scored Analysis of your proposal reviews Executive summary/ Abstract</p>	<p>Assignments: 1. Reading Assignments: a) Browning (2022) –Ten E-grant tips 2. <u>Article review presentation</u> 3. <u>Final PPT Presentation Due (cont.)</u></p>
<p>Week 15 12/6 (W) 12/7 (Th)</p>	<p>Grant stewardship Grant proposal wrap up Social work research and social justice Participatory action research</p>	<p>Assignments: 1. Reading assignment a) Christ, T. W. (2018). Mixed methods action research in special education: An overview of a grant-funded model demonstration project. <i>Research in the Schools</i>, 25(2), 77-88. b) (optional) Johnston-Goodstar, K. (2013). Indigenous youth participatory action research: Re-visioning social justice for social work with indigenous youths. <i>Social Work</i>, 58(4), 314-320. 2. <u>Final PPT Presentation Due (cont.)</u> 3. <u>Final Paper submission (for Everyone) Due</u></p>
<p>Week 16 12/13 (W) 12/14 (Th)</p>	<p>Finals Week</p>	<p>Assignments: 1. <u>Final Assessment</u></p>

VII. Bibliography

- Block, A., Aizenman, L., Saad, A., Harrison, S., Sloan, A., Vecchio, S., & Wilson, V. (2018). Peer support groups: Evaluating a culturally grounded, strengths-based approach for work with refugees. *Advances in Social Work*, 18(3), 930-948.
- Bowen, C., Swim, J., & Jacobs, R. (2000). Evaluating gender biases on actual job performance of real people: A meta-analysis. *Journal of Applied Social Psychology*, 30(10), 2194-2215.
- Browning, B. A. (2022). *Grant writing for dummies*, John Wiley & Sons, Inc.
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- Johnston-Goodstar, K. (2013). Indigenous youth participatory action research: Re-visioning social justice for social work with indigenous youths. *Social Work, 58*(4), 314-320.
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- Morris, M., & Lynette, R. J. (2000). You got a problem with that? Exploring evaluators' disagreements about ethics. *Evaluation Review, 24*, 384-406.
- O'Neal-McElrath, T., & Mim, C. (2013). *Winning grants step by step: The complete workbook for planning, developing and writing successful proposals*. John Wiley & Sons.
- Plotnick, R. D., & Deppman, L. (1999). Using benefit-cost analysis to assess child abuse prevention and intervention programs. *Child Welfare, 78*, 381-407.
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- Proctor, E. K., Powell, B. J., Baumann, A. A., Hamilton, A. M., & Santens, R. L. (2012). Writing implementation research grant proposals: Ten key ingredients. *Implementation Science, 7*(1), 96-108.
- Parija, S. C. & Kate, V. (2023). *Grant writing for medical and healthcare professionals*. Springer.
- Randolph, K. A., & Ackerman, G. (2005). Using a needs assessment to develop plans for macro-level parent involvement in schools. *School Social Work Journal, 30*(1), 25-39.
- Rettig, M. A., & McCarthy-Rettig, K. (2006). A survey of the health, sleep, and development of children adopted from China. *Health & Social Work, 31*, 201-207.
- Reeves, J. (2016). Values and science: an argument for why they cannot be separated. *Theology and Science, 14*(2), 147-159.
- Segal, D. L. (2005). Relationships of assertiveness, depression, and social support among nursing home residents. *Behavior Modification, 29*, 689-695.
- Schimel, J. (2011). *Writing science: How to write papers that get cited and proposals that get funded*. Oxford University Press.
- Sullivan, W. P., & Floyd, D. F. (2013). Spirit lifting: Hope and recovery in case management practice. *Families in Society, 94*(1), 38-44.
- Zimmermann, J. (2015). *Hermeneutics : A very short introduction*. Oxford University Press.

* APA Abb. – Didn't include URL (You can find required readings on Canvas).

The **Academic Resource Center (ARC)** on the Newberg campus provides all students with free writing consultation, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC, located in the Murdock Learning Resources Center (library), is open from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. To schedule an appointment, go to the online schedule at arcschedule.georgefox.edu, call 503-554-2327, email the _arc@georgefox.edu, or stop by the ARC. Visit arc.georgefox.edu for information about ARC Consultants' areas of study, instructions for scheduling an appointment, learning tips, and a list of other tutoring options on campus.

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu).

XIII. College of Social Work Mission:

The mission of the George Fox University School of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer

The professor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX
UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 648

Applied Social Work Research: Evaluation of Practice

Spring 2024

Section A: Wednesday 9:30-11:30 am (PDS 290)

Section B: Thursday 1-3 pm (PDS 235)

Name: Jeongah Kim, Ph. D.
Office: Portland Center, # 173
Office Hours: Mon (11-1); Tues (12-1); Weds
(11:30-1:30); Thurs (12-1) & Other hours by
appointment

Associate Professor of Social Work
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I. Catalog Description:

The course introduces students to the practitioner-researcher role. Professionals need to have an understanding of the basic experimental designs available for addressing practice questions about human behavior in social work settings. This course prepares students to conduct practice evaluation in micro, mezzo, and macro settings. The content of the course focuses on formulations, applications, and interpretations of single-case design research and program evaluation. The course, the second of a two-course sequence, develops skills in becoming effective producers of basic social work research. Prerequisite: SWKG 647

II. Course Purpose:

The main purposes of the course are to help students to (1) uphold ethical principles to the evaluation of social work practice, (2) evaluate social work interventions with a focus on promoting social justice, (3) use practice knowledge to inform scientific inquiry and research, and (4) apply evidence-based approaches to social work practice.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- **Competency 4:** Engage In Practice-informed Research and Research-informed Practice
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

IV. Course Objectives:

At the conclusion of this course the student will be able to:

1. Use research evidence to inform practice (Competency 4)
2. Demonstrate skills in applying appropriate quantitative and/or qualitative research designs, methodology, data analysis, and knowledge dissemination for your field of advanced generalist social work practice (Competency 4)
3. Demonstrate practice within the values and ethics of the profession, making ethical decisions concerning conducting, critically evaluating, and disseminating research findings in your field of practice. (Competency 1)
4. Use technical skill and professional competence in producing effective oral and written communication of evaluation findings and implications to client populations, peers, instructors, colleagues, and/or other interested persons. (Competency 9)
5. Illustrate knowledge and skills to conduct research designed to advance social, racial, economic, and environmental justice in your field of practice. (Competency 2)

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

Rubin, A., & Babbie, E. (2014). *Research methods for social work* (9th ed.). Belmont, CA: Thomson Brooks/Cole.

National Association of Social Workers. (1999). *Code of ethics of the National Association of Social Workers*. Silver Spring, M.D.: Author.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

Other Required or Supplemental Reading:

Students should obtain campus Internet access for selected student assignments and research in social work. You will be required to access "Cnavas" for many of your assignments. Other readings may be assigned during the semester as they become available.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. *Student attendance and participation is factored into the final grade.*

Class Attendance and Participation are assessed as follows:

- A** - Contributes relevant material regularly, listens intently to others and encourages others to participate. Demonstrates excellent preparation and understanding of material.
- B** – All of the above most of the time or with good preparation and understanding.
- C** – Contributes less relevant or tangential material. Demonstrates interest and some understanding of material. Not actively listening or engaged relevantly.
- D** – Reading/preparation not apparent.
- F** – Comments/attitude detracts from discussion and participation by others.

Attendance is being on time and present; **participation** is being prepared with the reading assignment, for discussion and exercises. A student is expected to attend all classes. It is the student's responsibility to obtain handouts, assignments, information and notes when class is missed regardless of the type of absence.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. Students are expected to abide by the NASW *Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

Electronic Devices

Please turn off and put away all electronic devices when class starts. If a cell phone is needed due to an emergency, notify the instructor before class and the phone should be switched to a ring mode that will not disturb the class. For more details, please go to the syllabus appendix provided in the class.

Recording or photography of any kind is prohibited without prior permission of the instructor.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. General APA style includes: 8 ½" x 11" white paper

1" margins; 12-point font; black; Double spaced; Number all pages and include short title in header; Indent each paragraph; 1 space after a period. For more information about APA, refer to APA manual and George Fox University writing resources <https://www.georgefox.edu/offices/arc/writing-resources.html>.

Late Work Policy

Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Turnitin-Canvas

This course will be utilizing Turnitin-Canvas for all assignments. One purpose is to detect plagiarism. This procedure will allow students to receive a report from Turnitin and to self-assess if changes need to be made.

Assignments:

1. Professional Behavior (including attendance, participation, and professionalism, 70 points)

Students will come to class in a timely manner and be prepared for active engagement in the course. (Competencies 1, 2). Please see Attendance and Professional Behavior Policies and Rubrics in Canvas.

Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, activities and your ability to share how your personal learning experience is evolving are vital to the learning process. You should strive to demonstrate the following in class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
2. Reading carefully and thinking critically.
3. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
4. Being prepared to give and accept feedback.
5. Being prepared to work with your colleagues.

"Active" class participation includes those student behaviors that build upon those passive forms of class participation described above. Among others, these active behaviors can include: (1) Providing evidence of having read the textbooks and viewed the videos (e.g., introducing them into the discussion); (2) Asking questions about the contents of the textbooks, videos, or worksheets; (3) Endeavoring to clarify what was not clear or understood about the textbooks, videos, or worksheets; (4) Offering practical applications (examples) of ideas being discussed; (5) Offering practical applications (examples) of theories studied; and, (6) Raising challenges to theories, ideas, and concepts.

We will have several in-class activities. Students should be prepared to submit response to the assigned readings or discussion questions in the class. For example, students will be asked to write "Muse in the kitchen reflection" in the class. Students will be asked to write (1) how the author developed a research question; (2) the ways in which the Frailberg's practice experience informed the scientific inquiry; (3)

how the research evidence gathered by the author was used to inform practice (500 words). This is worth 10 points. You will be given 20 minutes to write. If you want, you can write a draft at home and finish it up in the classroom.

Another example is “formulate questions” group activities. This is worth 5 points. Each group will be asked to submit tentative answers to the following after in-class discussion: (1) provide a description of a specific client(s) that you want to help using your research, (2) select a behavior to change (dependent variable), (3) provide a brief justification for your assessment utilizing the criteria of the DSM-5, and (4) come up with a researchable question(s). Using the idea of "active" class participation as the standard of assessment, the professor will assign a grade to each student.

“Professional behavior” is worth 70 points of the final course grade. This assignment is a demonstration of your competency related to Course Objectives #1.

2. Bridging science and religion in social work (150 points)

In the realm of social work, the intersection of scientific and religious perspectives becomes particularly significant. Scientific knowledge assumes the existence of the physical world, providing a basis for understanding natural and social phenomena. Conversely, religious knowledge assumes the existence of something beyond the physical realm, offering answers to profound questions about the meaning and purpose of human life. It is noteworthy that some individuals within both scientific and religious communities may hold beliefs challenging the very nature of the physical world.

In social work practice, acknowledging the diversity of beliefs becomes crucial. The purpose of scientific inquiry in this context is not only to understand the physical world but also to contribute to social knowledge. This knowledge encompasses a generalized body of laws and theories aimed at explaining social phenomena, aligning with the goals of social work to comprehend and address complex issues within human societies.

Religious knowledge systems, on the other hand, contribute unique perspectives to social work by addressing fundamental questions related to human existence. This diversity in beliefs, encapsulated in various religious knowledge systems, enriches the understanding of human life within the social work framework. It is in this intricate interplay of scientific and religious perspectives that social work practitioners must operate. Whether addressing natural or social phenomena, the synthesis of knowledge from both realms is imperative for holistic and culturally competent practice.

The dynamic relationship between science and religion can be navigated through four models: Conflict, Independence, Dialogue, and Integration (Barbour, 2000).

- **Conflict model:** Assumes religion and science ask the same questions and must necessarily disagree. Proponents are often at the extremes of the discussion. For example, scientific materialists, who reject religion as nonsense, who assume that scientific method is the only reliable guide to knowledge and that matter is the fundamental reality in the universe.
- **Independence model:** Assumes religion and science ask essentially different questions and therefore cannot disagree. Proponents assert that religion and science use different languages. The language of science is a language of *observation* open to empirical testing. The language of religion is a language of *norms* not open to empirical testing. In other words, science tells us what "is," and religion (and ethics) tells us what "ought" to be.
- **Dialogue model:** Assumes that religion and science ask similar questions and can generally talk to each other. Proponents tease out broad points of contact between religion and science (e.g.,

methodological parallels), focusing on the general characteristics of both, rather than the relationship of specific religions to specific sciences.

- **Integration model:** Assumes that religion and science ask the same questions and can agree. Proponents attempt to go beyond the generalities of dialogue and seek tight integration between specific theories of religion and science. An example would be Christian "natural theology," which carefully examines the natural world (and science) and claims to find evidence there for the existence of a transcendent order generally, and Christian truth specifically.

The purpose of this paper is for you to reflect on the role of science and religion in social work practice. Please address the following questions. When you answer the following questions, please make specific reference to readings to support, clarify, and contextualize your ideas. It is important that students have not only read and understood the assigned reading and current literature on the topic, but also thought about them in relation to their own experiences and learning.

- 1) What is science? What is religion? (brief definition of science and religion)
- 2) How do we know things in science? How do we know things in religion? (A brief description of ways of knowing in science and religion)
- 3) How should we evaluate claims made by religion and science?
- 4) How **do** science and religion relate to each other in social work? (You may choose from four ways of relating science and religion if applicable)
- 5) How **should** science and religion relate to each other in social work? (You may choose from four ways of relating science and religion if applicable)
- 6) How can we bridge the gap between science (scientific knowledge) and religion (religious knowledge) in social work practice? Please provide 3-4 strategies with specific examples.

The conclusion is an admonition to consider that issues of science and religion are almost always complex, and that the answers they entail are also complex. Only when we consider as many claims as possible and our own thinking about those claims can we grow in both faith and knowledge. Some questions (to be considered) are listed here. You may think of others.

- 1) Should science (scientific knowledge) be the last word? Can science determine value? Fact-value dichotomy is possible in social work? Fact-value dichotomy is desirable in social work?
- 2) What should be the relationship between science (scientific knowledge) and religion (religious knowledge)?
- 3) What are major barriers in terms of integrating science and religion into practice?
- 4) How can science and religion be best integrated into social work practice?

Potential outline structure

- 1) Introduction
 - a) Statement of the paper's purpose
 - b) Brief definitions of science and religion based on relevant readings
 - c) Brief overview of the relationship between science and religion
- 2) Understanding knowledge foundations
 - a) Overview of religious knowledge assumptions and scientific knowledge assumptions
 - b) Reflection on the impact of these assumptions on what we can know about the "real" world
- 3) Evaluating Claims in Religion and Science
 - a) Strategies/criteria for evaluating claims in both science and religion
- 4) Models of relating science and religion
 - a) Conflict Model - Description of assumptions and extreme perspectives (Example: Scientific materialists' rejection of religion)
 - b) Independence Model - Explanation of differing questions and languages (Example: The role of empirical testing in science versus norms in religion)

- c) Dialogue Model - Exploration of similarities in questions and communication (Example: Methodological parallels between religion and science)
 - d) Integration Model - Discussion of shared questions and potential agreements (Example: Christian "natural theology" and the integration of religious and scientific theories)
- 5) Reflecting on the Role of Science and Religion in Social Work Practice
- a) The best Model(s) of Relating Science and Religion in Social Work (Exploration of how social work can/should align with one or more models)
 - b) Barriers to Integration in Practice - Identification of major challenges in integrating science and religion into social work
 - c) Fact-value dichotomy is possible in social work? Fact-value dichotomy is desirable in social work?
 - d) Strategies for Bridging the Gap - Presentation of 3-4 strategies with specific examples for integrating science and religion in social work practice
- 6) Conclusion
- a) Should science be the last word? (Include exploration of the limitations and possibilities of scientific knowledge)
 - b) Relationship Between Science and Religion (Discussion on the desired relationship between the two)
 - c) Best Practices for Integration - Recommendations for effectively integrating science and religion in social work practice

The paper should be 7-8 pages (not including the title page, abstract, references, and appendix), double spaced, 1-inch margins, and typewritten and must follow APA format guidelines. For the whole paper, you will need at least 12 articles. Submissions that exceed the page limit will be penalized (10 points reduction) without an exception. The paper must be written in an academic tone in accordance with APA guidelines. This assignment is a demonstration of your competency related to Course Objectives #3, #4, & #5.

3. Research Comprehension Assessment (50 points).

Students will demonstrate mastery and competence of material by completing "one" online quiz. This assignment is a demonstration of your competency related to Course Objective #1, # 3, & # 4.

4. Single Case Design Research Paper (300 points)

(A) Problem Formulation (60 points).

The purpose of this assignment is to engage the full range of research learning the course covers in order to maximize your learning. Description of the problem must be anchored in professionally relevant literature. The general type of research design (e.g. AB, ABAB etc.) to be employed in studying this problem must also be identified and described. Finally, ethical safeguards for study participants must be developed. Students will prepare a 10 - 15 minute powerpoint presentation and record voice-over within the presentation.

Part 1: Initial summary of research interest readings presentation (30 points)

The purpose of the assignment is for students to access empirical literature to inform their knowledge of the topic they have chosen. Students will be expected to appraise the relevance of the information on the literature and select minimum 4-6 empirical articles to summarize. The role of the literature review will be emphasized as an important aspect of the scientific approach to knowledge building. Also, students are expected to identify the intervention(s), reflect on their relevance to the topic or the context of the topic.

- State your research question based on your exploration of the literature. (You may have refined this from the last assignment).
- State the need for the proposed study. Please use empirical data to demonstrate the need. For example, state how the literature you use supports the research question being explored.
- Briefly summarize the relevant the literature you have read thus far(s)
 - Identify the key concepts and interventions that you have found in the articles/readings.
 - Describe the intervention/treatment you plan to use to change the behavior you have elected for your project.
 - What makes you think this particular intervention will work with the person who will be the subject in your study?
- Identify areas in which ageism, heterosexism, racism, sexism, and/or other forms of oppression may be evident in the literature. Comment on the biases and assumptions that are evident in the literature.
- Summarize key empirical results. Briefly evaluate research studies you select. Do you agree with the interpretation of the results? Indicate the questions that arise for you as you review the literature.

Part 2: Research Design presentation (30 points)

The purpose of this assignment is to integrate knowledge of qualitative and/or quantitative methodologies as students identify an appropriate methodology and design for their topics. State the research question that you have developed based on the literature.

- Case vignette (Including DSM diagnosis and its justifications)
- State the research question that you have developed based on the literature.
- Which of the *single subject research designs* do you plan to use for your project (e.g. AB, ABAB, BAB)? Are there any ethical issues associated with your intervention? If so, how do you plan to address them?
- Why do you think the design you selected is the best one for your particular research project?
- State how your analysis of the literature has influenced your decisions about the methodology you will use (What study designs were used, how were the data collected, and how were the data analyzed in the literature that you examined). Discuss the strengths and limitations of prior studies.
- How long do you think you will need to take a baseline measurement of the behavior (your dependent variable) to get an accurate picture of its normal pattern?
- Which recording method seems most appropriate for measuring your behavior, given your behavioral definition? Why do you think so?
- Provide a clear, concise description of the steps you need to take to implement your project from start to finish

Semester Long Consulting/Tutoring:

To make this course as true to life as possible, I have designed it to include a consulting time, complete with peers and me. You will work bi-weekly, in small groups in class, to specify the problem you are trying to resolve, identify a research design that will provide further information about this problem using the methods we discuss in class, and make recommendations on the basis of your research.

While you will work in teams to collectively formulate a series of research questions and select an appropriate design to address your research question(s), each student will share an individual report to showcase his/her understanding of the research process. You will complete the report in stages, with a final report due at the end of the semester.

I will devote class time to the consulting process. This means there will be built-in time to meet in your teams to plan and manage your projects. Each group will also be able to consult with me each week to ask questions or get feedback on the teams' approach. You will be assessed by your team members on your group contributions. Each group member will submit a peer evaluation form for each other group member on the quality of his/her overall contribution to the team on each assignment (Part 1 -4).

I plan to work individually with teams to help each group assess what the best approach might be as soon as possible and map out a plan for working through the course materials to best fit the needs of that group. Please know that I'm here to help. I will help you in any way that I can. Also, I will be available for weekly consulting sections that you can receive additional help for course contents. Please sign up for tutorial sessions via online sign-up link on Canvas. This assignment is a demonstration of your competency related to Course Objective #1, # 2, # 3, & # 4.

(B) Final Research Paper (240 points)

Students will be asked to implement single case design research for a real-life social work issue with a specific client. The essence of single-case design is using repeated measurements to really understand a client's variability, so that practitioners can use their understanding of that variability to determine what the effects of their treatment are. This assignment is to help you refine your abilities in implementing single subject experimental studies. This assignment integrates the content of the research course. It will be graded on the identification and statement of a researchable question or hypothesis relevant to social work, the appropriate and critical use of prior research in the literature review, methods, and conclusions. The following standards will be used to evaluate your paper. Potential outline structures are provided.

I. Title, Abstract, and Introduction

The title of the paper should clearly summarize the topic of the proposed research. The introduction should clearly state the research topic, case, the research question, and the purpose and the need for the proposed study. Limits to the scope or exploration of the research question should be noted. Reference to practice issues or experience and/or to theoretical or policy questions may be included to underline the importance of the study. This section should summarize the usefulness of the research to social work and the significance of the study for social work. For the purpose of this assignment be sure that this question can be answered with empirical evidence. Define central terms. The introduction should address specific components (e.g. Is the research topic clearly and concisely stated? Is the need for the study clearly stated and connected to the literature?)

Sample Outline

- a. Broad introduction to project topic and method.
- b. Research problem. State research questions (Give sub-questions if you have one). Explain carefully. In one sense, usually the problem is to expand the body of knowledge examined in the literature review. Context. Add further info to clarify the research problem.
- c. Need for the research. Who will benefit? Discuss potential contributions.
- d. Define key terms.

II. Literature Review

The literature review should include a relatively complete but succinct summary of the research literature on the topic. It is understood that this is a beginning literature review and students may not have had a chance to review all the literature that is desired; however it is expected that a minimum of 15 studies (Six of them should be empirical studies) will be used in the development of this section. Conceptual, theoretical and empirical literature is included where relevant. The literature review should address specific components (e.g. Does the literature review tie the research question to previous research? Does the literature review include current literature? Include critique of existing literature? Implications for your project)

Sample Outline

- a. Overview of literature (theoretical and empirical literature) Group articles by ideas. For a given idea, first discuss common strands in the literature, then departures).
- b. An evaluation/ critique of the existing literature (strengths and weaknesses)
- c. Implications for your project

III. Method Section

The major research question and any specific sub-questions or hypotheses should be stated. The formulation should address specific components (e.g. Is the research question clearly linked to the literature review? Are deductions from the conceptual base or theory logical?). The research question must be focused and phrased in such a way as to permit a clear, empirical answer. The research method (e.g. quantitative methods, qualitative methods, mixed methods) and type of research (exploration, description, explanation, or evaluation) should be stated. Both formal and operational definitions of major terms and concepts should also be included in this section or earlier in the paper. Ethical issues, including those raised in the federal guidelines for the protection of human subjects must be addressed. Sources of possible bias should also be identified.

Sample Outline

- a. General description of method and design
- b. Sample
- c. Measurement. Methods used to assess validity and reliability.
- d. Operational definitions
- e. Analysis methods (Visual analysis)

IV. Results/ Discussions

Conduct your research. For example, if you are using the Reversal ABAB Design, you would proceed as follows: After ensuring that you are prepared to begin recording your data and that you have a method planned that will work, begin taking a baseline measure (A phase) and recording your dependent variable measurements. You should continue doing so until the behavior has stabilized (you may see an initial change just because you are measuring the behavior). This usually takes at least 3-7 days. Then begin the treatment phase (B) in which you introduce your independent variable. Continue to measure your dependent variable and record your data for 3-7 days or the length of time you have determined from your baseline phase. Following this phase, go back to the non-treatment mode and withdraw your independent variable, continuing to measure the dependent variable. Finally, in your final phase, re-introduce your independent variable and complete your measurements.

State your findings as well as any limitations of your study. Your results section include graphs (Please have your graphs in appendix) for Single Case Design. Presenting data in this way makes it easier for readers to quickly look at your results. Please make sure to address "what are the study's practical implications? Areas for future research then are proposed. The paper should end with a brief conclusion that provides closure. A strong final sentence should be written.

Sample Outline

- a. Brief overview
- b. Results - Descriptive analysis/ findings
- c. Validity and reliability analysis
- d. Discussion of results
- e. Conclusions (refer to lit review)
- f. Implications (limitations and suggestions for future research)

V. References (APA)

VI. Appendix (Case vignette & Graph)

* Peer paper review: Please fully participate and give detailed and helpful feedback to your peer using track changes in Word or google doc if you work as a group. Detailed, thoughtful comments and suggestions from you are extremely important.

The paper must be well-written, typed (double-spaced), 8-10 pages in length, and include a minimum of 15 relevant references. APA style must be used throughout. A brief power-point presentation on key points of the paper (10 -15 minutes). Please read the syllabus-appendix A for more details on writing expectations. This assignment is a demonstration of your competency related to Course Objective #1, #2, #3, & #4. *A detailed guideline will be provided. Adopted from Arkavia, M., & Lane, T. (1983) &

Drisko, J. (1997) & Revised by Joanne Corbin/ Kurt Kent/ <http://digitalcommons.ric.edu/cgi/viewcontent.cgi?article=1142&context=facultypublications>

5. Final exam: (80 points)

Students will demonstrate mastery and competence of material by completing exams. This assignment is worth 80 points of the final course grade. This assignment is a demonstration of your competency related to Course Objective # 1, # 2, # 3, & # 4.

*** ALL homework is due before the class starts.**

Grading scale

	B+	= 87-89%	C+	= 77-79%	D+	= 67-69%	
A	= 94-97%	B	= 83-86%	C	= 73-76%	D	= 63-66%
A-	= 90-93%	B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
					F	< 60%	

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2017). Likewise, standard 4.04 in the *Code* states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception."

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student's own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks

and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person's work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university's administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University's Academic Honesty Policy

VII. Tentative Course Outline

	TOPIC	ASSIGNMENTS
<p>WEEK 1</p> <p>Section A Jan 10</p> <p>Section B Jan 11</p>	<ul style="list-style-type: none"> • Why study research? • Ways of knowing • Utility of scientific inquiry in social work practice settings • Flaws in unscientific sources • Social work practice knowledge <ul style="list-style-type: none"> ○ The Diagnostic and "Statistical" Manual of Mental Disorders (<i>DSM-5</i>) 	<p>Assignments:</p> <p>1. Reading Assignments:</p> <ul style="list-style-type: none"> a) Syllabus b) Chapter 1 c) Fraiberg, S. (1970). The muse in the kitchen: A case study in clinical research. d) Reeves, J. (2016). Values and science: an argument for why they cannot be separated. <i>Theology and Science</i>, 14(2), 147-159.
<p>WEEK 2</p> <p>Section A Jan 17</p> <p>Section B Jan 18</p>	<ul style="list-style-type: none"> • Purposes of social work research • Factors influencing the research process • Brain storming – Research Question 	<p>Assignments:</p> <ul style="list-style-type: none"> 1. Reading Assignments <ul style="list-style-type: none"> a) Chapter 1/The muse in the kitchen/Values and science (cont.) b) Chapter 3 2. <u>In-Class activity (10 points) - The muse in the kitchen reflection</u> 3. <u>Student Agreement Due</u>

	TOPIC	ASSIGNMENTS
<p>WEEK 3</p> <p>Section A Jan 24</p> <p>Section B Jan 25</p>	<ul style="list-style-type: none"> • Philosophy and theory in social work research • Problem formulation • How to develop a clear and researchable question • Where do research topics come from? 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> a) Chapter 7 b) What is Truth? (Palmer, 1993)
<p>WEEK 4</p> <p>Section A Jan 31</p> <p>Section B&C Feb 1</p>	<ul style="list-style-type: none"> • Single Case evaluation designs • Using DSM-5 for problem formulation • The logic of Single case design • <u>Class activity - Problem formulation & Assessment Rubric Development (5 points)</u> 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> a) Chapter 13 b) DSM-5 (pp. 68-85) c) Brophy, G. (2000). Social work treatment of sleep disturbance in a 5-year-old boy: A single case evaluation. <i>Research on Social Work Practice, 10(6)</i>, 748-758. 2. <u>Research comprehension assessment</u>
<p>WEEK 5</p> <p>Section A Feb 6</p> <p>Section B Feb 7</p>	<ul style="list-style-type: none"> • Single Case evaluation Designs (cont.) • Selecting intervention • Selecting outcome measures • Practical pitfalls in carry out experiments and Quasi-experiments • Class Activities: Peer feedback on part 1 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> a) Chapter 12 b) Nielson, T. (2015). Practice-based research: Meeting the demands of program evaluation through the single-case design. <i>Journal of Mental Health Counseling, 37(4)</i>, 364-376. 2. <u>Problem formulation presentation Part 1</u>
<p>WEEK 6</p> <p>Section A Feb 13</p> <p>Section B Feb 14</p>	<ul style="list-style-type: none"> • Single Case evaluation designs (cont.) • Constructing measurement instruments • DSM-5-TR 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> a) Chapter 9 b) Chapter 10 c) Ghanem, C., Kollar, I., Fischer, F., Lawson, T. R., & Pankofer, S. (2018). How do social work novices and experts solve professional problems? A micro-analysis of epistemic activities and the use of evidence. <i>European Journal of Social Work, 21(1)</i>, 3–19.

	TOPIC	ASSIGNMENTS
<p>WEEK 7</p> <p>Section A Feb 20</p> <p>Section B Feb 21</p>	<ul style="list-style-type: none"> • Single Case evaluation designs (cont.) • Data Analysis 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> a) Cooper, M. (2006). Integrating single-system design research into the clinical practice class. <i>Journal of Teaching in Social Work, 26(3-4), 91-102.</i> 2. <u>Bridging science and religion paper Due</u>
<p>WEEK 8</p> <p>Section A Feb 27</p> <p>Section B Feb 28</p>	<ul style="list-style-type: none"> • Research Ethics • GFU IRB procedures and forms • Class Activities: Peer feedback on part 2 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> a) Chapter 5 b) GFU IRB procedures and form(HSRC-IRQ) (Canvas) c) Sherwood, D. A. (2007). Moral, Believing Social Workers: Philosophical and Theological Foundations of Moral Obligation in Social Work Ethics. <i>Social Work & Christianity, 34(2), 121-145.</i> 2. <u>Problem formulation paper part 2</u>
<p>WEEK 9</p> <p>Section A Mar 6</p> <p>Section B Mar 7</p>	<ul style="list-style-type: none"> • Exploratory study <ul style="list-style-type: none"> ▪ Qualitative – A systematic subjective research ▪ Qualitative methods in exploratory research 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> a) Chapter 18 b) Exploratory Study - Paris, R. (2008). –For the dream of being here, one sacrifices Voices of immigrant mothers in a home visiting program. <i>American Journal of Orthopsychiatry, 78(2), 141-151.</i> DOI: 10.1037/0002-9432.78.2.141
<p>WEEK 10</p> <p>Section A Mar 13</p> <p>Section B Mar 14</p>	<ul style="list-style-type: none"> • Descriptive Study • Cross-sectional study vs. longitudinal • Data Analysis • Class Activity: How to report your major findings (SSD) 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Reading Assignments: <ol style="list-style-type: none"> a) pp. 156-158; 276-283; 503-514; 522-525 b) Descriptive/Cross-sectional - Dodd, S. J. (2007). Identifying the discomfort: An examination of ethical issues encountered by MSW students during field placement. <i>Journal of Teaching in Social Work, 27(1/2), 1-19.</i> c) (Optional) Suh, H., Hill, T., & Koenig, D. (2019). Religious attendance and biological risk: A national longitudinal study of older adults. <i>Journal of Religion and Health, 58(4), 1188-1202.</i>

	TOPIC	ASSIGNMENTS
<p>WEEK 11</p> <p>Section A Mar 20</p> <p>Section B Mar 21</p>	<ul style="list-style-type: none"> Thoughtful pause Correlational study Types of Correlational Studies DSM-5-TR (ODD) 	<p>Assignments:</p> <ol style="list-style-type: none"> Reading Assignments: <ol style="list-style-type: none"> Chapter 21 (pp. 514-522) DSM-5 (pp. 521-526) Correlational - Russell, A., Johnson, A., Hammad, C., Ristau, L., Zawadzki, A., Alba Villar, K., & Coker, I. (2015). Prenatal and neighborhood correlates of Oppositional Defiant Disorder (ODD). <i>Child and Adolescent Social Work Journal</i>, 32(4), 375-381. <u>Final paper presentation Due</u>
<p>WEEK 12 Mar 25-29</p>	<p>Spring Break!</p>	
<p>WEEK 13</p> <p>Section A Apr 3</p> <p>Section B Apr 4</p>	<ul style="list-style-type: none"> Criteria for inferring causality Internal & external validity Causal Inference DSM-5 & Causal inference 	<p>Assignments:</p> <ol style="list-style-type: none"> Reading Assignments: <ol style="list-style-type: none"> Chapter 11 Khoury, B., Langer, E., & Pagnini, F. (2014). The DSM: Mindful science or mindless power? A critical review. <i>Frontiers in Psychology</i>, 5, 602. <u>Final paper presentation Due</u>
<p>WEEK 14</p> <p>Section A Apr 10</p> <p>Section B Apr 11</p>	<ul style="list-style-type: none"> Experimental design <ul style="list-style-type: none"> Control Randomization Replication Threats to the validity of experimental findings 	<p>Assignments:</p> <ol style="list-style-type: none"> Reading Assignments: <ol style="list-style-type: none"> Piedra, L. M. & Byoun, S. J. (2012). Vida alegre: Preliminary findings of a depression intervention for immigrant Latino mothers. <i>Research on Social Work Practice</i>, 22(2), 138-150. Lanier, P., Bollinger, S., & Krueger, R. F. (2013). Advances in the Conceptualization of Personality Disorders: Issues Affecting Social Work Practice and Research. <i>Clinical Social Work Journal</i>, 41(2), 155-162. <u>Final Paper Presentation Due/ Paper Due</u>

	TOPIC	ASSIGNMENTS
WEEK 15 Section A Apr 17 Section B Apr 18	<ul style="list-style-type: none"> • Systematic analysis • Meta-Analysis 	Assignments: 1. Reading Assignments: a) Chapter 22 (pp. 547-548) b) Appendix C (pp. 593-595) c) Johnson, B. R., Li, S. D., Larson, D. B., & McCullough, M. (2001). A Systematic Review of the Religiosity and Delinquency Literature: A Research Note. <i>Journal of Contemporary Criminal Justice</i> , 16(1), 32-52.
WEEK 16 Section A Apr 24 Section B Apr 25	<ul style="list-style-type: none"> • Finals Week 	Assignments: 1. <u>Final Exam</u>

X. Bibliography

- Block, A., Aizenman, L., Saad, A., Harrison, S., Sloan, A., Vecchio, S., & Wilson, V. (2018). Peer support groups: Evaluating a culturally grounded, strengths-based approach for work with refugees. *Advances in Social Work*, 18(3), 930-948.
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- Elgin, C. (1996). The relativity of fact and the objectivity of value. *Harvard Review of Philosophy*, 4, 4-15
- Glass, L. (2012). Help Seeking: Perceived risks for African American women. *Affilia*, 27(1) 95-106.
- Johnson, B. R., Li, S. D., Larson, D. B., & McCullough, M. (2005). A systematic review of the religiosity and delinquency literature: A research note. *Journal of Contemporary Criminal Justice*, 16(1), 32-47.
- Johnston-Goodstar, K. (2013). Indigenous youth participatory action research: Re-visioning social justice for social work with indigenous youths. *Social Work*, 58(4), 314-320.
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- Morris, M., & Lynette, R. J. (2000). You got a problem with that? Exploring evaluators' disagreements about ethics. *Evaluation Review*, 24, 384-406.
- Plotnick, R. D., & Deppman, L. (1999). Using benefit-cost analysis to assess child abuse prevention and intervention programs. *Child Welfare*, 78, 381-407.
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- Randolph, K. A., & Ackerman, G. (2005). Using a needs assessment to develop plans for macro-level

- parent involvement in schools. *School Social Work Journal*, 30(1), 25-39.
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- Reeves, J. (2016). Values and science: an argument for why they cannot be separated. *Theology and Science*, 14(2), 147-159.
- Segal, D. L. (2005). Relationships of assertiveness, depression, and social support among nursing home residents. *Behavior Modification*, 29, 689-695.
- Sullivan, W. P., & Floyd, D. F. (2013). Spirit lifting: Hope and recovery in case management practice. *Families in Society*, 94(1), 38-44.
- Yoon, I. (2009). A mixed-method study of Princeville's rebuilding from the flood of 1999: Lessons on the importance of invisible community assets. *Social Work*, 54(1), 19-28.

XI. Academic Services

The Academic Resource Center (the ARC) on the Newberg campus provides all undergraduate students with free writing consultation, academic coaching, and learning strategy review (e.g., techniques to improve reading, note-taking, study, time management). The ARC offers in-person appointments; if necessary, Zoom appointments can be arranged by request. The ARC, located on the first floor of the Murdock Library, is open during the academic year from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. To schedule an appointment, go to traccloud.georgefox.edu, call 503-554-2327, email the _arc@georgefox.edu, or stop by the ARC. Visit arc.georgefox.edu for information about ARC Consultants' areas of study, instructions for scheduling an appointment, learning tips, and a list of other tutoring options on campus.

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu.

XIII. School of Social Work Mission:

The mission of the George Fox University School of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the

areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer

The professor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a FoxTALE announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 676-A: Advanced Internship I (Advanced Generalist Practicum I)

Fall 2023

Wednesdays, 6:00-8:00 p.m.

Name: Rhonda Andrews, MSW, LCSW, RPT-S	Associate Professor of Social Work
Office: Portland Center, # 176	Cell Phone: 503-784-7551
Office Hours: Tuesdays 9:00 a.m. – 12:30 p.m., Wednesdays noon – 5:30 p.m. and by appointment	E-mail: randrews@georgefox.edu

I. Catalog Description:

This course is designed to provide an opportunity for social work students to apply academic learning to advanced generalist professional social work practice, under the supervision of a qualified and experienced social work practitioner. Social Work 676 bridges classroom learning and the practice of social work through faculty coordination of the practicum experience and facilitation of the seminar sessions. SWKG 676, is a required course for all students in the advanced generalist year of the MSW program who have successfully completed the Generalist Year sequence of SWKG 576 and 577 or the equivalent. SWKG 676 consists of a minimum of 280 hours of applied learning in an agency practicum setting and a 2-hour integrative seminar that meets weekly at the university.

II. Course Purpose:

SWKG 676 provides the opportunity for students to develop an identity within the social work profession by integrating classroom theory and study with agency practicum experience and by demonstrating the knowledge, values, and skills associated with the core competency areas of social work education. Students in the course are encouraged to reflect upon their utilization of theory and practice methods as well as issues of personal development. The cohort model emphasizes the importance of collaboration in the learning process and students learn from each other's experiences in diverse agency settings. Weekly practicum seminars, training and supervision with agency practicum instructors, reading, and written assignments all provide contexts for students to strengthen professional insight and skill as advanced generalist social workers.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- **Competency 4:** Engage in Practice-Informed Research and Research-Informed Practice
- **Competency 5:** Engage in Policy Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
- **Competency 10*:** Demonstrate skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts. (**Competency 10 has been added by the College of Social Work to reflect more clearly the mission and goals specific to George Fox University*)

IV. Course Objectives:

The advanced practicum seminar sequence includes a focus on the holistic parallel process that occurs within the self of the social work practitioner. It will provide readings and discussions that recognize the effects of human and bureaucratic trauma exposure and reflect on maintenance of personal balance in life and work. All students are expected to apply classroom learning to social work practice with micro, mezzo, and macro systems. Professional competence, as demonstrated through advanced practice behaviors, is expected to develop within the course of the advanced year practicum.

Upon completion of this course, students are expected to be able to:

1. Apply advanced generalist social work values, knowledge and skills to social work practice in agency settings. (Competency 1)
2. Within their practice context, engage in and apply advancing human rights and social, racial, economic, and environmental justice. (Competency 2)
3. Engage in and demonstrate an understanding in anti-racism, diversity, equity, and inclusion (ADEI) in their general social work practice. (Competency 3)
4. Demonstrate a developing social work identity that includes self-awareness, professional use of self, use of supervision and consultation, and a reflection of the profession's values and history. (Competency 1)
5. Recognize, examine and compare personal values and ethics with those of the profession (as defined by NASW Social Work Code of Ethics) and with those forming agency policy and practice. (Competencies 1 and 5)
6. Explore and identify ethical integration of faith and spirituality in the practice of social work in agency settings. (Competency 10)
7. Explore and utilize strategies for personal reflection, self-awareness, and the processing of experiences to maintain wellness and professional effectiveness. (Competency 1)

The advanced practicum seminar assignments and discussion support the practicum-based internship across all course objectives, core competencies, and advanced practice behaviors. Discussions related to the unique and concrete experience of students in diverse agency settings contributes to the rich content of the seminars. The student Learning Agreement maps the practicum learning experiences for all practice behaviors and these are assessed in the Final

Semester Evaluation at the end of term. All competencies are addressed in the agency practicum settings, and supported through seminar assignments and discussions.

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Wilkerson, I. (2020). *Caste: The origins of our discontents*. Random House.

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. Author.

Additional Materials:

Students need to obtain campus Internet access for selected student assignments and research. Access to Canvas, Tevera and the MSW Field Manual is also required for many assignments. Other readings may be assigned during the semester as considered relevant to discussion and will be made available.

VI. Attendance and Participation:

The student is expected to meet the following requirements to successfully complete the course:

1. Attend class and take active responsibility for one's own learning by coming to class on time and prepared, having read assigned materials for each topic prior to the scheduled topic date.
2. Present informal in-class summaries of papers and readings and respectfully participate in class discussions with willingness to contribute appropriately and listen to others.
3. Complete all assignments by the due dates.
4. Accurately use the APA Publication Manual for all papers (format, in-text citations, references, etc.).

Attendance Policy

Students are expected to attend all classes. The primary goal of social work education is to prepare for professional practice. Absences from class reduce the learning opportunities and negatively affect the interactive process with other students. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a practice setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email or written note explaining the need for absence. Also, it is the student's responsibility to obtain handouts, assignments, information, and notes when class is missed regardless of the type of absence.

Absence from twenty percent (20%) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20%) of classes in a required social work course will

be asked to **drop** the course or will be given a **failing grade** of C- or below.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. *Student attendance and participation is a component of the final grade.*

VII. Professional Conduct:

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, agency personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference.

If the instructor or a colleague does or says something that is offensive or makes the classroom feel unsafe, please talk with that person directly (as soon as possible). If that one-one conversation is not helpful, please approach the course instructor for assistance. Please see the Student Handbook and the Field Manual for further grievance processes.

Students are expected to abide by the *NASW Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Manual*.

Electronic Devices

Please turn off and put away all electronic devices when class starts. A laptop or tablet can be used for course related purposes, when prompted by the instructor. If a cell phone is needed due to an emergency, notify the instructor before class and the phone should be switched to a ring mode that will not disturb the class.

Recording or photography of any kind is prohibited without prior permission of the instructor.

Zoom Etiquette and On Camera Tips for Virtual Classroom (we will be following the policies of the university regarding all health-related protocols)

Cameras must be on during live virtual sessions.

- Light your face more brightly than the background to make it easier to see you.
- Microphones pick up all ambient noise, so keep your microphone muted until it's your time to speak.
- If you need to step away for a moment, you can turn your video off until you return.
- Remember when on a zoom meeting (on camera) activities such as eating, shuffling papers, texting, etc. are extremely distracting (and sometimes unflattering).
- Please consider your background (other humans and things). Try to choose a setting where there will be as little distractions to yourself and others as possible.
- When on a zoom meeting or in a zoom class, the expectation is that you are in one place, focused and present (not driving or shopping, or ...).
- Remember the professionalism expectations, despite the informal setting at home or alternative space. These expectations are clearly outlined and are observed by the instructor.

Application of the NASW Code of Ethics

The NASW Code of Ethics outlines a set of core values and ethical principles that form the basis of social

work's purpose and perspective. The MSW Field Program applies the Code of Ethics to seminar interactions and personal conduct. Students as emerging professionals are expected to maintain confidentiality, respect difference and take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and dependable members of each class or group. Issues that social workers must discuss can be challenging and uncomfortable. Students need to know that social workers are expected to be respectful of each other's concerns and always respect diversity of all kinds, including but not limited to age, ability, ethnicity, gender, sexual orientation, culture, religion, and spirituality.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. APA style includes, but is not limited to: 1" for all margins, double-spacing, a title page, and reference page.

Late Work Policy

- A. No late assignments (weekly journal, written work relating to assigned reading, and Process Recordings) will be accepted. Students will **NOT** be able to submit assignments AFTER the due/closing date on Canvas and/or the syllabus. Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.
- B. All practicum paperwork is due on its assigned date, unless previously planned with agency instructor and practicum faculty due to the needs of the agency instructor.
Monthly timesheets, Learning Agreement, Mid-term Evaluation, Final Evaluation: Submit on time for full points. Late submissions turned in within the first week after the due date: loss of 15%, within the second week after the due date: loss of 30%, within the third week after the due date: loss of 50%, more than three weeks past the due date: zero points given.

Feedback Studio Note

This course will be utilizing Feedback Studio, a Turnitin.com product, for written assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Assignments

1. Attendance and Participation:

- a. **Weekly Seminar:** (5 pts. X 14 weeks = 70 points) In SWKG 676, the expectations for attendance and participation are described above. A portion of each class will be devoted to a discussion of ways that students are practicing and implementing the course text.

Students will be asked to articulate theoretical understandings of their agency work and explore with the seminar group specific practice intervention strategies. The overall purpose of the seminars is to assist students in the integration of their agency-based work with the academic coursework. Attendance of seminars is important to the social work student in developing a professional identity, promoting self-awareness, and encouraging resource sharing and collaborative problem solving. (Competencies 1 - 10).

- b. **Practicum Placement:** 280 hours: 18 hours per week are completed at the practicum site, and 2 hours per week are completed by attending seminar class (a total of 20 hours a week). These hours are accumulated over 14 weeks of the 16 weeks semester, between August 28 - December 8, 2023. The student must attend practicum through the week of December 4 - 8, 2023, even if the hours are completed prior. The practicum commitment is for the full semester. The semester is 16 weeks, but students attend internship for 14 weeks of each semester. The week of Thanksgiving and the last week of the semester students are not expected to attend internship, but may have to depending upon the needs of the agency, or to make up hours due to illness or other unforeseen circumstances. (Competencies 1-10)

2. Seminar Written Assignments

- a. **Weekly Journals:** (5 pts. x 14 weeks = 70 points)
Weekly recording of practicum activities will be posted in a weekly journal on Canvas. The journal template/format is provided to students on Canvas. Journals must be submitted weekly by 12:00pm each Saturday.
- i. Students will submit their journals on Canvas in order to receive feedback from the professor and other students in their class.
 - ii. Students will read and respond to other student journals on a weekly basis in preparation for classroom discussions.
 - iii. No journal due the week of Thanksgiving or finals week, unless student is accruing practicum hours during these weeks. (Competencies 1, 3, 5)
- b. **Discussion Facilitation:** (15 points)
Each student will be given the role of facilitator for 20-25 minutes of one class session in the semester. Each student will choose a chapter(s) in the text that they will use to facilitate a class discussion. The student will be graded on their preparation and ability to facilitate discussions with their classmates. (Competencies 1, 2, 4, 6, 8). **Students will choose a date to facilitate during the semester, beginning on September 6, 2023.**
- c. **Process Recordings:** (15 points x 2 = 30 points)
Each 4-5 page process recording is to be completed using the format provided on Canvas. Each process recording needs to capture 5-10 minutes of a session with a client, a meeting where clients are present, or an interaction centered on advocacy for a client or a client need. In written recordings, students will narrate their interactions with clients, or with colleagues or supervisors. Students will reflect upon those interactions according to content in interactions, social work theoretical considerations, ethical practice, and social work competencies. A separate assignment description will be handed out to students and reviewed by the professor. ***This process recording is to be discussed in MSW supervision, signed by agency supervisor or MSW supervisor and submitted either in hard copy or via email to the seminar instructor on or before the due dates.*** (Competencies 1, 2, 6-9)
Due Dates: October 4, 2023, November 8, 2023

- d. **Telehealth Seminar Session:** On the October 11, 2023 class session, students and instructor will meet on zoom. The students will each present, for 6-8 minutes of the class, on a topic about telehealth. Topics may include topics such as telehealth policies, laws, best practices, pros/cons, etc. There is no specific grade for this class session, students will earn class participation points based on their presentation/discussion leadership.
- e. **Case Review:** (20 points)
As an integrative seminar assignment, students are required to provide one case presentation to their seminar class during the semester. Students will identify a client need, ethical dilemma, or agency or community concern and present it to their seminar class with the goal of creating discussion, planning, collaboration, development of an intervention or response plan. Students are required to uphold confidentiality of client and agency information in case presentations. A detailed outline of the assignment and rubric can be found on Canvas and will be reviewed in class prior to case presentations.
(Competencies 1, 4, 6-9). **Students will choose a date to present during the semester, beginning on October 18, 2023**
- f. **Caste:** (45 points) Students will compose a 4-5 page personal reflection (APA format) integrating their learning from the text and their peer discussions of *Caste*. This assignment provides an opportunity to consolidate areas of personal gain and challenge, and to design a current plan within the context of a lifelong commitment to learning. The reflection will include an introduction and conclusion, and:
- i. Describe three personal learning points for you from *Caste*.
 - ii. Discuss how these three learning points have changed you as a person, and /or as a social worker?
 - iii. How will your three learning points help advance human rights and social justice?
- (Competency 1, 3, 4, 6, 8) **Due Date: December 6, 2023**

3. Practicum Paperwork:

Points are assigned as measures of the quality, preparation, and submission timeliness of documents. Without the completion of the full 280 practicum hours, completed MSW supervision requirements, and the Semester Final Field Evaluation (completed by the student and the agency instructor), students will be unable to pass the Advanced Internship course.

The GFU MSW program is committed to nurturing the skills of organization, dependability, communication, initiative, and many more, as these are vital social work skills to have in social work practice. Students will take responsibility for their practicum experience through effective communication with agency personnel and GFU MSW faculty and staff, in order to complete all requirements of their practicum education.

All Field Paperwork is submitted on Tevera.

- a. **Confirmation of Student Agreements for Participation in MSW Field Education** (10 points)
Students will complete the following readings (links provided on Canvas) and signatures (on Tevera form) needed to begin their internship: **Due Date: September 6, 2023 on Tevera.**
- i. Professional Expectations for Social Work Students
 - ii. Code of Ethics Agreement
 - iii. School of Social Work Field Manual (MSW)

iv. Affiliation Agreement Attachment A: Confidentiality Understanding

- b. **Student Learning Agreement:** (50 points) Students establish concrete goals along with specific, measurable objectives in dialogue with the agency supervisor (and possibly get input from other agency personnel). This particular document serves as the guide for the student's practicum experience, and it is what will be used to measure the student's progress in their practicum experience. The Learning Agreement also describes and verifies development of skills, knowledge, ethics, and practice behaviors throughout the semester. **Due Date: September 13, 2023 on Tevera.** (Competencies 1-10)
- c. **Monthly Timesheet:** (10 points each x 4 = 40 points) Students track their practicum hours and required MSW Supervision hours on the Monthly Hour and Supervision Log on Tevera. At the end of each month grouping (Aug/Sept, October, Nov/Dec) students must sign their log and submit, via Tevera, to their agency supervisor to sign. The logs must be signed by the assigned due date for students to receive credit, unless otherwise arranged with the student, agency supervisor, and field faculty. **Due Dates: October 2, November 1, December 1, before December 13, 2023 on Tevera.** (Competency 1)
- d. **Midterm Evaluation:** (50 points) Evaluation forms are completed together by students and their agency supervisors as a means of assessing students' growth and development as professional social workers through the practicum experience. The student and agency supervisor review the student's learning agreement and complete the mid-term evaluation on Tevera (Competency 1-10). **Due Date: October 11, 2023 on Tevera**
- e. **Final Evaluation:** (100 points) Evaluation forms are completed together by students and their agency supervisor as a means of assessing students' growth and development as professional social workers through the practicum experience. The evaluation process between the student and the agency supervisor needs to be completed PRIOR to the final site visit, and it must be discussed and signed by the student, agency supervisor and field faculty by the due date. (Competencies 1-10) **Due Date: before December 13, 2023 on Tevera.**

Supervision Hours. Required supervision hours for each semester is a minimum of 14 hours; one hour per week, of protected supervision time with the student intern and an agency supervisor. It is preferred that this supervision is with an MSW at the student's practicum site.

If the student does not have weekly supervision with an MSW at their agency, then the student needs supplemental supervision, in a GFU provided MSW group. These required group meetings occur every other week throughout each 16-week semester; students need to attend eight, one-hour, group sessions. GFU Field Director will assign these students to a MSW supervision group, and the student will be notified. Weekly MSW supervision sessions are to be recorded by the student in their weekly logs signed and submitted monthly to their Field Faculty on Tevera.

4. Grading Policy

Students must successfully complete BOTH agency practicum and seminar components to pass the course. To successfully complete the practicum portion of the course, by the end of the spring semester, students are expected to be evaluated at least 'competent' in 90% of all 10 areas of competency. To successfully complete the seminar portion of the course, the student can receive no lower than a C

(73%) on any single seminar assignment. Failure to meet the minimum requirements of either portion of the course (agency based or seminar) will result in a failing grade for the entire course. Students must receive a minimum grade of B overall (83%) to successfully complete this course and graduate in the MSW program.

Grading scale

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-93%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F < 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.”

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student’s own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person’s work as one’s own; 4) changing a few words but copying the sentence structure and content; 5) using any form of Artificial Intelligence or ChatGPT.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association, 7th* edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are clear violations of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university’s administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University’s Academic Honesty Policy

X. Course Outline:

Meeting Dates	Topic	Assignments
Week 1 Aug. 30	Introduction to Course Development of Class Group Guidelines Tevera Overview <i>Assignment Introduction: Learning Agreement</i>	<u>Due for Class:</u> Read Field Manual Review Syllabus Explore Canvas and Tevera Read Introductory materials posted on Canvas
Week 2 Sept. 6	Part One: Toxins in the Permafrost and Heat Rising All Around Possible Student Discussion Facilitation <i>Site meetings occur this week</i>	<u>Due for Class:</u> Read <i>Caste</i> , xv – Ch. 3 Due on Tevera: Confirmation of Student Agreements for Participation in MSW Field Education
Week 3 Sept. 13	Part Two: The Arbitrary Construction of Human Divisions Possible Student Discussion Facilitation <i>Assignment Introduction: Process Recording</i> <i>Site meetings occur this week</i>	<u>Due for Class:</u> Read <i>Caste</i> , Ch. 4 - 6 Learning Agreement on Tevera
Week 4 Sept. 20	Part Two: The Arbitrary Construction of Human Divisions (Cont.) Possible Student Discussion Facilitation <i>Site meetings occur this week</i>	<u>Due for Class:</u> Read <i>Caste</i> , Ch. 7 - 9
Week 5 Sept. 27	Part Three: The Eight Pillars of Caste Possible Student Discussion Facilitation <i>Assignment Introduction: Mid-Term Evaluation</i>	<u>Due for Class:</u> Read <i>Caste</i> , pp. 99 - 130 August/September Monthly Timesheet Due Oct. 2 on Tevera
Week 6 Oct. 4	Part Three: The Eight Pillars of Caste (Cont.) Possible Student Discussion Facilitation	<u>Due for Class:</u> Read <i>Caste</i> , pp. 131 - 164 Process Recording #1 Due
Week 7	Telehealth	<u>Due for Class:</u>

Oct. 11	Telehealth: class on zoom	Student presentation on a telehealth topic Midterm Evaluation on Tevera
Week 8 Oct. 18	Part Four: The Tentacles of Caste Possible Student Discussion Facilitation Student Case Presentation	<u>Due for Class:</u> Read <i>Caste</i> , p. 167 – Ch. 11
Week 9 Oct. 25	Part Four: The Tentacles of Caste (Cont.) Possible Student Discussion Facilitation Student Case Presentation	<u>Due for Class:</u> Read <i>Caste</i> , Ch. 12 - 14
Week 10 Nov. 1	Part Four: The Tentacles of Caste (Cont.) Possible Student Discussion Facilitation Student Case Presentation	<u>Due for Class:</u> Read <i>Caste</i> , Ch. 15 – 17 October Monthly Timesheet due Nov. 1 on Tevera
Week 11 Nov. 8	Part Four: The Tentacles of Caste (Cont.) Part Five: The Consequence of Caste Possible Student Discussion Facilitation Student Case Presentation <i>Assignment Introduction: Final Evaluation and Final Site Visits</i>	<u>Due for Class:</u> Read <i>Caste</i> , Ch. 18 - 21 Process Recording # 2 Due
Week 12 Nov. 15	Part Five: The Consequence of Caste Part Six: Backlash Possible Student Discussion Facilitation Student Case Presentation <i>Assignment Introduction: Caste paper</i>	<u>Due for Class:</u> Read <i>Caste</i> , Ch. 22 - 26
Week 13 Nov. 22	Class Does Not Meet Happy Thanksgiving!	Class Does Not Meet Happy Thanksgiving!

Week 14 Nov. 29	Part Six: Backlash (Cont.) Possible Student Discussion Facilitation Student Case Presentation <i>Site meetings #2 occurs this week</i>	<u>Due for Class:</u> Read <i>Caste</i> , Ch. 27 - 29 November Monthly Timesheet due Dec. 1 on Tevera
Week 15 Dec. 6	Part Seven: The Awakening <i>Site meetings #2 occurs this week</i>	<u>Due for Class:</u> Read <i>Caste</i> , Ch. 30-31 Caste Paper Semester Final Field Evaluation on Tevera December Monthly Timesheet due Dec. 13 on Tevera
Finals Week	Class does not meet Final Site Visit Serves as Course Final	All practicum paperwork and hours are to be completed before Dec. 13, 2023, no exceptions. This includes all weekly journals, field hour logs, supervision logs, and evaluations.

XI. Bibliography:

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- Linn, D., Linn, S. F., & Linn, M. (1993). *Belonging: Bonds of Healing and Recovery*. Paulist Press.
- Nhat Hanh, T. (2001). *Anger: Wisdom for Cooling the Flames*. The Penguin Group (USA).
- Nouwen, H. J. M. (1979). *The Wounded Healer*. Doubleday Publishing.
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- Palmer, P. J. (2000). *Let Your Life Speak: Listening for the Voice of Vocation*. John Wiley & Sons, Inc.

Palmer, P. J. (2004). *A Hidden Wholeness*. John Wiley & Sons, Inc.

Sweitzer, H. F. & King, M. (2014). *The successful internship: Transformation and empowerment*.

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Vanier, J. (1998). *Becoming Human*. Paulist Press.

Vest, N. (1997). *Friend of the Soul: A Benedictine Spirituality of Work*. Cowley Publishing.

XII. Academic Services:

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu.

My desire as an instructor for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, are other abled, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom video conference and email writing consultations. Graduate students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. Check wc.georgefox.edu for additional information, including hours of operation and appointment scheduling. For more information, email the Portland Writing Center at wc@georgefox.edu.

XIII. College of Social Work Mission:

The mission of the George Fox University College of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer:

The instructor reserves the right to modify any portion of the syllabus, class schedule, or assignment due dates. If any revisions are made, you will be notified via an in-class, a Canvas announcement, or via e-mail. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



**GEORGE FOX
UNIVERSITY**

COLLEGE OF SOCIAL WORK

SWKG 677-A: Advanced Internship II (Advanced Generalist Practicum II)

Spring 2024

Wednesdays, 4:00 – 6:00 p.m.

Name: Rhonda Andrews, MSW, LCSW, RPT-S	Associate Professor of Social Work
Office: Portland Center, # 192	Cell Phone: 503-784-7551
Office Hours: 9:00 a.m. – 5 p.m. Wednesdays and Thursdays	E-mail: randrews@georgefox.edu

I. Catalog Description:

SWKG 677 is designed to provide an opportunity for social work students to apply academic learning to advanced generalist professional social work practice, under the supervision of a qualified and experienced social work practitioner. SWKG 677 bridges classroom learning and the practice of social work through faculty coordination of the practicum experience and facilitation of the seminar sessions. SWKG 677, is a required course for all students in the advanced generalist year of the MSW program who have successfully completed the Generalist Year sequence of SWKG 576 and 577 or the equivalent, and SWKG 676. SWKG 677 consists of a minimum of 280 hours of applied learning in an agency practicum setting and a 2-hour integrative seminar that meets weekly at the university.

II. Course Purpose:

SWKG 677 provides the opportunity for students to develop an identity within the social work profession by integrating classroom theory and study with agency practicum experience and by demonstrating the knowledge, values, and skills associated with the core competency areas of social work education. Students in the course are encouraged to reflect upon their utilization of theory and practice methods as well as issues of personal development. The cohort model emphasizes the importance of collaboration in the learning process and students learn from each other's experiences in diverse agency settings. Weekly practicum seminars, training and supervision with Agency Practicum Instructors, reading, and written assignments all provide contexts for students to strengthen professional insight and skill as advanced generalist social workers.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- **Competency 4:** Engage in Practice-Informed Research and Research-Informed Practice
- **Competency 5:** Engage in Policy Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
- **Competency 10*:** Demonstrate Ethical Integration of Religion and Spirituality with Social Work Practice (**Competency 10 has been added by the College of Social Work to reflect more clearly the mission and goals specific to George Fox University*)

IV. Course Objectives:

The advanced practicum seminar sequence includes a focus on the holistic parallel process that occurs within the self of the social work practitioner. It will provide readings and discussions that recognize the effects of human and bureaucratic trauma exposure and reflect on maintenance of work-life balance. All students are expected to apply classroom learning to social work practice with micro, mezzo, and macro systems. Professional competence, as demonstrated through advanced practice behaviors, is expected to develop within the course of the advanced year practicum.

Upon completion of this course, students are expected to be able to:

1. Apply advanced generalist social work values, knowledge and skills to social work practice in agency settings. (Competency 1)
2. Within their practice context, engage in and apply advancing human rights and social, racial, economic, and environmental justice. (Competency 2)
3. Engage in and demonstrate an understanding in anti-racism, diversity, equity, and inclusion (ADEI) in their general social work practice. (Competency 3)
4. Demonstrate a developing social work identity that includes self--awareness, professional use of self, use of supervision and consultation, and a reflection of the profession's values and history. (Competency 1)
5. Recognize, examine and compare personal values and ethics with those of the profession (as defined by NASW Social Work Code of Ethics) and with those forming agency policy and practice. (Competencies 1 and 5)
6. Explore and identify ethical integration of faith and spirituality in the practice of social work in agency settings. (Competency 10)
7. Explore and utilize strategies for personal reflection, self-awareness, and the processing of experiences to maintain wellness and professional effectiveness. (Competency 1)

The advanced practicum seminar assignments and discussion support the agency-based practicum across all course objectives, core competencies, and advanced practice behaviors. Discussions related to the unique and concrete experience of students in diverse agency settings contributes to the rich content of the seminars. The student Learning Agreement maps the practicum learning experiences for all practice behaviors and these are assessed in the Mid-Term and Final

Semester Evaluations. All competencies are addressed in the agency practicum settings, and supported through seminar assignments and discussion.

V. Course Texts, Supplemental Reading, and Other Materials:

Required:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. NASW.

Additional Materials:

Students need to obtain campus internet access for selected student assignments and research. Access to Tevera, Canvas, and the MSW Field Education Manual are required for many assignments. Other readings may be assigned during the semester as deemed relevant to discussion and will be made available.

VI. Attendance and Participation:

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. Also, the behavioral pattern demonstrated in class attendance may be indicative of the student's commitment in a agency practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, practicum commitments, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency need to communicate with the course instructor as soon as possible to make a plan, and possibly provide documentation to the instructor. Students who miss two or more consecutive classes due to personal illness need to obtain documentation of extended illness through their health care provider or Health and Counseling Services.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. The professor is aware that students feel more or less comfortable speaking in a classroom setting, however, being a social worker involves speaking in public, speaking at meetings, and advocating for their clients in a variety of situations. The classroom is an appropriate place to practice these skills. Student attendance and participation is factored into the final grade.

Class Attendance and Participation are assessed as follows:

- A** - Contributes relevant material regularly, listens intently to others and encourages others to participate. Demonstrates excellent preparation and understanding of material.
- B** – All of the above most of the time or with good preparation and understanding.
- C** – Contributes less relevant or tangential material. Demonstrates interest and some understanding of material. Not actively listening or engaged relevantly.
- D** – Reading/preparation not apparent.
- F** – Comments/attitude detracts from discussion and participation by others.

Attendance is being on time and present; **participation** is being prepared with the reading assignments for discussion and exercises. Students are expected to attend all classes. It is the student's responsibility to obtain handouts, assignments, information, and notes when class is missed, regardless of the type of absence.

VII. Professional Conduct:

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, agency personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference.

If the instructor or a colleague does or says something that is offensive or makes the classroom feel unsafe, please talk with that person directly (as soon as possible). If that one-one conversation is not helpful, please approach the course instructor for assistance. Please see the Student Handbook and the Field Manual for further grievance processes.

Students are expected to abide by the *NASW Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Education Manual*.

Electronic Devices

Please turn off and put away all electronic devices when class starts. A laptop or tablet can be used for course related purposes, when prompted by the instructor. If a cell phone is needed due to an emergency, notify the instructor before class and the phone should be switched to a ring mode that will not disturb the class.

Recording or photography of any kind is prohibited without prior permission of the instructor.

Zoom Etiquette and On Camera Tips for Virtual Classroom (we will be following the policies of the university regarding all health-related protocols)

Cameras must be on during live virtual sessions.

- Light your face more brightly than the background to make it easier to see you.
- Microphones pick up all ambient noise, so keep your microphone muted until it's your time to speak.
- If you need to step away for a moment, you can turn your video off until you return.
- Remember when on a zoom meeting (on camera) activities such as eating, shuffling papers, texting, etc. are extremely distracting (and sometimes unflattering).

- Please consider your background (other humans and things). Try to choose a setting where there will be as little distractions to yourself and others as possible.
- When on a zoom meeting or in a zoom class, the expectation is that you are in one place, focused and present (not driving or shopping, or ...).
- Remember the professionalism expectations, despite the informal setting at home or alternative space. These expectations are clearly outlined and are observed by the instructor.

Application of the NASW Code of Ethics

The GFU MSW Field Education Program applies the NASW Code of Ethics to personal conduct in class, on campus, and at agency practicum sites. Students, as emerging professionals, are expected to maintain confidentiality, respect difference and take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and dependable students in each class, group and at their practicum site. Students understand that social workers are expected to be respectful of each other's concerns and always respect all types of diversity including age, ability, ethnicity, gender, sexual orientation, culture, religion, spirituality, etc.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. All APA rules apply; please use the manual for all writing guidelines.

Late Work Policy

- A. No late assignments (weekly journal, written work relating to assigned reading, and Process Recordings) will be accepted. Students will **NOT** be able to submit assignments AFTER the due/closing date on Canvas and/or the syllabus. Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.
- B. All practicum paperwork is due on its assigned date, unless previously planned with Agency Practicum Instructor and Practicum Faculty due to the needs of the Agency Practicum instructor. Monthly timesheets, Learning Agreement, Mid-term Evaluation, Final Evaluation: Submit on time for full points. Late submissions turned in within the first week after the due date: loss of 15%, within the second week after the due date: loss of 30%, within the third week after the due date: loss of 50%, more than three weeks past the due date: zero points given.

Feedback Studio Note

This course will be utilizing Feedback Studio, a Turnitin.com product, for some assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow

students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Assignments

Points are assigned as measures of the quality, preparation, and submission timeliness of the documents. Without the completion of the coursework, 280 practicum hours, MSW supervision, and the semester final evaluation, students will be unable to pass this course. The GFU MSW program is committed to nurturing the skills of organization, dependability, communication, initiative, and many more, as these are vital social work skills to have in social work practice. Students take responsibility for their practicum experiences through effective communication with agency personnel and GFU MSW faculty and staff, in order to complete all requirements of this course and their practicum education.

1. Attendance and Participation

- a. **Weekly Seminars: (5 pts. X 14 weeks = 70 points)** The expectations for attendance and participation are described above. A portion of each class will be devoted to a discussion of ways that students are practicing and implementing the course content. Students will be asked to articulate theoretical understandings of their agency work and explore with the seminar group specific practice intervention strategies. The overall purpose of the seminars is to assist students with the integration of their agency-based learning with the academic coursework. Attendance of weekly seminars is important to the social work student in developing a professional identity, promoting self-awareness, and encouraging resource sharing and collaborative problem solving. (Competencies 1 - 10).
- b. **Practicum Placement: 280 hours: 18 hours per week are completed at the practicum site, and 2 hours per week are completed by attending seminar class (a total of 20 hours a week).** These hours are accumulated over 14 weeks of the 16 weeks semester, between January 8 – April 24, 2024. The student must attend practicum through the week of April 15 – 19, 2024, even if the hours are completed prior. The practicum commitment is for the full semester. The semester is 16 weeks, but students attend practicum for 14 weeks of each semester. Students are not expected to attend practicum during Spring break and the last week of the semester, but may need to depending upon the practicum agency needs, or to make up hours due to illness or other unforeseen circumstances. (Competencies 1-10)

MSW Supervision Hours. Required supervision hours for each semester is a minimum of 14 hours; one hour per week, of protected supervision time with the student intern and an agency supervisor. It is preferred that this supervision is with an MSW at the student's practicum site.

If the student does not have weekly supervision with an MSW at their agency, then the student needs supplemental supervision, in a GFU provided MSW group. These required group meetings occur every other week throughout each 16-week semester; students need to attend eight, one-hour, group sessions. GFU Field Education Director will assign these students to a MSW supervision group, and the student will be notified. Weekly MSW supervision sessions are to be recorded by the student in their weekly logs signed and submitted monthly on Tevera.

2. Seminar Written Assignments

- a. **Weekly Journals: (5 pts. x 14 weeks = 70 points)** Weekly recording of practicum activities will be posted in a weekly journal on Canvas. The journal template/format is provided to students on Canvas. Journals must be submitted weekly by noon each Saturday.
- i. Students will submit their journals on Canvas in order to receive feedback from the professor and other students in their class.
 - ii. Students will read and respond to at least one other student journal entry on a weekly basis in preparation for classroom discussions.
 - iii. No journal due the week of spring break or finals week, unless student is accruing practicum hours during these weeks. (Competencies 1, 3, 5)
- b. **Student Discussion Facilitations: (15 x 2 = 30 points)**
- i. Each student will choose a book, from a booklist created by the Field Education Director, to use as the “text” for this course.
 - ii. Each student will be given the role of facilitator for 20-25 minutes of **two** class sessions throughout the semester, of their choice.
 - iii. Students will relate their book reading to the CSWE competency coinciding to the date they chose to facilitate. See course outline below. (Competencies 1, 2, 4, 6, 8). **This will begin on Week Two of the semester.**
- c. **Process Recordings: (20 points x 2 = 40 points)** Each 6-7 page process recording is to be completed using the format provided on Canvas. Each process recording needs to capture 8-12 minutes of a session with a client; a meeting where clients are present, or an interaction centered on advocacy for a client. A separate assignment description will be handed out to students and reviewed by the instructor. ***This process recording is to be discussed in MSW supervision, signed by Agency Practicum Instructors or agency MSW supervisor and submitted either in hard copy or via email to the seminar instructor on or before the due dates.*** (Competencies 1, 2, 6-9) **Due Dates: week 6 and week 11.**
- d. **Interprofessional Education:** On March 14, 2024, all students will attend the annual IPE event on the Newberg GFU campus, from 4:30 – 6:30 p.m. More details to follow.
- e. **Board of Licensed Clinical Social Workers:** Students will attend the presentation from the Oregon BLSW; all things Oregon social work licensure. Date TBD.
- f. **Case Review: (25 points)** Student will provide one case presentation to their seminar class each semester. Student is required to uphold the client’s confidentiality with this assignment. A detailed outline of the assignment and rubric can be found on Canvas and will be reviewed in class prior to case presentations. (Competencies 1, 4, 6-9). **Student will choose a date to present, beginning week seven of the semester.**
- g. **Student Book Reflection: (45 points)** Student will compose a 4-5 page personal reflection (APA format) integrating their learning from their chosen “text” book and their peer discussions of their book. This assignment provides an opportunity to consolidate areas of personal gain and challenge, and to design a current plan within the context of a lifelong learning commitment. The reflection will include 3 parts:
- i. Choose at least 2 CSWE competencies and discuss how these competencies were addressed in the chosen book (other than the point iv below), and the learning outcomes of this integration.

- ii. Describe 3 or more skills/perspectives/learning points that will be applied to their future social work practice. How would these skills be integrated?
- iii. What is the desired outcome by using the above-mentioned skills/perspectives/learning?
- iv. How will using these mentioned skills help advance human rights and social justice? (Competency 1, 3, 4, 6, 8) **Due Date: Week 14**

3. Practicum Paperwork:

- a. **Updated Student Learning Agreement: (100 points)** Student will establish concrete goals along with specific, measurable objectives in dialogue with the Agency Practicum Instructor. In this process the student can also seek input from the other agency supervisors, MSW supervisor, Practicum Faculty. This particular document serves as a guide for the student's agency experience. It also describes and verifies development of skills, knowledge, ethics, and practice behaviors throughout the semester. The spring learning agreement needs to be different from the fall agreement. It needs to demonstrate that the student is progressing in their learning and duties at their agencies. The student will get the approval of their Practicum Faculty before the Agency Practicum Instructor signs the document. **Due Date: week 2 (Practicum Faculty), week 3 (Agency Practicum Instructor) on Tevera.** (Competencies 1-10)
- b. **Monthly Timesheet: (5 points each x 4 = 20 points)** Student will track their practicum hours and required MSW supervision hours on the monthly hour/supervision log on Tevera. Approximately four times in each semester, students must complete, sign, and submit their log, via Tevera, to their Agency Practicum Instructor to sign, which then the Practicum Faculty will sign. The logs must be signed and submitted by the student, by the assigned due date, for students to receive full credit, unless other arrangements are made. **Due Dates: see course outline below.** (Competency 1)
- c. **Midterm Evaluation: (50 points)** This assessment of the student's practicum work and professional development is completed together by the student and Agency Practicum Instructor (and other applicable agency supervisors) as a means of assessing progress toward the Learning Agreement goals and practicum performance. The student and Agency Practicum Instructor review the student's learning agreement and complete the Mid-Term evaluation on Tevera. (Competencies 1 – 10). **Due Date: week 7**
- d. **Final Evaluation: (100 Points)** This assessment of the student's practicum work and professional development is completed together by the student and Agency Practicum Instructor (and other applicable agency supervisors) as a means of assessing the student's overall progress toward the Learning Agreement goals and practicum performance for the school year. The student and Agency Practicum Instructor review the student's Learning Agreement and complete Final Evaluation on Tevera. This process needs to be completed PRIOR to the final site visit. **Due Date: week 15.** (Competencies 1-10).
- e. **Student Evaluation of Practicum Placement (10 points)** Student will complete an evaluation of the practicum placement and the field education program (on Tevera). This document is not shared with agency personnel unless the student chooses to do so. **Due Date: week 15.**

- f. **Student Self-Assessment: (10 points)** Student will complete an evaluation of their own performance and experience in their practicum (on Tevera). This document is not shared with agency personnel unless the student chooses to do so. **Due Date: week 15.**

Grading Policy

Students must successfully complete BOTH practicum and seminar components to pass the course. To successfully complete the practicum portion of the course, student interns must receive a 'competent' (or above) score on 90% of the 10 competencies by the end of their spring semester practicum evaluation. To successfully complete the seminar portion of the course, the student can receive no lower than a C (73%) on any single seminar assignment. Failure to meet the minimum requirements of either portion of the course (agency based or seminar) will result in a failing grade for the entire course. Students must receive a minimum grade of B overall (83%) to successfully complete this course and graduate in the MSW program.

Grading scale

	B+	= 87-89%	C+	= 77-79%	D+	= 67-69%	
A	= 94-100%	B	= 83-86%	C	= 73-76%	D	= 63-66%
A-	= 90-93%	B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
					F	< 60%	

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the *NASW Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception."

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student's own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person's work as one's own; 4) changing a few words but copying the sentence structure and content; 5) using any form of Artificial Intelligence or ChatGPT.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are clear violations of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for

academic dishonesty. Academic misconduct will be reported to the university's administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University's Academic Honesty Policy

X. Tentative Course Outline:

Meeting Dates	Topic	Readings & Assignments (These should be completed by the class indicated in the left column)
Week 1 Jan. 10/11	Review of Syllabus <i>Discuss Updating Learning Agreement</i>	<u>Due for Class:</u> Read Syllabus Get your "text" book
Week 2 Jan. 17/18	Competency 1: Demonstrate Ethical and Professional Behavior Student Discussion Facilitation	<u>Due for Class:</u> Continue reading chosen book Updated Learning Agreement (on Tevera, to your Practicum Faculty first)
Week 3 Jan. 24/25	Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice Student Discussion Facilitation	<u>Due for Class</u> Continue reading chosen book Updated and Signed Learning Agreement (signed by all in Tevera)
Week 4 Jan. 31/Feb. 1	Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Student Discussion Facilitation	<u>Due for Class:</u> Continue reading chosen book January Hour/Supervision Log (Tevera)
Week 5 Feb. 7/8	Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Student Discussion Facilitation	<u>Due for Class:</u> Continue reading chosen book
Week 6 Feb. 14/15	Competency 5: Engage in Policy Practice Student Discussion Facilitation	<u>Due for Class:</u> Continue reading chosen book Process Recording #1 (Canvas)

Meeting Dates	Topic	Readings & Assignments (These should be completed by the class indicated in the left column)
Week 7 Feb. 21/22	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Student Discussion Facilitation Student Case Review	<u>Due for Class:</u> Continue reading chosen book Midterm Evaluation (Tevera)
Week 8 Feb. 28/29	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Student Discussion Facilitation Student Case Review	<u>Due for Class:</u> Continue reading chosen book February Hour/Supervision Log (Tevera)
Week 9 March 6/7	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Student Discussion Facilitation Student Case Review	<u>Due for Class:</u> Continue reading chosen book
Week 10 March 13/14	GFU IPE (Interprofessional Education) Event, Newberg Campus, 4:30-6:30 p.m.	GFU IPE (Interprofessional Education) Event, Newberg Campus, 4:30-6:30 p.m.
Week 11 March 20/21	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Student Discussion Facilitation Student Case Review	<u>Due for Class:</u> Continue reading chosen book Process Recording #2 (Canvas)
Week 12	SPRING BREAK	SPRING BREAK

Meeting Dates	Topic	Readings & Assignments (These should be completed by the class indicated in the left column)
Week 13 April 3/4	<p>Competency 10: Demonstrate skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts.</p> <p><i>Discuss Final Evaluation, Self-Assessment, Evaluation of Practicum Placement</i></p> <p>Student Discussion Facilitation</p> <p>Student Case Review</p> <p>Site Visits</p>	<p><u>Due for Class:</u> Continue reading chosen book</p> <p>March Hour/Supervision Log (Tevera)</p>
Week 14 April 10/11	<p>Catch up</p> <p>Student Discussion Facilitation</p> <p>Student Case Review</p> <p>Site Visits</p>	<p><u>Due for Class:</u> Continue reading chosen book</p> <p>Reflection Paper on chosen book due (Canvas)</p>
Week 15 April 17/18	<p>Saying Goodbye</p>	<p><u>Due for Class:</u> Student Evaluation of Placement Student Self-Assessment Final Evaluation (All Tevera)</p>
Week 16 Finals Week	<p>Seminar Class Does Not Meet</p>	<p>April MSW Supervision Log (Tevera)</p> <p><u>All course and practicum paperwork is due on Tevera by Wednesday, April 24, 2024, 5:00 p.m., No Exceptions.</u></p>

XI. Bibliography:

Allaire, J. & Broughton, R. (1995). *Praying with Dorothy Day*. St. Mary's Press.

Bein, A. (2008). *The Zen of Helping*. John Wiley & Sons.

Boyle, G. (2010). *Tattoos on the Heart: The Power of Boundless Compassion*. The Free Press.

- Chittister, J. D. (2003). *Scarred by Struggle, Transformed by Hope*. Eerdmans Publishing Co.
- Day, D. (1981). *The Long Loneliness: The Autobiography of the Legendary Catholic Social Activist*. Harper and Row Publishers.
- Jackson, C. (2003). *The Gift to Listen; The Courage to Hear*. Augsburg Books.
- Linn, D., Linn, S. F., & Linn, M. (1993). *Belonging: Bonds of Healing and Recovery*. Paulist Press.
- Nhat Hanh, T. (2001). *Anger: Wisdom for Cooling the Flames*. The Penguin Group (USA).
- Nouwen, H. J. M. (1979). *The Wounded Healer*. Doubleday Publishing.
- Nouwen, H. J. M. (1994). *The Return of the Prodigal Son*. Doubleday.
- Palmer, P. J. (1990). *The Active Life: Wisdom for Work, Creativity and Caring*. Harper Collins.
- Palmer, P. J. (2000). *Let Your Life Speak: Listening for the Voice of Vocation*. John Wiley & Sons, Inc.
- Palmer, P. J. (2004). *A Hidden Wholeness*. John Wiley & Sons, Inc.
- Sweitzer, H. F. & King, M. (2014). *The successful internship: Transformation and empowerment*. Pacific Brooks/Cole.
- Vanier, J. (1998). *Becoming Human*. Paulist Press.
- Vest, N. (1997). *Friend of the Soul: A Benedictine Spirituality of Work*. Cowley Publishing.

XII. Academic Services:

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu.

My desire as an instructor for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, are other abled, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom video conference and email writing consultations. Graduate students are invited to contact the PWC for

feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. Check wc.georgefox.edu for additional information, including hours of operation and appointment scheduling. For more information, email the Portland Writing Center at wc@georgefox.edu.

XIII. School of Social Work Mission:

The mission of the George Fox University College of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer:

The instructor reserves the right to modify any portion of the syllabus, class schedule, or due dates. If any revisions are made, you will be notified via an in-class, Canvas, or e-mail announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 685: Special Topics: Children's Issues

Fall 2023

Tuesdays 1:00- 3:00 p.m.

Rhonda Andrews, LCSW

Office: Portland Center # 176

Office Hours: Tuesdays 9:00 a.m. – 1230 p.m.,

Wednesdays noon – 5:30 p.m. and by appointment

Associate Professor of Social Work

Office Phone: 503-554-6071(no messages please)

Cell Phone: 503-784-7551(message or text ok)

E-mail: randrews@georgefox.edu

I. Catalog Description

This course is split into two parts; 1. knowledge of and interventions with child and family issues and 2. Play Therapy as an intervention modality. The first part of the course will cover several aspects of working with children and their families including child development, Trust Based Relational Intervention, childhood disorders, divorce and adoption. The play therapy section will be a basic introduction to working with children as clients in a play therapy modality. The history of play therapy, the various theoretical approaches to play therapy, and some basic play therapy concepts will be learned and practiced. Students will learn how and why play therapy is a treatment modality for children. An emphasis on practice with marginalized populations is infused throughout the course.

II. Course Purpose

One purpose of this course is to explore various issues in working with children. The other purpose of this course is to learn and practice working with children and their families within the modalities of Trust Based Relational Intervention and Play Therapy.

III. CSWE Competencies

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- **Competency 4:** Engage in Practice-informed Research and Research-informed Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Communities, & Organizations
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Communities, & Organizations

IV. Course Objectives

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

1. Understand the potential ethical dilemmas that are specific to working with children in a variety of settings. Also, recognize the values and ethical principles which underlie child and family practices and policies (Competencies 1, 2, 4, 6).
2. Recognize how issues of diversity—including age, culture, race, class and income level, spirituality, disability, gender, and sexual orientation—influence assessment and intervention with children and their families. (Competencies 2, 4, 6).
3. Understand the person-in-environment perspective and how this affects working with children and their families in various settings and in play therapy (Competencies 6, 9).
4. Demonstrate an understanding of a child’s worldview, how children communicate, and how to communicate with children. (Competencies 6, 8)
5. Describe the historical and theoretical development and approaches to Play Therapy. Identify and articulate a personal theoretical approach to Play Therapy. (Competencies 4, 6, 8, 9)
6. Apply knowledge about children to intervene and evaluate macro systems that involve and affect children and their families. (Competencies 6, 8, 9)
7. Explore the effectiveness of Trust Based Relational Intervention as an intervention modality with children, and practice its techniques. (Competencies 1,2,4,6,8)

V. Course Texts and Other Required Readings

Required Textbooks:

Axline, V. (1964). *Dibs, in search of self*. Ballantine.

Kottman, T. (2011). *Play therapy: Basics and beyond* (2nd ed.). American Counseling

Association.

<https://ebookcentral.proquest.com/lib/georgefox/detail.action?docID=1873194>

National Association of Social Workers. (2021). *Code of ethics of the National Association of*

Social Workers. Author.

American Psychological Association. (2020). *Publication manual of the American*

Psychological Association (7th ed.). Author.

Other Required Reading:

What You Can Do About Child Abuse

<https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/de9061.pdf>

2021 Child Welfare Data Book

<https://www.oregon.gov/odhs/data/cwdata/cw-data-book-2021.pdf>

Additional Materials Needed

Students need to obtain campus Internet access for selected student assignments and research. Students are required to access Canvas for class materials and to post their completed assignments. Journal articles and other readings will be assigned throughout the semester and posted on Canvas.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. Also, the behavioral pattern demonstrated in class attendance may be indicative of the student's commitment in a field practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the professor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, internship commitments, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency need to communicate with the professor as soon as possible to make a plan, and possibly provide documentation to the professor. Students who miss two or more consecutive classes due to personal illness need to obtain documentation of extended illness through their health care provider or Health and Counseling Services.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. The professor is aware that students feel more or less comfortable speaking in a classroom setting, however, being a social worker involves speaking in public, speaking at meetings, speaking with clients, and advocating for their clients in a variety of situations. The classroom is an appropriate place to practice these skills. *Student attendance and participation is factored into the final grade.*

Class Attendance and Participation are assessed as follows:

- A** - Contributes relevant material regularly, listens intently to others and encourages others to participate. Demonstrates excellent preparation and understanding of material.
- B** – All of the above most of the time or with good preparation and understanding.
- C** – Contributes less relevant or tangential material. Demonstrates interest and some understanding of material. Not actively listening or engaged relevantly.
- D** – Reading/preparation not apparent.
- F** – Comments/attitude detracts from discussion and participation by others.

Attendance is being on time and present; **participation** is being prepared with the reading assignments for discussion and exercises. Students are expected to attend all classes. It is the student's responsibility to obtain handouts, assignments, information, and notes when class is missed, regardless of the type of absence.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, practicum agency personnel, clients, and peers. Expected professional behavior in the classroom (and virtually) includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference.

If the professor or a colleague does or says something that is offensive or makes the classroom feel unsafe, please talk with that person directly (as soon as possible). If that one-on-one conversation is not helpful, please approach the professor for assistance. Please see the Student Handbook and the Field Manual for further grievance processes.

Students are expected to abide by the NASW *Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook*, the *MSW Field Manual*, and the *MSW Professionalism Rubric*.

Electronic Devices

Please turn off and put away all electronic devices when class starts. A device can be used for course related purposes, when prompted by the professor. If a cell phone is needed due to an emergency, notify the instructor before class and the phone can be available with the ringer off.

Recording or photography of any kind is prohibited without prior permission of the instructor.

Zoom Etiquette and On Camera Tips for Virtual Classroom (we will follow the university policies in regards to any health concerns)

Cameras must be on during live virtual sessions.

- Light your face more brightly than the background to make it easier to see you.
- Microphones pick up all ambient noise, so keep your microphone muted until it's your time to speak.
- If you need to step away for a moment, you can turn your video off until you return.
- Remember when on a zoom meeting (on camera) activities such as eating, shuffling papers, texting, etc. are extremely distracting (and sometimes unflattering).
- Please consider your background (other humans and things). Try to choose a setting where there will be as little distractions to yourself and others as possible.
- When on a zoom meeting or in a zoom class, the expectation is that you are in one place, focused and present (not driving or shopping, or ...).
- Remember the professionalism expectations, despite the informal setting at home or alternative space. These expectations are clearly outlined and are observed by the professor.

VIII. Course Assignments

APA

Students are required to use the *Publication Manual of the American Psychological Association, 7th edition* for all written assignments. The page number requirement of assignments does not include title and reference pages. All APA rules apply with the exception of no abstracts are needed. Please use the manual for all paper writing guidelines.

Late Work Policy

Assignments that are submitted in class (and on Canvas) are due at the start of class on the due date. Prior approval or unforeseen emergencies may, at the professor's discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the professor for requests for extensions up to 48 hours prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Feedback Studio Note

This course will be utilizing Feedback Studio, a Turnitin.com product, for several assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Assignments

1. Attendance and Professional Behavior: (250 points, 25 % of total course grade). See Attendance and Professional Behavior policies above. Social work is an interactive and interpersonal profession; relationships are key to successful outcomes. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, activities, and your ability to share how your personal learning experience is evolving is vital to the learning process. (Competencies 1, 6).

2. Literature Review: (200 points, 20% of the total course grade). Students will complete a literature review on a current issue involving social work with children that the student is interested in learning more about. "Children" are defined as someone 0 – 18 years old. Students will choose their topic, and the instructor needs to approve it. The literature review needs to be 8 - 9 pages in length, with at least 8-10 scholarly resources, with the majority of the resources published within the last 15 years, APA format. (Competencies 4, 9)

Due no later than Oct. 3, 2023, on Canvas and hardcopy to professor by class start time.

3. *Dibs: In Search of Self* Integrative paper: (180 points, 18% of total course grade) Students will read the novel, *Dibs: In Search of Self* and write a 6 – 7 page paper integrating the novel, research, and their personal perspective. APA format. (Competencies 4, 6, 8).

Please see the separate assignment and grading guidelines posted on Canvas.

Due no later than Oct. 24, 2023, on Canvas and hardcopy to professor by class start time.

4. Reflection Paper: (80 points, 8 % of final grade). This paper is a chance for students to reflect and integrate what they have learned about working with children and their families. This paper needs to be 2 -3 pages in length. APA format. (Competencies 1, 4).

Please see the separate assignment and grading guidelines posted on Canvas.

Due no later than Nov. 7, 2023, on Canvas and hardcopy to professor by class start time.

5. Final Integrative Advocacy Paper and Presentation: (290 points, 29% of total course grade; 20% paper, 9% presentation). Students will work in teams of two (of their choosing) to analyze a major children’s issue at the micro, mezzo, and macro levels. Students choose their topic and the instructor needs to approve it. This paper will be 14 - 16 pages long. APA format (but no abstract). Students will also complete a 10-15 minute presentation, about their project. This project will include a research-based explanation of the problem/issue, related policies, advocacy/persuasion of what changes the students would like to make and how those changes could be made, and ethical dilemmas.

(Competencies 2, 4, 8, 9). **Please see the separate assignment and grading guidelines posted on Canvas.**

Due no later than Dec. 5, 2023, on Canvas and hardcopy to professor by class start time.

Grading scale

A	= 94-100%	B+	= 87-89%	C+	= 77-79%	D+	= 67-69%
A-	= 90-93%	B	= 83-86%	C	= 73-76%	D	= 63-66%
		B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
						F	< 60%

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Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student’s own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person’s work as your own; 4) changing a few words but copying the sentence structure and content, 5) using any form of Artificial Intelligence or ChatGPT.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator. Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university’s administration.

University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal. *Reference: George Fox University's Academic Honesty Policy*

****The exception to the above statements, for this course only, is that students may use portions of their own (or their partners') literature reviews for the final paper/project.****

X. Course Outline

Week/Date	Topic	Readings & Assignments (These should be read before the class date in the left column)
Week 1 Aug. 29	Introduction to course <ul style="list-style-type: none"> • Definitions of child abuse/neglect • 2021 statistics on Oregon's children 	Syllabus Read "What You Can Do About Child Abuse" and "2021 Child Welfare Data Book" (see Canvas)
Week 2 Sept. 5	Child Development <ul style="list-style-type: none"> • Major milestones and the importance of context 	Selected readings on Canvas
Week 3 Sept. 12	Trust Based Relational Intervention (TBRI) <ul style="list-style-type: none"> • Overview of TBRI • Major intervention components 	Selected readings on Canvas
Week 4 Sept. 19	TBRI Continued	Selected readings on Canvas
Week 5 Sept. 26	TBRI Continued Divorce <ul style="list-style-type: none"> • Core Issues in Divorce • Intervening with Divorced Families 	Selected readings on Canvas
Week 6 Oct. 3	Divorce Continued Attention Hyperactivity Deficit Disorder <ul style="list-style-type: none"> • Core Issues in ADHD • ADHD Interventions 	Selected readings on Canvas Literature Review due
Week 7 Oct. 10	Adoption <ul style="list-style-type: none"> • Core Issues in Adoption • Intervening with the Adoption triad <i>Guest Speaker: Becca Flatt, CSWA</i>	Selected readings on Canvas

<p>Week 8 Oct. 17</p>	<p>Working with Youth and the LGBTQ+ population <i>Guest Speaker, Lindsay Rennick, MSW</i></p> <p>Ch. 1, Introduction Ch. 2, History of Play Therapy</p>	<p>Selected readings on Canvas</p> <p><i>Play</i>, Ch. 1 & 2</p>
<p>Week 9 Oct. 24</p>	<p>Ch. 3, Theoretical Approaches to Play Therapy</p> <ul style="list-style-type: none"> ● Adlerian, Child-Centered, Cognitive Behavioral, Gestalt, Theraplay, etc. <p>Ch. 4, Logistical Aspects of Play Therapy</p> <ul style="list-style-type: none"> ● Setting Up Space & Choosing and Arranging Space ● Initial & Ending Sessions 	<p><i>Play</i>, Ch. 3 & 4</p> <p>Dibs paper due.</p>
<p>Week 10 Oct. 31</p>	<p>Ch. 5, Tracking</p> <ul style="list-style-type: none"> ● How to Track ● Application, Examples, Practice <p>Ch. 6, Restating Content</p> <ul style="list-style-type: none"> ● How to Restate ● Application, Examples, Practice 	<p><i>Play</i>, Ch. 5 & 6</p> <p>Wear a costume to class!</p>
<p>Week 11 Nov. 7</p>	<p>Ch. 7, Reflecting Feelings</p> <ul style="list-style-type: none"> ● How to Reflect Feelings ● Application, Examples, Practice <p>Ch. 8, Setting Limits</p> <ul style="list-style-type: none"> ● What and When to Limit ● Application, Examples, Practice 	<p><i>Play</i>, Ch. 7 & 8</p> <p>Reflection paper due.</p>
<p>Week 12 Nov. 14</p>	<p>Catch up class (get caught up through chapter 8)</p>	<p><i>Play</i>, Ch. 1 - 8</p>
<p>Week 13 Nov. 21</p>	<p>Ch. 9, Returning Respons. To Child</p> <ul style="list-style-type: none"> ● When and How to Return Responsibility to Child ● Application, Examples, Practice <p>Ch. 10, Dealing with Questions</p> <ul style="list-style-type: none"> ● The Nature of Questions ● Application, Examples, Practice 	<p><i>Play</i>, Ch. 9 & 10</p>

Week 14 Nov. 28	Ch. 11, Integration of Basic Skills <ul style="list-style-type: none"> ● Integrating Skills ● Application, Examples, Practice Ch. 12, Recognizing and Communicating Through Metaphors <ul style="list-style-type: none"> ● Recognizing and Understanding Metaphors ● Application, Examples, Practice 	<u>Play</u> , Ch. 11 & 12
Week 15 Dec. 5	Advocacy Paper due! Presentations!	Advocacy Paper due! Presentations!
Week 16 Dec. 12	Finals Week Experiential learning	Rhonda's office 307 East Second Street, Suite 155 Newberg

X. Bibliography

Axline, V. (1964). *Dibs, in search of self*. Ballantine.

Biel, L. & Peske, N. (2018). *Raising a sensory smart child; The definitive handbook for helping your child with sensory processing issues*. Penguin Books.

Crenshaw, D.A. & Stewart, A.L. (Eds.). (2015). *Play therapy: A comprehensive guide to theory and practice*. The Guilford Press.

Crosson-Tower, C. (2008). *Understanding child abuse and neglect* (7th ed.). Allyn & Bacon.

Dion, L. (2018). *Aggression in play therapy: A neurobiological approach for integrating intensity*. W.W. Norton and Company.

Fahlberg, V.I. (2012). *A child's journey through placement*. Perspectives Press.

Landreth, G. (2012). *Play therapy: The art of the relationship* (3rd ed.).
Rutledge Taylor and Francis Group.

Levine, P.A. (2019). *Trauma through a child's eyes*. North Atlantic Books.

Mallon, G.P., & McCartt-Hess, P. (2014). *Child welfare for the 21st century*. Columbia University Press.

O'Connor, K.J., Schaefer, C.E., & Braverman, L.D. (Eds.). (2016). *Handbook of play therapy* (2nd ed.). John Wiley & Sons, Inc.

Purvis, K. B. & Cross, D.R. (2007). *The connected child*. McGraw Hill.

Purvis, K. & Qualls, L. (2020). *The connected parent: Real-life strategies for building trust and attachment*. Harvest House Publishers.

Ray, D.C. (2011). *Advanced play therapy*. Routledge Taylor and Francis Group.

Siegel, D.J. & Bryson, T.P. (2011). *The whole brain child*. Bantam Books Trade Paperbacks.

Siegel, D. J. & Hartzell, M. (2003). *Parenting from the inside out: How a deeper self-understanding can help you raise children who thrive*. Penguin.

XI. Academic Services

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu.

Accessibility in This Class

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning preferences, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

If you need mental health support as a result of trauma, please contact the [Health and Counseling Center](#). If you find that your PTSD or trauma experience is negatively affecting your academic work and would like to discuss further accommodations, please contact [Disability & Accessibility Services](#).

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom and asynchronous writing consultations. Graduate, George Fox Connect (GFC), and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. **To schedule an appointment**, visit traccloud.georgefox.edu. For more information, visit wc.georgefox.edu or email the Portland Writing Center at wc@georgefox.edu.

XIII. College of Social Work Mission:

The mission of the George Fox University College of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer

The professor reserves the right to modify any portion of the syllabus, class schedule, type of meeting, or due dates. If any revisions are made, you will be notified in-class, via Canvas announcement, and/or an e-mail. Additionally, the professor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX
UNIVERSITY
COLLEGE OF SOCIAL WORK

SWKG 685 D: Substance Abuse

Fall 2023 (08/28/23– 12/15/2023)

9:30am-12:00pm PDS 160

Name: Anna Maceira, LCSW, CADCI
Office Hours: Varies. Feel free to email
instructor for a response within 24 hours

Adjunct Professor of Social Work
E-mail: amaceira@georgefox.edu

I. Catalog Description:

This course is designed to introduce the field of substance abuse to social workers. It will provide knowledge and skills to understand models of addiction, screening, assessment and diagnosis. Students will learn various approaches to treatment, including evidenced based interventions and elements of relapse prevention and recovery. It will provide specific information regarding social work with chemically dependent children, individuals and families as well as approaches with culturally and ethnically diverse populations. Policy and practice issues related to working with substance prevention and treatment will also be reviewed.

II. Course Purpose:

This course will provide social work students with the practice skills to reduce or eliminate the detrimental impact of substance use disorders at multiple levels (families, groups organizations, and communities). Students gain skills that assist in this effort through an ability to identify, assess, intervene and evaluate those struggling with substance abuse and dependency throughout the lifespan.

III. CSWE Competencies:

The 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations and Communities

IV. Course Objectives:

1. Identify the role of social work among many professions involved in addressing substance abuse (Competency 1).
2. Describe various models of addiction and assess advantages and disadvantages of each (Competency 6).
3. Know the diagnostic criteria for substance use disorders and be able to use these criteria along with other screening and assessment strategies to identify diagnostic category and relevant level of services, interventions, and goals (Competency 7).
4. Develop a working knowledge of both evidenced based treatment practices as well as community-based support groups (i.e. Alcoholics Anonymous, Narcotics Anonymous) and their usefulness for addicted persons, their families and/or significant others (Competency 8).
5. Understand relevant ethical standards of conduct when working with substance abusing clients and their families (Competency 1).
6. Demonstrate an understanding of the needs of diverse and marginalized populations in the assessment, diagnosis and intervention of substance abuse (Competency 3).

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

Begun, A., & Murray, M. (Eds.). (2020). *The Routledge handbook of social work and addictive behaviors*.

Routledge Press.

Substance Abuse and Mental Health Services Administration (US); Office of the Surgeon General (US).

(2016). *Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and*

Health. Washington, (DC): US Department of Health and Human Services Available from:

https://www.ncbi.nlm.nih.gov/books/NBK424857/pdf/Bookshelf_NBK424857.pdf

Other Required or Supplemental Reading:

American Psychological Association. (2013). *Diagnostic and Statistical Manual of Mental*

Disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.

American Psychological Association. (2020). *Publication manual of the American Psychological*

Association (7th ed.). Washington, D.C.: Author.

Maté, G. (2008). *In the realm of hungry ghosts: Close encounters with addiction*. Toronto: Knopf Canada.

National Association of Social Workers. (2021). *Code of ethics of the National Association of*

Social Workers. Silver Spring, M.D.: Author.

National Association of Social Workers. (2013). *NASW standards for social work practice with*

clients with substance abuse disorders. Retrieved August 22, 2017 from

<https://www.socialworkers.org/LinkClick.aspx?fileticket=ICxAggMy9CU%3D&portalid=0>.

National Institute of Drug Administration (2014). *Principles of drug abuse treatment for criminal justice populations*. Retrieved August 22, 2017 from

https://d14rmgtrwzf5a.cloudfront.net/sites/default/files/txcriminaljustice_0.pdf.

SAMHSA (2015). TIP 27: Comprehensive case management for substance abuse treatment.

Retrieved from <https://store.samhsa.gov/shin/content/SMA15-4215/SMA15-4215.pdf>.

SAMHA (2020) TIP 42: Substance Abuse Disorder Treatment for People with Co-Occurring Disorders.

Retrieved from

https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/PEP20-02-01-004_Final_508.pdf

Websites:

AA Meetings in Oregon

<http://www.aa-oregon.org/>

Portland NA Meetings

<https://www.portlandna.com/>

The Most Excellent Way- Addiction Victory Meetings

<https://www.salemheightschurch.org/ministries/the-most-excellent-way>

Celebrate Recovery-Portland

<https://www.newsongpdx.com/celebrate-recovery/>

SMART Recovery Mtgs

<https://meetings.smartrecovery.org/meetings/>

Alano Recovery Club-Portland (Community Mtg List)

<https://www.portlandalano.org/meeting-schedule>

Oregon Recovery Network-Support Meetings and other treatment related resource

<https://oregonrecoverynetwork.org/support/>

Code of Federal Regulations, CFR, Title 42, part 2

<https://www.ecfr.gov/current/title-42/chapter-I/subchapter-A/part-2>

Oregon Portland Gambling Resource

http://www.opgr.org/?gclid=EAlaIqobChMI29Wb6_nr1QIV1Y1-Ch3rKAMGEAAAYASAAEgKDYPD_BwE

Portland Support Groups

<http://soberportland.com/portland-12-step-groups/>

National Sites

National Association for Alcoholism and Drug Abuse Counselors (NAADAC)

<http://www.naadac.org/>

NAADAC Code of Ethics

<https://www.naadac.org/code-of-ethics>

Join Together (Join Together Online)

SAMHSA (Substance Abuse and Mental Health Administration)

NIDA (National Institute of Drug Abuse)

NIAAA (National Institute on Alcohol Abuse & Addiction)

NCADI (National Clearinghouse for Alcohol & Drug Info—lots of free stuff!)

ATTC (Addiction Technology Transfer Center—national site)

NCSACW (National Center on Substance Abuse & Child Welfare)

Al-Anon & Alateen

Alcoholics Anonymous

Cocaine Anonymous

Narcotics Anonymous

MADD (Mothers Against Drunk Driving)

NACoA (National Association of Children of Alcoholics)

Additional Materials:

Students should obtain campus Internet access for selected student assignments and research in social welfare. You will be required to access “Canvas” for many of your assignments. Other readings may be assigned during the semester as they become available.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes by actively engaging in weekly online discussions and activities in this course. Each student is expected to attend this course by submitting at least one discussion post and two responses to other peer submissions at minimum per week. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to

personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services. *If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email or written note explaining the need for absence. Online discussions submitted past the due date in this course would be considered an absence.*

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively reflect on and react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. The format of the class may prompt students to share personal information. You may share of your own choice, but use discretion, as this is a classroom setting. Such information will be received with full respect and confidentiality. Please understand criticism or personal insults will not be tolerated. Given the nature of social work, there are varying degrees of positionality on social issues. Therefore, there is room for varying opinions and philosophies in this course. Please be respectful and courteous with discussions in this classroom. *Student attendance and participation is factored into the final grade.*

Class Attendance and Participation are assessed using the program's Professionalism Rubric. Please see the MSW Student Handbook for more information. Students will be required to become familiar with the Professionalism Rubric and apply its framework to classroom interactions with colleagues and course professor.

Attendance is being on time and present; **participation** is being prepared with the reading assignment, for discussion and exercises. All readings and assignments, including discussions are due on the Thursdays of each week by midnight. Minimum of two thoughtful responses to other classmates discussion posts are due by midnight Friday of each week. It is the student's responsibility to obtain handouts, assignments, information and notes when class is missed regardless of the type of absence.

VII. Professional Conduct and Virtual Classroom Behavior

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. Students are expected to abide by the NASW *Code of Ethics*, and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

Zoom Etiquette and On-Camera Tips for Virtual Classroom

- Camera must be on during live virtual sessions.
- Please keep your microphone muted until it's your time to speak.
- Be mindful of lighting -- light your face more brightly than the background to make it easier to see you.
- Try to choose a setting where there won't be people in the background. Turn off your camera if you need to step away for a moment but plan to return in a timely manner.
- Remember professionalism expectation, despite the informal setting at home or alternative space. These expectations are clearly outlined and are observed by the instructor.

Electronic Devices – Modify to your preferences

Please turn off and put away all unnecessary electronic devices when class starts. If a cell phone is needed due to an emergency, notify the instructor before class and the phone should be switched to a ring mode that will not disturb the class.

Recording or photography of any kind is prohibited without prior permission of the instructor.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. APA style includes: 1" for all margins; 12 point Times New Roman font; double-spacing, a title page, abstract, and reference page. All written assignments and papers will be graded according to the following criteria: Good spelling and grammar, use of APA style, appropriate content, thought development, analysis of topic, quality of research materials/references, original work, and integration of course content.

Late Work Policy

Assignments that are submitted in class are due at the start of class on the date it is due. **Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments.** Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed, and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. **It is the student's responsibility to notify the instructor for requests for extensions prior to the due date.** If an extension is not granted prior to the due date, a 10% grade penalty will be imposed for every day the assignment is late.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for several assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Assignments:

- a) **Professional Behavior** (240 points). See attendance and professional behavior policies above. Students will participate in weekly online discussions and be prepared for active engagement in the course. (Competencies 1, 2). Social work is an interactive and interpersonal profession. **Therefore, for online virtual courses, participation is measured by the quality of consistent engagement throughout online course activities.** Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, activities and your ability to share how your personal learning experience is evolving is vital to the learning process. You should strive to demonstrate the following in this course:
- a) Respecting and encouraging the opinions of your peers, even if they do not represent your own.
 - b) Reading carefully and thinking critically.
 - c) Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
 - d) Being prepared to give and accept feedback.

- e) Being prepared to work with your colleagues.
- f) Question ideas, not people.
- g) Attempt to see things from other perspectives.
- h) Use supporting relevant information.
- i) Attempt to recognize and assess implications of your ideas. Think creatively. Creative thinking is encouraged. Brainstorm possibilities.
- j) Communicate assertively. A person communicates assertively by not being afraid to speak his or her mind or trying to influence others, but doing so in a way that respects the personal boundaries of others.

b) **Support Group Observation Paper:** (100 points). Each student will attend two (2) community support meetings during the term. *They can be online/virtual.* You will need to research the meeting information to verify it is an **open meeting**. You may attend with a partner or by yourself, but it is highly recommended you do NOT attend as a large group of students. They must be two separate types of groups. If you currently attend 12-step meetings you should attend the 2nd meeting in a different kind of group than that which you currently attend (for example, if you attend AA, you should go to Al-Anon, NA, etc.). Students should make sure that the meetings are “open” meetings unless you specifically identify as a member of the group you are attending. Should someone ask, be honest about your reason for attending... “I am here because I want to learn more about twelve step meetings.” You are encouraged to research the type of meeting you are observing, in order to be a good observer. Please review the link on anonymity posted in Canvas for further explanation. Students must attend meetings in community-based settings (not treatment centers, hospitals, or mental health centers). Above all, respect the anonymity of the people you meet. Students will write a 5-7 page reaction paper addressing:

- a) A brief description of the events at the meetings.
- b) Your reaction to what transpired in the meetings, including personal cognitive and affective reactions to the people, events, and descriptions of what occurred.
- c) What you learned from attending the meetings.
- d) An analysis of the advantages and disadvantages of this type of support group.
- e) How you feel about referring clients to community based support meetings based on your experiences at the meetings.

*Please take special caution in writing your papers and avoid disclosing confidential information about any of the participants in the meeting.

c) **Special Population Group Paper** (150 points). Students will be placed in small groups to work together collaboratively on this assignment. All papers must include involvement from group members evenly and address the knowledge, attitudes, and skills required to work with the identified group.

Papers should address substance abuse treatment with a special population. Examples of special populations include but are not limited to women, men, people in the child welfare system, prison, ethnic/cultural groups. Students will write an 8-10 page scholarly paper addressing:

- a) Prevalence of substance abuse among members of the identified group.
- b) Knowledge, attitudes, and skills needed to treat members of the identified group.
- c) Special issues that should be considered when providing treatment to the identified group (diversity, scarcity of resources, etc.)
- d) Local, state or federal substance related policies that affect this identified group and desired outcomes, pros and cons. Describe the policies including what level the policy occurs at, what it is intended to do, when it was implemented, and who it affects. Discuss ways in which the policy can be improved to achieve the goals of the policy. This

section should be done throughout with an in-depth critical analysis of the policy and ideas or strategies to improve them.

- e) Other clinical issues you feel are relevant to treatment with the group.
- f) Resources (web sites, national and local organizations, special treatment facilities, etc.) for members of the identified group.

d) **Interview Paper** (150 points). Students will interview an individual (virtual interview is an option) in recovery or a family member of someone in recovery and write an 8-10 page paper summarizing the following items:

- a) Paper must ensure total anonymity and **use a pseudo name for confidentiality**. Student must explicitly state in paper the use of the pseudo name.
- b) A list of 10-15 questions (included in appendix of paper) you would like to ask someone who has struggled with substance abuse or has a relationship with someone who does (as an observer of the below).
 - a. How many times have you attempted to stop using in the past?
 - b. How did your previous attempts impact future attempts?
 - c. Have you relapsed and how did you deal with this?
 - d. What seems most helpful to you as a means of staying sober?
 - e. What type of support system do you have now compared to when you were using?
 - f. How were you impacted by your abuse? What areas were most affected? (Work, relationships, legal, financial, spirituality, self-esteem, etc.)
 - g. What was most helpful in recognizing you needed outside assistance to help you stop using?
- c) The setting (virtual or in person), context, description of the relationship.
- d) A description of your personal reaction to what you learned or to having this conversation with the person you interviewed (this section should be at least 2 pages).
- e) How did your personal constructs about substance abuse and recovery change as a result of this interview?
- f) What was the most important thing you learned from this person?
- g) A description of your theoretical understanding (models) of the development of substance abuse problems and the approaches to treatment that was helpful for this person's recovery (**this section should be at least 2 pages**).

Grading scale (650 total course points)

A	= 94-100%	B+	= 87-89%	C+	= 77-79%	D+	= 67-69%
A-	= 90-93%	B	= 83-86%	C	= 73-76%	D	= 63-66%
		B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
						F	< 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception."

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student's own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person's work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university's administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University's Academic Honesty Policy

X. Tentative Course Outline

Format	TOPICS	ASSIGNMENTS (All readings and assignments, including discussions are due on the Thursdays of each week by midnight. Minimum of two responses to other classmates discussion posts are due by midnight Friday of each week)
WEEK ONE 8/28	Introduction to Course Review of Course Syllabus	<ul style="list-style-type: none"> ✓ Explore resources on Canvas ✓ Begun & Murray, Introduction ✓ Shor & Levit article ✓ Discussion activity
WEEK TWO 9/4	Roles for Social Work in Support of Recovery Oriented Policies and Services	<ul style="list-style-type: none"> ✓ Begun & Murray ch. 29 ✓ Facing Addiction in America ch. 1 ✓ Discussion activity
WEEK THREE 9/11	Introduction to Psychoactive Substances Global Alcohol Epidemiology	<ul style="list-style-type: none"> ✓ Read Begun & Murray ch. 2 & 3 ✓ Caulkins, Reuter & Coulson article ✓ Kalant article ✓ Discussion activity

WEEK FOUR 9/18	Models of Addiction	<ul style="list-style-type: none"> ✓ Begun & Murray ch. 4 & 5 ✓ Russell, Davies & Hunter article
WEEK FIVE 9/25	Models of Addiction (con't)	<ul style="list-style-type: none"> ✓ Begun & Murray, ch. 6 & 7 ✓ Discussion activity
WEEK SIX 10/2	Diverse and Special Populations	<ul style="list-style-type: none"> ✓ Begun & Murray, ch. 13 & 16 ✓ Choi, Dinitto, & Marti. article ✓ Delgado & Zerden article ✓ Legha & Novins article ✓ Discussion activity
WEEK SEVEN 10/9	Special Populations (con't)	<ul style="list-style-type: none"> ✓ Begun & Murray, ch. 15 & 17 ✓ Discussion activity
WEEK EIGHT 10/16	Confidentiality and Ethical Issues	<ul style="list-style-type: none"> ✓ NAADAC COE ✓ CFR, Title 42, Part 2 ✓ NASW COE ✓ Discussion activity ✓ **Support Group Observation Paper Due 10/19**
WEEK NINE 10/23	Screening, Assessment and Diagnosis HIV/AIDS	<ul style="list-style-type: none"> ✓ Begun & Murray, ch. 20 ✓ SAMHSA, TIP 42, ch. 3 ✓ Osborne & Benner article ✓ Discussion activity
WEEK TEN 10/30	Intervention in Addiction	<ul style="list-style-type: none"> ✓ Begun & Murray ch. 18 & 21 ✓ Watson article ✓ Discussion activity
WEEK ELEVEN 11/6	Treatment of AOD (Alcohol and Other Drugs) Gambling and Other Addictions	<ul style="list-style-type: none"> ✓ Begun & Murray, ch. 19 ✓ Begun & Murray ch. 8 & 9 ✓ Lee article ✓ Padwa et al. article ✓ Wild, T. Cameron article ✓ Read Leeman & Potenza article ✓ Read Najavits et al article ✓ Read Osborne & Benner article ✓ Discussion activity
WEEK TWELVE 11/13	Relapse Prevention and Recovery Prevention Twelve-Step and Other Types of Support Groups	<ul style="list-style-type: none"> ✓ Begun & Murray, ch. 28 ✓ Read Allen & Lo article ✓ Read Baird et al article ✓ Read Kaskutas et al article ✓ Discussion activity ✓ **Interview Paper Due 11/16**
WEEK THIRTEEN 11/20	Thanksgiving Break	<ul style="list-style-type: none"> ✓ Enjoy the week off!

WEEK FOURTEEN 11/27	Children and Families Adult Children and Codependency	<ul style="list-style-type: none"> ✓ Begun & Murray ch. 22 & 24 ✓ Hornberger & Smith article ✓ Knudson & Terrell article ✓ Lalayants, & Prince article ✓ Haverfield & Theiss article ✓ Sarkar et al article ✓ Discussion activity
WEEK FIFTEEN 12/4	The House I Live In Documentary (will watch in class)	<ul style="list-style-type: none"> ✓ Begumn & Murray, ch. 31 and 32 ✓ Discussion activity ✓ **Special Populations Paper Due 12/7**
WEEK SIXTEEN 12/11	Finals Week	<ul style="list-style-type: none"> ✓ Wrap up the term.
End of Course Congratulations!!		

XI. Bibliography

All articles can be found at the GFU Library through the electronic databases.

Allen, T., & Lo, C. (2010). Religiosity, Spirituality, and Substance Abuse. *Journal of Drug Issues*, 40(2), 433-459.

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XII. Academic Services

The **Writing Center (WC)**, located in the Portland Center Library, is available for face-to-face and distance (email or telephone) writing consultations. Graduate and Department of Professional Studies (DPS) students from any George Fox site are invited to contact the WC for feedback on writing projects, citation assistance, or other writing-related issues. Check wc.georgefox.edu for additional information, including hours of operation. To schedule an appointment, go to the online schedule at arcschedule.georgefox.edu, email the Writing Center at wc@georgefox.edu, or call [503-554-6055](tel:503-554-6055).

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu.

Accessibility in This Class

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning preferences, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future

Your browser and Canvas have accessibility features you can control. For example, you can choose to view larger text in your web browser. You can also select automatic subscription to all your Canvas

forums using settings in your Canvas Preferences. Selecting automatic subscription will send all forum postings to your @georgefox.edu email account. Some individuals, including those who use screen readers to read aloud text on the screen, find it easier to follow discussions when posts are presented to them in an email message.

XIII. School of Social Work Mission:

The mission of the George Fox University School of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer

The professor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX
UNIVERSITY
COLLEGE OF SOCIAL WORK

SWKG 685 E: School Social Work

Fall 2023

Thursdays 1:00pm - 3:00pm
Portland Center, Room 290

Name: Daphne Vaughn, MSW	Assistant Professor of Social Work
Office: Portland Center, 171	Office/Voice Mail: (503) 554-6077
Office Hours: Tuesdays and Wednesdays 12:30 – 2:30 Additional days/times by appointment.	E-mail: dhuffman@georgefox.edu

I. Catalog Description:

This course offers an orientation to social work practice in schools. It will provide knowledge and skills for analyzing educational programs and policies for schools functioning under public and private settings. Students will learn about various approaches to the social work role in schools and school social work practices. The course will provide an overview of ecological systems in schools, critical policy issues impacting education, and relevant prevention and intervention strategies to promote the right to education of oppressed and special populations (including children and youth with mental, physical, and emotional disabilities, economic and geographical disadvantages, and diverse ethnic and linguistic backgrounds).

II. Course Purpose:

This course will provide social work students with the practice skills to advocate for educational opportunities for individuals, groups, neighborhoods, and regions, and promote progressive local, state, and national policy. This course provides an important overview of the roles of social work and social workers in enhancing student well-being, as well as enhancing educational opportunity and performance.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities

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

IV. Course Objectives:

1. Apply various roles and functions of social workers in educational settings, such as conflict mediation, advocacy on behalf of students and their families, assessment, treatment planning, and training and consultation with a variety of stakeholders, referral, outreach, and leadership in enhancing policies and programs (Competency 1, 6, and 8).
2. Describe the contemporary social, economic, and demographic dynamics in education that influence the developmental and academic needs of children and youth at various learning levels (Competency 7).
3. Using an ADEI lens, identify elements in the ecology and social systems of students of diverse cultures and economic circumstances and explain how this impacts their educational experience and general well-being (Competency 3).
4. Work effectively with professionals and lay persons in other social agencies, such as juvenile courts, health and mental health, child welfare, and public social services (Competency 1).
5. Discuss typical ethical concerns related to social work in educational settings (Competency 1).
6. Demonstrate an understanding of the needs of diverse populations in the assessment, diagnosis and intervention of substance abuse (Competency 3).

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

Note that our librarian Robin Ashford has purchased the online version for both of the required texts.

Cox, T., & Fitzgerald, T., & Alvarez, M. (Eds.). (2021). *The art of becoming indispensable: what school social workers need to know in their first three years of practice*. Oxford University Press.

Direct Library Ebook Link: <https://academic-oup-com.georgefox.idm.oclc.org/book/41161>

Knapp, S., Berghuis, D., & Dimmit, C. (2014). *The school counseling and school social work treatment planner, with DSM-5 updates, 2nd ed.* John Wiley and Sons, Inc.

Direct Library Ebook

Link: <https://ebookcentral-proquest-com.georgefox.idm.oclc.org/lib/georgefox/detail.action?docID=1896030>

Required Professional Reference Documents:

American Psychological Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. Silver Spring, M.D.: Author.

National Association of Social Workers. (2013). *NASW standards for school social work service*. Retrieved July 20, 2021 from

<https://www.socialworkers.org/LinkClick.aspx?fileticket=1Ze4-9-Os7E%3D&portalid=0>

Professional Websites:

- American School Counselor Association (ASCA) <https://www.schoolcounselor.org/>

- Oregon School Counseling Association (OSCA) <https://www.oscainc.org/>
- National Association of Social Workers (NASW) <https://www.socialworkers.org/>
- School Social Work Association of America (SSWAA) <https://www.sswaa.org/>
- Oregon School Social Work Association (OSSWA) <https://oregonschoolsocialwork.org/>

Additional Materials:

Students should obtain campus Internet access for selected student assignments and research in school social work. You will be required to access “Canvas” for many of your assignments. Other course readings may be assigned during the semester as they become available.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting.

If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services. *If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by phone, email or written note explaining the need for absence. Being late twice for more than 20 minutes would be considered an absence. Early departure of more than 20 minutes on two occasions would be considered an absence.*

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. The format of the class may prompt students to share personal information. You may share of your own choice, but use discretion, as this is a classroom setting. Such information will be received with full respect and confidentiality. Please understand criticism or personal insults will not be tolerated. Given the nature of social work, there are varying degrees of positionality on social issues. Therefore, there is room for varying opinions and philosophies in this course. Please be respectful and courteous with discussions in this classroom. *Student attendance and participation is factored into the final grade.*

Class Attendance and Participation are assessed using the program’s *Professionalism Rubric*. Please see the *MSW Student Handbook* for more information. Students will be required to become familiar with the Professionalism Rubric and apply its framework to classroom interactions with colleagues and course professor.

Attendance is being on time and present; **participation** is being prepared with the reading assignment, for discussion and exercises. A student is expected to attend all classes. It is the student’s responsibility to obtain handouts, assignments, information and notes when class is missed regardless of the type of absence. Students will be expected to bring an electronic device to class that may be utilized for class activities.

VII. Professional Conduct and Virtual Classroom Behavior

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. Students are expected to abide by the NASW *Code of Ethics*, and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

Electronic Devices

Please turn off and put away all unnecessary electronic devices when class starts. A laptop or tablet can be used for course related purposes. Use of the laptop or tablet for non-course related purposes will result in the loss of the privilege to use the device in class for the remainder of the semester. If a cell phone is needed due to an emergency, notify the instructor before class and the phone should be switched to a ring mode that will not disturb the class.

Recording or photography of any kind is prohibited without prior permission of the instructor.

VIII. Course Assignments:

Canvas Course Site

The canvas course site will guide our work in social work in schools. You will be responsible for accessing readings, assignments, and announcements on the canvas site. When you register for the course you will automatically be enrolled in the course site.

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. APA style includes: 1" for all margins; 12 point Times New Roman font; double-spacing, a title page, abstract, and reference page. All written assignments and papers will be graded according to the following criteria: Good spelling and grammar, use of APA style, appropriate content, thought development, analysis of topic, quality of research materials/references, original work, and integration of course content.

Late Work Policy

Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed, and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, a 10% grade penalty will be imposed for every day the assignment is late.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for several assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date.

Policy on Use of Generative AI

The use of or consultation with generative AI shall be treated analogously to assistance from another person or disallowed resource (and thus would be forbidden under the same circumstances as any other form of academic dishonesty). In particular, using generative AI tools

to substantially complete an assignment, paper, exam, or any other course element is not permitted. The types of materials that would fall under the category of “AI tools” for this purpose include, but are not limited to, things like ChatGPT, Bard, Claude, GitHub, Copy.ai, Rephrase.ai, and many more, as well as the text-generative aspects of popular tools such as (but again, not limited to) Grammarly, i.e., GrammarlyGO. Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt.

Assignments:

Assignment		Competency	Due Date	Points
Professional Behavior and Reading		All	Weekly	160
Assignment 1:	ASCA and SSW Forum Post	1, 8	Week 3	30
Assignment 2:	Waiting for Superman	2, 7	Week 5	30
Assignment 3:	Reflection School Resources Forum Post	4, 8	Week 7	40
Assignment 3:	Special Population Presentation	2,6,7,8	Weeks 10, 11	100
Assignment 4:	SEL Lesson Plan Presentation	6,7,8	Weeks 13, 14, 15	100
Final Exam		1,2,6,7,8	Final Class	40

1. **Professional Behavior** (160 points). See attendance and professional behavior policies above. Students will come to class in a timely manner and be prepared for active engagement in the course. (Competencies 1, 2). Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, activities and your ability to share how your personal learning experience is evolving is vital to the learning process. You should strive to demonstrate the following in this course:
 - a. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
 - b. Reading carefully and thinking critically.
 - c. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
 - d. Being prepared to give and accept feedback.
 - e. Being prepared to work with your colleagues.
 - f. Question ideas, not people.
 - g. Attempt to see things from other perspectives.
 - h. Use supporting relevant information.
 - i. Attempt to recognize and assess implications of your ideas. Think creatively. Creative thinking is encouraged. Brainstorm possibilities.
 - j. Communicate assertively. A person communicates assertively by not being afraid to speak his or her mind or trying to influence others, but doing so in a way that respects the personal boundaries of others.

Weekly pre-class preparation assignments

Course readings are foundational to your learning. You will build your knowledge through reading and activities prior to our class session. See the Canvas site for details each week.

2. **ASCA and SSW Forum Post: Due 9/14/2023** (30 points). Review the National School Social Work (SSW) model and the American School Social Work Association (ASCA) model of practice in schools. According to House Bill 2441 passed in 2019, licensed school social workers are able to provide comprehensive school counseling curriculum in schools. Compare and contrast these two models in an online forum post.
 - a. What similarities and differences do you observe in the values of SSW and ASCA?
 - b. What similarities and differences do you observe in the roles of SSW and ASCA?
 - c. What is your opinion about school social workers accepting positions as school counseling professionals in Oregon? In what ways are school social workers equipped to work within the school counseling role? What concerns do you have about school social workers coordinating school counseling programs?
 - d. At the end of your post, write a question that you would still like answered based on what you learned in this activity so far.
 - e. Comment thoughtfully on at least two other students' posts (worth 10 points of the 30 point total)

3. **School Issues Resource Forum Post. Due 10/12/2023.** (30 points) For your forum post, research and present an actual resource for school age children (3- 18 years old) that is targeted at common school behavior problems. The resource needs to be something that as a school social worker you could use as an intervention, refer a student or family to, or use to address system level causes for the behavior. In your forum post:
 - a. Describe the resource and how you would use it as a school social worker
 - b. Find one scientific article that supports the effectiveness of the resource that you chose and briefly summarize what the article says about your choice of resource.
 - c. Ask a follow up question to your peers based on anything that you have presented in your post.
 - d. Comment thoughtfully on at least two other students' posts (worth 10 points of the 30 point total)

4. **Waiting for Superman Reflection: Due 9/28/23.** (40 points). During weeks 3 and 4 of class we will be watching a documentary about the condition of schools and education in the United States. This documentary, released in 2011, created controversy among parents, educators, and the general public as it explored concerns and potential solutions to American education. In week 3 students will select a stakeholder group, such as parents, teachers, public or charter school administrators, that is engaged and affected by the central issues in this documentary. After watching the documentary, students will write a 2-3 page, double-spaced reflection, as their chosen stakeholder group.
 - a. From the perspective of your stakeholder, briefly summarize the concerns about the public-school system as presented in the documentary
 - b. Identify the possible positive solutions to improve educational opportunities for students in the community based on ideas presented in the documentary or your own ideas
 - c. Include at least two questions that your chosen stakeholder has and who they would engage with to discuss these questions
 - d. Complete your reflection with a 1 paragraph summary of your thoughts about this documentary. Would you recommend this to other social workers or school staff? Why or why not?

5. **Special Population Presentation: Due beginning 11/2/2023.** (100 points). Working with their assigned small group, students will prepare a presentation on an at-risk population of students who are vulnerable to poor school outcomes. Presentations will be 20-25 minutes in length including time for questions and discussion. Students will be expected to create an engaging experience for their peers that helps the rest of the class to connect with the learning being shared and students are welcome to use creative formats to present the information (i.e. Role Play, Talk Show, School Meeting, etc.). Presentations should include a handout that is distributed to the instructor and students including an outline of presentation content and a list of resources included in the presentation.

You may be given class time to work on this project, and will be expected to meet outside of class to prepare. Examples of possible topics include: Students with learning, cognitive, or physical disabilities, immigrant or refugee students, or second language learners, students experiencing discrimination based on race, sexuality or gender identity, or students from low-income families.

Your presentation should include:

- a. Share a case study of a fictional student to connect your audience with the population you have chosen. Include information about the student's ecological system.
 - b. Define and describe the specific population of vulnerable students including data of prevalence of this population in Oregon schools (if applicable)
 - c. Identify the central concepts and issues related to this population and potential barriers to social and academic success in school settings
 - d. Share any local, state, or federal policies impacting the identified group. Describe the policy including what level the policy occurs at, what it is intended to do, when it was implemented, and how it impacts interaction in school settings.
 - e. Describe intervention strategies that can be utilized by school social workers to support this population and include any school services that may be beneficial to this population
 - f. Relevant resources for members of the identified groups
 - g. The presentation should include content from a minimum of two peer reviewed articles or chapters per group member (this should be noted on a handout for instructor)
6. **SEL Presentation and Lesson Plan: Due beginning 11/16/2023.** (100 points). Students will craft and present a lesson with social-emotional learning (SEL) content. In week 11, students will be presented with a basic lesson planning template and examples of building social-emotional learning lessons for different age groups. Students will prepare a 8-10 minute lesson on social-emotional learning to present to the group.
- a. Students may use prepared SEL curriculum modified to our timeframe and setting or create their own lesson based on their exploration into the work school counselors are doing with students in classroom or small group settings.
 - b. Students will create a lesson plan to turn in based on the template provided
 - c. Students will provide the lesson to the group in an engaging format that is developmentally appropriate for the content being presented.
 - d. Students will use formative assessment to demonstrate student learning during the presentation
 - e. **A reference page is required for all resources that you use in compiling your lesson plan.**
7. **Final Exam. On 12/14/2023 In Class.** (40 points).

Grading scale (500 total course points)

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-93%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F < 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.”

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student’s own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one’s own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person’s work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 6th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university’s administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University’s Academic Honesty Policy

X. Tentative Course Outline

The instructor reserves the right to adjust the course schedule and assignments as needed.

Format	TOPICS	ASSIGNMENTS (All readings and assignments are due at the start of class)
WEEK ONE 8/31/23	Introduction to School Social Work Review of Course Syllabus PBIS 101 My School Experience Activity	Read: Cox et al. Ch. 1 Syllabus Explore resources on Canvas

<p>WEEK TWO</p> <p>9/7/23</p>	<p>History of School Social Work</p> <p>Indigenous Education in the US</p> <p>Social Work in Oregon</p>	<p>Read:</p> <p>Cox et al. Ch. 6 & 9</p> <p>Jacob article</p> <p>NASW Standards for SSW</p>
<p>WEEK THREE</p> <p>9/14/23</p>	<p>SSW and School Counseling</p> <p>School Culture</p> <p>School Law Jeopardy</p> <p>Waiting for Superman: Part 1</p>	<p>Read:</p> <p>Cox et al. Ch. 2 &3</p> <p>Explore OSSWA Website</p> <p>ASCA National Model and Standards</p> <p>Forum Post: ASCA and SSW Model</p>
<p>WEEK FOUR</p> <p>9/21/23</p>	<p>Check in on Class process</p> <p>Collaboration</p> <p>Waiting for Superman: Part 2</p>	<p>Read:</p> <p>Cox et al. Ch. 4 & 5</p>
<p>WEEK FIVE</p> <p>9/28/23</p>	<p>Quality Programming</p> <p>EBP in schools</p> <p>Professional Values</p> <p>Ethical Decision-Making Model</p>	<p>Read:</p> <p>Cox et al. Ch. 12</p> <p><u>Raines & Dibble</u> (pgs. xxiii-xxvi)</p> <p><u>Kelly</u> Ch. 2 (p. 17-30)</p> <p>Reflection: Waiting for Superman</p>
<p>WEEK SIX</p> <p>10/5/23</p>	<p>ACES: Nadine Burke Harris</p> <p>Resiliency</p> <p>Trauma Sensitive Schools</p> <p>Knapp et al. Chapter of your choice</p>	<p>Read:</p> <p>Cox et al. Ch. 10</p> <p>Souers & Hall (p. 26-35)</p> <p>Soleimanpour, Geierstanger, & Brindis Article</p>
<p>WEEK SEVEN</p> <p>10/12/23</p>	<p>Behavior Basics</p> <p>MTSS/ PBIS</p> <p>Restorative Justice and School Discipline</p> <p>Workshop time: Population Project</p>	<p>Read:</p> <p>Cox et al. Ch. 11</p> <p>Explore MTSS website</p> <p>Forum Post: School resources</p>
<p>WEEK EIGHT:</p> <p>10/19/23</p>	<p>Internalizing Behaviors and School Environment</p> <p>Knapp et al. Chapter on Suicidal Ideation</p> <p>Safety Planning in Schools</p>	<p>Read:</p> <p>Cox et al. Ch. 14</p> <p>Mullen Article</p> <p>Selekman Article</p>
<p>WEEK NINE</p> <p>10/26/23</p>	<p>Transgender Students in School</p> <p>School and Community Based Prevention Programs</p>	<p>Read:</p> <p>Cox et al. Ch. 8</p> <p>Johns et al. article</p>

WEEK TEN 11/2/23	Migrant Students Race and Public Education	Read: Cox et al. Ch. 7 Franco Article (in Canvas) Bring a relevant article on race and our public education system and be prepared to summarize. Special Population Pres.: Groups 1&2
WEEK ELEVEN 11/9/23	Erin's Law Child Abuse Reporting Knapp et al. Chapter on Social Skills And Self-Esteem Building SEL Lesson Planning	Read: Cox et al. Ch. 13 Jagers article Special Population Pres.: Groups 3&4
WEEK TWELVE 11/16/23	IDEA Act Individualized Education Plan (IEP) Section 504 of the Rehabilitation Act of 1973 Knapp et al. Chapter on Learning Difficulties	Read: Cox et al. Ch. 15 SEL Lesson Presentation
WEEK THIRTEEN THANKSGIVING DAY!! 11/23/23	Happy Thanksgiving!	
WEEK FOURTEEN 11/30/23	Consultation in action Functional Behavioral Assessment (FBA)	Selected reading in Canvas SEL Lesson Presentation
WEEK FIFTEEN 12/7/23	Family Engagement School Refusal Knapp et al. Chapter on School Refusal	Read: Kearney Ch. 1 (p. 7-23) Selected reading in Canvas SEL Lesson Presentation
WEEK SIXTEEN 12/14/23	Self Care Closing Circle Course Wrap-up Life Balance and Self-Care	Read: Cox et al. Ch. 17 Final Exam
Winter Break Merry Christmas! Happy New Year! Happy Holidays!		

XI. Bibliography

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XII. Academic Services

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services (DAS) as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or email das@georgefox.edu.

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

The Portland Writing Center

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom and asynchronous writing consultations. Graduate, George Fox Connect (GFC), and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. To schedule an appointment, visit traccloud.georgefox.edu. For more information, visit wc.georgefox.edu or email the Portland Writing Center at wc@georgefox.edu.

Your browser and Canvas have accessibility features, you can control. For example, you can choose to view larger text in your web browser. You can also select *automatic subscription* to all your Canvas forums using settings in your Canvas [Preferences](#). Selecting *automatic subscription* will send all forum postings to your @georgefox.edu email account. Some individuals, including those who use screen readers to read aloud text on the screen, find it easier to follow discussions when posts are presented to them in an email message.

XIII. School of Social Work Mission:

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XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer

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**GEORGE FOX
UNIVERSITY**

SCHOOL OF SOCIAL WORK

**SWKG 685G: Poverty
Fall 2023
Online**

Name: Dr. Steffanie Altenbern, DHSc, MSW	Assistant Professor of Social Work
Office: Portland Campus # 179	Office Phone: 503-554-6072
Office Hours: Wednesday 3-6 Thursdays 9-12	Email: saltenbern@georgefox.edu

I. Catalog Description:

This course examines the many dimensions of poverty and the implications on those living in poverty. Poverty and socio-economic class will be examined within the continental US. Issues discussed include but are not limited to: theory on causes of poverty, hidden rules, family structure, food insecurities, housing and homelessness, resources and policy. Students will use critical thinking to examine poverty in their own community and use micro/macro strategies to propose change.

II. Course Purpose:

The purpose of this course is to provide a foundation for students in the social work practice and it's intersection with the various socioeconomic status. It provides students with beginning level knowledge, skills, and values for generalist social work practice with individuals experiencing poverty. Students are challenged with applicable strategies as a social work clinician, based on knowledge they have acquired through the course.

III. CSWE Competencies:

The primary 2015 CSWE EPAS competencies addressed in this course are:

- **Competency 4:** Engage In Practice-informed Research and Research-informed Practice
- **Competency 6 :**Engage in with Individuals, Families, Groups, Organizations and Communities

- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations and Communities
- **Competency 9:** Evaluate practice with Individuals, Families, Groups, Organizations and Communities
- **Competency 10:** Spiritually informed practice and religious context

IV. Course Objectives:

At the conclusion of this course the student will be able to:

1. Apply the helping process and evidence-informed helping skills with individuals, families, and groups (Competency 6).
2. Demonstrate and evaluate the influence of commonality, diversity, and difference of the client system in engagement, assessment, and intervention. (Competency 7; Competency 9).
3. Employ critical thinking skills and professional use of self in applying conceptual models, research findings, ethical principles, and generalist practice skills to experiences of client and self. (Competency 8).
4. Ethically integrate the values, spiritual beliefs, and religious practices of the client system into generalist social work practice. (Competency 10).
5. Synthesize, evaluate, and apply bio-psycho-social-spiritual conceptual frameworks and research (Competency 4).

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

Wagner, D. & Atticks, G. (2018). *No longer homeless: How the ex-homeless get and stay off the streets*. Rowman & Littlefield.

Rank, M. R. (2023). *The poverty paradox: Understanding economic hardship amid american prosperity*. Oxford.

Other Required or Supplemental Reading:

National Association of Social Workers. (2017). *Code of ethics of the National Association of Social Workers*. Silver Spring, M.D.: Author.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

Additional Materials:

Students should obtain campus Internet access for selected student assignments and research in social welfare. You will be required to access “Canvas” for all content and assignments. Other readings and required viewings of videos via the Internet may be assigned during the semester as they become available.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all classes. This course is asynchronous and Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in class attendance may be indicative of commitment in a field practicum setting.

Students are expected to submit work on time and are given flexibility due to the asynchronous nature of this course. Late work may be accepted, with a penalty. Late work will not be accepted to the discussion board as contributing to a discussion board after the module has passed is the equivalent of talking to an empty room.

The week begins Monday and ends Sunday @ 11:59pm. All assignments are due by Sunday @ 11:59pm of the assigned week. Discussion boards will close at 11:59pm on Sunday and late work will not be accepted. Discussion boards are central to online learning; posting after the discussion board has closed is like talking to an empty room. Initial posts for discussion boards are due Wednesday @ 11:59pm with at least 2 peer responses due Sunday @ 11:59pm.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class (including the online classroom/discussion board) to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. The format of the class may prompt students to share personal information. You may share of your own choice, but use discretion, as this is a classroom setting. Such information will be received with full respect and confidentiality. Please understand criticism or personal insults will not be tolerated. Given the nature of social work, there are varying degrees of positionality on social issues. Therefore, there is room for varying opinions and philosophies in this course. Please be respectful and courteous with discussions in this classroom. *Student attendance and participation is factored into the final grade* and is used within the discussion board rubric.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. Students are expected to abide by the NASW *Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

Recording or photography of any kind is prohibited without prior permission of the instructor.

Policy on Use of Generative AI

The use of or consultation with generative AI shall be treated analogously to assistance from another person or disallowed resource (and thus would be forbidden under the same circumstances as any other form of academic dishonesty). In particular, using generative AI tools to substantially complete an assignment, paper, exam, or any other course element is not permitted. The types of materials that would fall under the category of “AI tools” for this purpose include, but are not limited to, things like ChatGPT, Bard, Claude, GitHub, Copy.ai, Rephrase.ai, and many more, as well as the text-generative aspects of popular tools such as (but again, not limited to) Grammarly, i.e., GrammarlyGO. Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for your assignments. One purpose of Feedback Studio is to detect plagiarism and potentially the use of AI. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. Students can submit to the link as many times as needed up to the due date for Turnitin results only.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. APA style includes: 1” for all margins; 12 point Times New Roman font; double-spacing, and a title page. All written assignments and papers will be graded according to the following criteria: Good spelling and grammar, use of APA style, appropriate content, thought development, analysis of topic, quality of research materials/references, original work, and integration of course content.

Late Work Policy

Assignments that are submitted in class are due on the date specified in the syllabus. Prior approval or unforeseen emergencies may, at the instructor’s discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student’s responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Assignments (100 points total):

- 1. Discussion board forums (35% of the grade // 10 points each)**
 - a. Participation on the discussion board is a critical piece to online learning. The discussion board serves as the classroom for this course and on-time

posting/responding is expected. Because of this, participation is a significant part of your grade.

i. Initial Posts

1. Due by 11:59 pm on Thursday of each week
2. Minimum of 250 words OR a minimum of 2 minutes
3. Include at least one source/reference
4. APA 7 is expected
5. Initial Post is worth 5 points

ii. Response Posts

1. Due by Sunday at 11:59pm
2. At least 2 response posts
3. Minimum of 150 words or 1 minute
4. Must advance the conversation and contain content
5. Must use one source
6. Peer responses are with 2.5 points each, total of 5 points

2. Op-ed piece (10% of the grade // 10 points)

- a. Identify a credible source and write an op-ed piece on an issue around poverty. You can use a topic that has already been discussed or identify an area of poverty that you are passionate about. Your piece will describe the social problem and advocate for a potential solution. This piece will be clear and concise yet passionate and professional. 750 words max.

3. Current Events (15% of the grade // 15 points)

- a. You will submit a current event (within the semester) summarizing the event, how it is related to the course and whether you agree or disagree. There are two current events over the course of the semester.
- b. 1 page max, APA 7 format

4. Final Proposal (40% of the grade // 40 points)

- a. The final presentation will pick 1 of the 3 options below. Your presentation will apply an issue in poverty that we have discussed over the course of the semester. This recorded presentation needs to be 15-20 minutes, addressing a solution to your selected issue. Include:
 - i. Education on the population most impacted by this issue - specific demographics of the community you are examining are helpful and recommended (ex. migrant workers, African Americans, single mothers, etc)
 - ii. What attempts have been made to solve this issue
 1. Have any attempts been successful or failed?
 - iii. What is a solution that you think could be effective?
 1. What is the timeline for this solution?
 2. What funding is needed and where do these funds come from?
 3. Who needs to be involved to bring about the change?
 - iv. Incorporate class readings, textbooks, lectures or discussions

Grading scale

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-93%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F < 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception."

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student's own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person's work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university's administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University's Academic Honesty Policy

X. Tentative Course Outline

	TOPICS	ASSIGNMENTS <i>All readings and assignments should be completed before the start of class</i>
WEEK ONE 8/28-9/3	<ul style="list-style-type: none"> • What is Poverty? • Why should we care? • Economic inequality v poverty 	Read: <ul style="list-style-type: none"> • Review Syllabus • Ch 1-2 (Wagner) • Living Wage Calculator Due: <ul style="list-style-type: none"> • Discussion Board
WEEK TWO 9/4-9/10	<ul style="list-style-type: none"> • How do we measure poverty? 	Read: <ul style="list-style-type: none"> • The Poverty Line Matters, But It Isn't Capturing Everyone It Should • Ch 3 (Wagner) • Part I (Rank) Due: <ul style="list-style-type: none"> • Discussion Board
WEEK THREE 9/11-9/17	<ul style="list-style-type: none"> • Causes of Poverty 	Watch: <ul style="list-style-type: none"> • Lecture Due: <ul style="list-style-type: none"> • Discussion Board
WEEK FOUR 9/18-9/24	<ul style="list-style-type: none"> • Segregation • Discrimination 	Read: <ul style="list-style-type: none"> • Article 1 • Article 2 (p1-10 only) Watch: <ul style="list-style-type: none"> • Pick one episode from: Race: The Power of an Illusion (clips) Due: <ul style="list-style-type: none"> • Discussion Board
WEEK FIVE 9/25-10/1	<ul style="list-style-type: none"> • Economics of poverty 	Read: <ul style="list-style-type: none"> • Ch 4 (Wagner) • Part II (Rank) Due: <ul style="list-style-type: none"> • Discussion Board • Current Event #1 due by Sunday @ 11:59pm
WEEK SIX 10/2-10/8	<ul style="list-style-type: none"> • Homelessness, Housing 	Read: <ul style="list-style-type: none"> • Ch 5 (Wagner) • Point in Time Count • Housing First Article Due: <ul style="list-style-type: none"> • Discussion Board

	TOPICS	ASSIGNMENTS <i>All readings and assignments should be completed before the start of class</i>
WEEK SEVEN 10/9-10/15	<ul style="list-style-type: none"> • Criminal Justice 	Read: <ul style="list-style-type: none"> • Mass Incarceration: The Whole Pie Due: <ul style="list-style-type: none"> • Discussion Board
WEEK EIGHT 10/16-10/22	<ul style="list-style-type: none"> • Health 	Read: <ul style="list-style-type: none"> • Allostatic Load • Zipcode Lookup Tool (to be used in discussion board) Due: <ul style="list-style-type: none"> • Discussion Board
WEEK NINE 10/23-10/29	<ul style="list-style-type: none"> • Food Insecurity 	Read: <ul style="list-style-type: none"> • TBD Due: <ul style="list-style-type: none"> • Op-ed piece due by Sunday @ 11:59pm • Discussion Board
WEEK TEN 10/30-11/5	<ul style="list-style-type: none"> • Resources & Hidden Rules 	Read: <ul style="list-style-type: none"> • Scanned article on Canvas • Ch 7 (Rank) Watch: <ul style="list-style-type: none"> • Lecture Due: <ul style="list-style-type: none"> • Discussion Board
WEEK ELEVEN 11/6-11/12	<ul style="list-style-type: none"> • Education & Employment 	Read: <ul style="list-style-type: none"> • TBD Article Due: <ul style="list-style-type: none"> • Discussion Board
WEEK TWELVE 11/13-11/19	<ul style="list-style-type: none"> • Policy Implications for Poverty 	Read: <ul style="list-style-type: none"> • 14 Policy Priorities to Heal the Nation: A Moral and Economic Agenda for the First 100 Days – Poor People's Campaign • Ch 8-9 (Rank) Due: <ul style="list-style-type: none"> • Discussion Board • Current Event #2 due by Sunday @ 11:59pm

	TOPICS	ASSIGNMENTS <i>All readings and assignments should be completed before the start of class</i>
WEEK THIRTEEN (Happy Thanksgiving!) 11/20-11/26		<ul style="list-style-type: none"> • Work on Final Project
WEEK FOURTEEN 11/27-12/3	<ul style="list-style-type: none"> • Strategies for Professionals 	Read: <ul style="list-style-type: none"> • Scanned article provided on Canvas Due: <ul style="list-style-type: none"> • Discussion Board
WEEK FIFTEEN 12/4-12/10	<ul style="list-style-type: none"> • Final Presentation 	Due: <ul style="list-style-type: none"> • Submit Final Proposal to discussion board and in assignment by Sunday @ 11:59pm.
FINALS WEEK 12/11-12/15	<ul style="list-style-type: none"> • Finals Week 	Due: <ul style="list-style-type: none"> • Peer Responses (Review & respond to other's proposal) due Friday (12/15) @ 11:59pm
Winter Break Merry Christmas! Happy New Year!		

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Other readings as assigned in Canvas.

XII. Academic Services

The **Portland Writing Center** works with graduate and professional studies students to improve their writing. No matter what the discipline is, clear, effective writing is imperative. We are not an editing service - we want to empower students become better writers, not merely edit their papers for them. Face-to-face consultations are usually the most effective, but if an in-person

appointment cannot be made, papers can be sent via email. A consultant will make comments on the paper and send it back. Here is the web link to the Portland Writing Center: <http://www.georgefox.edu/offices/idea-center/students/academic-success/arc/portland-writing-center/index.html>.

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GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 685 Electives: Death, Dying & Grief

2024 Spring

Online Asynchronous

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I. Catalog Description:

Death is one universal human experience: its impact affects the client and the social worker, both personally and professionally. Social workers and other mental health and health professionals, regardless of their specialty area or practice setting, will be interacting with people experiencing death and grief. This course offering is to prepare master's level social workers for effective practice with people coping with death, grief, and loss.

II. Course Purpose:

The purpose of this course is to build an overview of the grief process and examine theories on grief and loss across the life span. In addition, it includes social factors i.e., culture, ethnicity/race, gender, class, and sexual orientation impacting death and grief. This course aims to help students increase their awareness of the issues surrounding death and dying process and explore how grief impacts people. Students will also have an opportunity to develop the ability to recognize situation grief reactions and secondary losses and explore effective interventions. Further, the role of spirituality will be discussed and explored to increase students' ability to work on this topic. This online course is participatory and experiential. It promotes self-reflection about the meaning of life and death and its implications for effective social work practice.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 2:** Advance Human Rights and Social, Economic, and Environmental Justice
- **Competency 3:** Engage Anti-Racism, Diversity, Equity and Inclusion in Practice
- **Competency 4:** Engage in Practice-informed research and Research-informed practice.
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities

- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- **Competency 10:** Spiritually informed Practice and Religious Contexts

IV. Course Objectives:

At the conclusion of this course the student will be able to:

Create, organize and integrate ideas and actions directed towards engaging dying persons and their families in effective coping during death and bereavement (Competency 2, 3).

Assess, conceptualize and analyze theoretical, ethical, practice, and research problems from multiple perspectives and utilize critical thinking skills to formulate appropriate interventions and actions when working with seriously ill and dying patients and their families (Competency 4).

Analyze, synthesize and evaluate the evidence available to guide practice with dying persons and their families across the life span (Competency 4).

Formulate a plan of care for bereavement that incorporates theory and best practices and addresses complex issues and problems (Competency 4).

Demonstrate the ability to integrate knowledge and culturally competent skills into practice with dying persons and their families, including those persons marginalized by society (Competency 2, 3).

Integrate into practice awareness and understanding of the functioning and roles of social and medical service providers and the resources available to assist dying persons and their families (Competency 6, 10).

Integrate effective assessment, communication, and care planning skills into professional practice with dying persons and their families (Competency 7, 10).

Numbers in parentheses above indicate 2022 EPAS Competencies (C for core competencies) to which the course objectives are related.

V. Course Texts, Supplemental Reading, and Other Materials:

This course does NOT require a textbook. Required reading materials will be available in Canvas.

Recommended Reading:

Berzoff, McCoyd, J. L., Koller, J., & Walter, C. A. (2021). *Grief and loss across the lifespan: A biopsychosocial perspective (3rd edition)*. Springer Publishing Company.

J., & Silverman, P. (Eds.). (2004). *Living with dying: A handbook for end-of-life healthcare practitioners*. New York: Columbia University Press.

National Association of Social Workers. (2021). *Code of Ethics of the National Association of Social Workers*. Silver Spring, M.D.

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, D.C.

VI. Online Participation

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate

understanding, share relevant insights, and contribute to the general learning of the class. *Student attendance and participation is factored into the final grade.*

Class Attendance and Participation are assessed as follows:

- A** - Contributes relevant material regularly, listens intently to others, and encourages others to participate. Demonstrates excellent preparation and understanding of the material.
- B** – All of the above most of the time or with good preparation and understanding.
- C** – Contributes less relevant or tangential material. Demonstrates interest and some understanding of the material. Not actively listening or engaged relevantly.
- D** – Reading/preparation not apparent.
- F** – Comments/attitude detracts from discussion and participation by others.

Attendance is being on time and present; **participation** is being prepared with the reading assignment, for discussion and exercises. A student is expected to attend all classes. It is the student’s responsibility to obtain handouts, assignments, information, and notes when class is missed regardless of the type of absence.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. Students are expected to abide by the *NASW Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. General APA style includes: 8 ½” x 11” white paper 1” margins; 12-point font; black; Double spaced; Number all pages and include the short title in the header; Indent each paragraph; 1 space after a period. For more information about APA, refer to the APA manual and George Fox University writing resources <https://www.georgefox.edu/offices/arc/writing-resources.html>

Late Work Policy

Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor’s discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed, and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student’s responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Turnitin-Canvas

This course will be utilizing Turnitin-Canvas for all assignments. One purpose of utilizing Turnitin is to detect plagiarism. This procedure will allow students to receive a report from Turnitin and to self-assess if changes need to be made.

Assignments:

- 1. Professional Behavior (15%).** See Attendance and Professional Behavior policies above. Students will come to class in a timely manner and be prepared for active engagement in the course. (Competencies 1, 2).

Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, are essential in the process of developing as a professional social worker, thus being involved in class discussions, activities and your ability to share how your personal learning experience is evolving is vital to the learning process. You should strive to demonstrate the following in virtual class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.
2. Reading carefully and thinking critically.
3. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
4. Being prepared to give and accept feedback,
5. Being prepared to work with your colleagues.

A professional behavior rubric will be posted via Canvas as a reference to how professional behaviors will be measured in this class.

- 2. Literature Review & Discussion (20%).**

There are a total of 11 literature review assignments throughout the semester. Students will be responsible to summarize the weekly readings and lead the online discussion in Canvas. As the discussion facilitator, your goal is to highlight the key points from the literature and prepare a few questions/topics for class discussion, and monitor and engage in the discussion. **Each student is expected to lead 1 lit review discussion session.** Sign up form is in Canvas, please choose the topic you want to facilitate and post your questions and prompts on the Monday of the week you are assigned.

All students submit their literature review paper in Canvas, it will be a 2-4 page summary of the weekly readings. All students are expected to participate in the online discussion.

- 3. Film Forum (15%).**

Two contemporary films will be used to stimulate the application of course content to the characters and storyline. Students will group up and watch the film, then engage in an online forum discussion via Canvas. The forum aims to assure the development of the student's insight, awareness, clinical skills, and use of critical thinking abilities.

Some basic discussion questions are: What struck you the most and how do you relate to the movie on a personal level? What specific death/grief issue was facing the main characters in the movie? How would you relate it to the class readings or content, for example, how would you identify and apply concepts and a theoretical framework from the course for understanding the main character's grief? How do you see a professional social worker can help the main characters in the movie? How should we social workers prepare for a broader conversation about the major issue in the movie?

Students are expected to post an individual reflection of no less than 500 words, synchronize the course content and the film, and respond to 2 peer posts.

4. The “Sitting with the Bereaved” Project (20%):

Each student will interview someone about the grief they have experienced. The student will follow the provided guidelines for interviewing. The goal of this assignment is two-fold:(1) to have you experience what it is like to explore what is often a taboo topic with an individual and (2) to learn more experientially about a particular form of loss/grief.

You must approach this assignment as a true practitioner/researcher in many ways. Your practice skills will be useful to maintain rapport. Use open-ended questions to explore and help contain the emotional expression if necessary. Your goal is NOT to practice by doing therapeutic work, however. Your goal is to explore the experience with your interviewee until you believe you have a better understanding of the various aspects of their grief.

Interviewing guidelines:

The following interview guide provides possible questions, it is NOT to be used as a survey (i.e. DO NOT just read the questions to the interviewee), but only to guide ideas about how to explore the topic with your interviewee.

1. What grief experience are you ready to discuss with me today?
What was the precise loss? Who did it involve? Describe what happened. Who else did the loss affect?
When did it occur? How old were you at the time?
2. What were the physical, emotional, and cognitive reactions you were aware of in yourself following the loss?
3. How did the people around you respond to the loss? How did they respond to your reactions?
4. How death and loss were addressed within your family, e.g., ignored, openly discussed, etc.
4. What was the most difficult part of the loss for you? At what point did you consider your loss “resolved” or “worked through”? How did you know?
5. Is there any way that who you lost remains part of your life today?
6. How has it been for you to participate in this interview?

Interviewing ethics:

The interviewees will be informed of the educational purposes of the interview, sign the consent form before the interview happens, and be given the right to stop participation at any time.

Student presentation: Each student will have about 10 mins recorded video or audio to share with the class what they’ve learned after doing this hands-on project. Identify how your beliefs and experiences may affect you in interacting and working with the bereaved. Also, include potential transference and countertransference reactions. Incorporate relevant course content about the grief process and the various theorists that relate to this self-examination.

5. Special Topic Paper and Presentation (30%)

Students will form small groups (3-4) and select and research a topic related to death and grief.

Students are encouraged to identify topics by searching databases with empirical and scholarly articles from social work. The paper will include EACH of the following:

- (1) Provide an introduction and conclusion paragraph
- (2) identify and define the specific grief, loss, or bereavement issue affecting a population
 - a. describe the population affected by the issue (i.e., veterans, older adults, caregivers, children, adolescents, young adults, etc.)] include prevalence on the population
 - b. identify and define the specific grief, loss, or bereavement issue affecting the population

include the type(s) of grief that best characterize the population’s grief, loss, or bereavement issue (include available information on prevalence/incidence of the issue for the population), and

ii. the normal grief reactions associated with the grief, loss, or bereavement issue

(3) identify a theoretical perspective from the course that provides the best fit as a framework for the issue (define, cite, and apply each of the stages or tasks of the theory) or provide a comprehensive review of the literature and application of how either meaning-making or continuing bonds theory applies to the issue for the population/issue. Do not use systems, ecological, biopsychosocial, person-in-environment, or life course theories from the HBSE foundation course)

(4) discuss implications for social work practice by giving a specific intervention(s). For instance, what specific interventions and evidence-based intervention(s) are/are appropriate to address the issue with this population.

Each group will give a brief presentation (15-20 minutes) on their Special Topic Paper. The presentation will cover the three key areas of the assignment:

- (1) Identify and define the specific grief, loss, or bereavement issue,
- (2) Identify a theoretical perspective from the course that provides the best fit as a framework-for-the issue, and
- (3) Suggest implications for social work practice by giving a specific intervention. You may use role-playing, video clips to illustrate an issue, YouTube videos, PowerPoint, or handouts, be creative!

The instructor will provide a grading rubric for this assignment to provide more detailed information on the criteria and required content.

Grading scale

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-93%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F < 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.”

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student’s own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one’s own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person’s work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university’s administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University’s Academic Honesty Policy

X. Course Outline

Week 1: January 7- January 13 Make sure to watch the Course Introduction video			
Watch	Read	Discuss Due Saturday 11:59 pm	Submit Due Saturday 11:59 pm
Session 1 Lecture Let’s Talk about Death <ul style="list-style-type: none"> ● Concept of Death ● Determination of Death ● Dying Process 	<ul style="list-style-type: none"> ● Session 1 Reading 1: Josébustamante, J. (2001, January). Understanding hope. Persons in the process of dying. In <i>International Forum of Psychoanalysis</i> (Vol. 10, No. 1, pp. 49-55). Taylor & Francis Group. ● Session 1 Reading 2: Brayne, S., Lovelace, H., & Fenwick, P. (2008). End-of-life experiences and the dying process in a Gloucestershire nursing home as reported by nurses and care assistants. <i>American Journal of Hospice and Palliative Medicine</i>®, 25(3), 195-206. 	Your Experiences Encountering Death In Canvas	
Week 2: January 14 - January 20			
Watch	Read	Discuss Due Saturday 11:59 pm	Submit Due Saturday 11:59 pm
Session 2 Lecture Death, Dying and Grief	<ul style="list-style-type: none"> ● Session 2 Reading 1: Kirchberg, T. M., Neimeyer, R. A., & James, R. K. (1998). Beginning 	Literature Review Discussion 1 in Canvas	Literature Review Assignment 1 (Based on this week’s

<ul style="list-style-type: none"> Death-related attitudes and practices Concept of Grief BioPsychoSocial-Spiritual Effects of Grief 	<p>counselors' death concerns and empathic responses to clients' situations involving death and grief. <i>Death Studies</i>, 22, 99-120.</p> <ul style="list-style-type: none"> Session 2 Reading 2 : Attig, T. (2004). Disenfranchised grief revisited: Discounting hope and love. <i>Omega: The Journal of Death and Dying</i>, 49(3), 197-215. 		readings)
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Week 3: January 21 - January 27

Watch	Read	Discuss Due Saturday 11:59 pm	Submit Due Saturday 11:59 pm
Session 3 Lecture Theoretical Framework of Grief <ul style="list-style-type: none"> Early Classic Grief Theory Postmodern Grief Theory 	<ul style="list-style-type: none"> Session 3 Reading 1: Neimeyer, R. A., Klass, D. & Dennis, M. R. (2014). A Social Constructionist account of grief: Loss and the narration of meaning. <i>Death Studies</i>, 38(8), 485-498. Session 3 Reading 2: Klass, D. (2013). Sorrow and solace: Neglected areas in bereavement research. <i>Death Studies</i>, 37(7), 597-616. Case Study 	<ul style="list-style-type: none"> Literature Review Discussion 2 in Canvas Case Study Discussion in Canvas 	Literature Review Assignment 2 (Based on this week's readings)

Week 4: January 28 - February 3

Watch	Read	Discuss Due Saturday 11:59 pm	Submit Due Saturday 11:59 pm
Movie: <i>A Single Man</i> (can be found with most online streaming providers)		Film Forum 1	

Week 5: February 4 - February 10

Watch	Read	Discuss Due Saturday 11:59 pm	Submit Due Saturday 11:59 pm
Session 4 Lecture The Cultural Dimension of Death, Dying, and Grief <ul style="list-style-type: none"> Cultural context, attitudes and practices related to death and 	<ul style="list-style-type: none"> Session 4 Reading 1: Rosenblatt, P. C., & Wallace, B. R. (2005). Narratives of grieving African Americans about racism in the lives of deceased family members. <i>Death Studies</i>, 29(3), 217-235. 	<ul style="list-style-type: none"> Literature Review Discussion 3 in Canvas Case Study Discussion in Canvas 	Literature Review Assignment 3 (Based on this week's readings)

<p>grief</p> <ul style="list-style-type: none"> Four populations 	<ul style="list-style-type: none"> Session 4 Reading 2: Smith, E. (1995). Addressing psycho-spiritual distress of death as reality: A transpersonal approach. <i>Social Work, 40</i>(3), 402-413. Case Study 		
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Week 6: February 11 - February 17

<p style="text-align: center;">Watch</p>	<p style="text-align: center;">Read</p>	<p style="text-align: center;">Discuss Due Saturday 11:59 pm</p>	<p style="text-align: center;">Submit Due Saturday 11:59 pm</p>
<p>Session 5 Lecture Pregnancy and Perinatal Stage</p> <ul style="list-style-type: none"> Pregnancy and Perinatal Stage Development Biopsychosocial Reactions to Pregnancy and Perinatal Death Loss Interventions for Pregnancy and Perinatal Grief 	<ul style="list-style-type: none"> Session 5 Reading 1: Bennett, S. M., Litz, B. T., Sarnoff Lee, B., & Maguen, S. (2005). The scope and impact of perinatal loss: Current Status and future directions. <i>Professional Psychology: Research and Practice, 36</i>(2), 180-187. Session 5 Reading 2: Gerber-Epstein, P. P., Leichtentritt, R. D., & Benyamini, Y. Y. (2009). The experience of miscarriage in first pregnancy: the women's voices. <i>Death Studies, 33</i>(1), 1-29. Case Study 	<ul style="list-style-type: none"> Literature Review Discussion 4 in Canvas Case Study Discussion in Canvas 	<p>Literature Review Assignment 4 (Based on this week's readings)</p>

Week 7: February 18 - February 24

<p style="text-align: center;">Watch</p>	<p style="text-align: center;">Read</p>	<p style="text-align: center;">Discuss Due Saturday 11:59 pm</p>	<p style="text-align: center;">Submit Due Saturday 11:59 pm</p>
<p>Session 6 Lecture Early Childhood Stage</p> <ul style="list-style-type: none"> Early Childhood Stage Development Death Loss in Early Childhood Non-Death Losses in Early Childhood 	<ul style="list-style-type: none"> Session 6 Reading 1: Hames, C.C. (2003). Helping infants and toddlers when a family member dies. <i>Journal of Hospice & Palliative Nursing, 5</i> (2), 103-112. Session 6 Reading 2: Douglas, H. A. (2014). Promoting meaning-making to help our patients grieve: An exemplar for genetic counselors and other health care professionals. <i>Journal of genetic counseling, 23</i>(5), 695-700. Case Study 	<ul style="list-style-type: none"> Literature Review Discussion 5 in Canvas Case Study Discussion in Canvas 	<p>Literature Review Assignment 5 (Based on this week's readings)</p>

Week 8: February 25 - March 02

Watch	Read	Discuss Due Saturday 11:59 pm	Submit Due Saturday 11:59 pm
<p>Session 7 Lecture Middle Childhood Stage</p> <ul style="list-style-type: none"> • Biopsychosocial-Spiritual Development in Middle Childhood • Death Losses in Middle Childhood • Non-Death Losses in Middle Childhood • Interventions for Children 	<ul style="list-style-type: none"> • Session 7 Reading 1: Cohen, J. A. & Mannarino, A. P. (2004). Treatment of childhood traumatic grief. <i>Journal of Clinical Child and Adolescent Psychology, 33</i>, 819-831. • Session 7 Reading 2: Eppler, C. (2008). Exploring themes of resiliency in children after the death of a parent. <i>Professional School Counseling, 11</i>(3), 189-196. • Case Study 	<ul style="list-style-type: none"> • Literature Review Discussion 6 in Canvas • Case Study Discussion in Canvas 	Literature Review Assignment 6 (Based on this week's readings)

Week 9: March 03 - March 09

Watch	Read	Discuss Due Saturday 11:59 pm	Submit Due Saturday 11:59 pm
<p>Session 8 Lecture Adolescence Stage</p> <ul style="list-style-type: none"> • Biopsychosocial-Spiritual Development in Adolescence • Death Losses Experienced by Adolescents • Non-Death Losses Experienced by Adolescents • Interventions for Adolescents 	<ul style="list-style-type: none"> • Session 8 Reading 1: Cait, C.A. (2004). Spiritual and religious transformation of females who are parentally bereaved in adolescence. <i>Omega: Journal of Death & Dying, 49</i> (2), 163-181. • Session 8 Reading 2: Li Kitts, R. (2005). Gay adolescents and suicide: Understanding the association. <i>Adolescence, 40</i> (159), 621-28. • Case Study 	<ul style="list-style-type: none"> • Literature Review Discussion 7 in Canvas • Case Study Discussion in Canvas 	Literature Review Assignment 7 (Based on this week's readings) "Sitting with the Bereaved" Project Sharing

Week 10: March 10 - March 16

Watch	Read	Discuss Due Saturday 11:59 pm	Submit Due Saturday 11:59 pm
<p>Session 9 Lecture Emerging and Young Adulthood Stage</p> <ul style="list-style-type: none"> • Biopsychosocial-Spiritual Development in Emerging and Young Adulthood 	<ul style="list-style-type: none"> • Session 9 Reading 1: Toller, P. W., & Braithwaite, D. O. (2009). Grieving together and apart: Bereaved parents' contradictions of marital interaction. <i>Journal of Applied Communication Research, 37</i>(3), 257-277. 	<ul style="list-style-type: none"> • Literature Review Discussion 8 in Canvas • Case Study Discussion in Canvas 	<ul style="list-style-type: none"> • Literature Review Assignment 8 (Based on this week's readings) • "Sitting with the Bereaved" Project Sharing

<ul style="list-style-type: none"> • Death Losses and non-Death Losses • Interventions for Emerging and Young Adults 	<ul style="list-style-type: none"> • Session 9 Reading 2: Grinyer, A., Thomas, C. (2004). The importance of place of death for young adults with cancer. <i>Mortality</i>, 9 (2), 114-131. • Case Study 		
Week 11: March 17 - March 23 “Sit With the Bereaved Project” Sharing			
Watch	Read	Discuss Due Saturday 11:59 pm	Submit Due Saturday 11:59 pm
Session 10 Lecture Middle Adulthood Stage <ul style="list-style-type: none"> • Biopsychosocial-Spiritual Development in Middle Adulthood • Death Losses and Non-Death Losses in Middle Adulthood • Interventions for Midlife Adults 	<ul style="list-style-type: none"> • Session 10 Reading 1: Marshall, H. (2004). Mid-life loss of parents: from adult child to orphan. <i>Ageing International</i>, 29 (4), 351-367. • Session 10 Reading 2: Turetsky, C. J., & Hays, R. E. (2003). Development of an art psychotherapy model for the prevention and treatment of unresolved grief during midlife. <i>Art Therapy</i>, 20(3), 148-156. • Case Study 	<ul style="list-style-type: none"> • Literature Review Discussion 9 in Canvas • Case Study Discussion in Canvas 	Literature Review Assignment 9 (Based on this week’s readings)
Week 12: March 24 - March 30 Spring Break No Class			
Week 13: March 31 – April 6			
Watch	Read	Discuss Due Saturday 11:59 pm	Submit Due Saturday 11:59 pm
Movie: <i>The Sea Inside</i> (can be found with most online streaming providers)		Film Forum 1	
Week 14: April 7 - April 13			
Watch	Read	Discuss Due Saturday 11:59 pm	Submit Due Saturday 11:59 pm
Session 11 Lecture Older Adulthood Stage	<ul style="list-style-type: none"> • Session 11 Reading 1: 	<ul style="list-style-type: none"> • Literature Review Discussion 10 in 	Literature Review Assignment 10 (Based

<ul style="list-style-type: none"> • Biopsychosocial-Spiritual Development in Older Adulthood • Death Losses and Non-Death Losses in Older Adulthood • Interventions for Older Adults 	<p>Ghesquiere, A. (2014). "I was just trying to stick it out until I realized that I couldn't": A phenomenological investigation of support seeking among older adults with complicated grief. <i>Omega</i>, 68(1), 1-22.</p> <ul style="list-style-type: none"> • Session 11 Reading 2: Goveas, J. S., & Shear, M. K. (2020). Grief and the COVID-19 pandemic in older adults. <i>The American Journal of Geriatric Psychiatry</i>, 28(10), 1119-1125. • Case Study 	<p>Canvas</p> <ul style="list-style-type: none"> • Case Study Discussion in Canvas 	<p>on this week's readings)</p>
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Week 15: April 14 - April 20

<p align="center">Watch</p>	<p align="center">Read</p>	<p align="center">Discuss Due Saturday 11:59 pm</p>	<p align="center">Submit Due Saturday 11:59 pm</p>
<p>Session 12 Lecture Social Work Practice Implications</p> <ul style="list-style-type: none"> • Social Workers' Tasks & Roles • Social Workers' Self-Care • Engaging and Assessing the Bereaved Client 	<ul style="list-style-type: none"> • Session 12 Reading 1: Slocum-Gori, S., Hemsworth, D., Chan, W. W., Carson, A., & Kazanjian, A. (2013). Understanding compassion satisfaction, compassion fatigue and burnout: A survey of the hospice palliative care workforce. <i>Palliative medicine</i>, 27(2), 172-178. • Session 12 Reading 2: Cagle, J. G., Osteen, P., Sacco, P., & Frey, J. J. (2017). Psychosocial assessment by hospice social workers: A content review of instruments from a national sample. <i>Journal of pain and symptom management</i>, 53(1), 40-48. • Case Study 	<ul style="list-style-type: none"> • Literature Review Discussion 11 in Canvas • Case Study Discussion in Canvas 	<p>Literature Review Assignment 11 (Based on this week's readings)</p>

Week 16: April 21 - April 27
Special Topic Paper Presentation

<p align="center">Watch</p>	<p align="center">Read</p>	<p align="center">Discuss Due Saturday 11:59 pm</p>	<p align="center">Submit Due Saturday 11:59 pm</p>
			<p align="center">Special Topic Paper & Presentation</p>

XI. Academic Services

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom video conference and email writing consultations. Graduate, George Fox Connect (GFC), and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. Check wc.georgefox.edu for additional information, including hours of operation and appointment scheduling. For more information, email the Portland Writing Center at wc@georgefox.edu.

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu).

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

XIII. College of Social Work Mission:

The mission of the George Fox University College of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. *Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.*
2. *Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.*
3. *Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.*
4. *Enhance the well-being of people and communities locally, regionally, nationally, and around the world.*
5. *Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.*

XV. Final Disclaimer

The instructor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the

instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



**GEORGE FOX
UNIVERSITY**

COLLEGE OF SOCIAL WORK

SWKG 685H: Neurobiology and Trauma

Spring 2024

Online Asynchronous

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I. Catalog Description:

This course focuses on current clinical issues that families, children and individuals face, allowing students the opportunity to apply advanced practice theories and methods to the particular area of trauma and trauma-informed practice at the micro, mezzo, and macro level.

Course Delivery Method

This is an online course. There will be a series of weekly asyncrous acitivities. The course is organized by modules with an emphasis on activity-based assignments including voice threaded assignments, forum discussions with audio and videos, video-taped role-plays and feedback. Students are expected to be able to access, navigate, and successfully complete the course. Please use Canvas student resources for support with troubleshooting.

II. Course Purpose:

This course will introduce students to the core concepts (general theory and foundational knowledge), informing evidence-based assessment and intervention for traumatized individuals, children, families and communities. The course will highlight the role of neuroscience, human development, culture, and empirical evidence in trauma-specific assessment, referral and interventions with clients and diverse populations. Furthermore, it will provide an overview of the current state of knowledge and research on traumatic stress, resiliency, and treatment from an ecological and systems social work framework. Emphasis is placed on preparing students for practice settings and organizations with an introduction to Trauma Informed Care within the micro, mezzo and macro framework to better equip students for advanced social work practice.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

- **Competency 2:** Advance Human Rights & Social, Racial, Economic, & Environmental Justice
- **Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- **Competency 5:** Engage in Policy Practice
- **Competency 8:** Intervene with Individuals, Families, Groups, Organizations and Communities

- **Competency 9:** Evaluate practice with individuals, families, groups, organizations and communities.
- **Competency 10:** Demonstrate skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts.

IV. Course Objectives:

At the conclusion of this course the student will be able to:

1. Identify key concepts from brain science and neurobiology related to trauma, including brain structures, systems and functions. Recognize how traumatic experiences evoke strong biological (neurological) responses (Competency 8).
2. Develop an understanding of trauma-specific services used in advanced social work practice and become familiar with best practices for the treatment of various trauma disorders as well as assessment, treatment and intervention approaches for the treatment of trauma (Competency 8)
3. Recognize elements of a trauma informed care perspective and demonstrate understanding of how these elements are implemented in agencies, organizations, and systems of care. Employ advocacy efforts when policies and practice impact marginalized and vulnerable populations. (Competency 2, 5, 8 & 9)
4. Analyze the effects of trauma on individuals, groups, and communities using an ecological and systems social work framework (Competency 3).
5. Examine aspects of diversity and resiliency derived from an individual's values, culture, religious and/or spiritual traditions and how they impact trauma recovery (Competency 2 & 10).
6. Explore personal beliefs, values and experiences related to issues of trauma, traumatic impact, and secondary trauma and how they interact with social work identity and professional practice (Competency 3).

V. Course Texts, Supplemental Reading, and Other Materials:

Required Textbooks:

Luke, C. (2020). *Neuroscience for counselors and therapists: Integrating the sciences of mind and brain* (2nd ed.). Sage.

Perry, B., & Szalavitz, M. (2008). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love, and healing*. Basic Books.

Substance Abuse and Mental Health Services Administration. (2014). *Trauma-Informed Care in Behavioral Health Services*. Treatment Improvement Protocol (TIP) Series 57. HHS Publication No. (SMA) 13-4801. Substance Abuse and Mental Health Services Administration, 2014.

Supplemental Reading:

American Psychological Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). American Psychological Publishing.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th ed.) American Psychological Publishing.

National Association of Social Workers. (2021). *Code of ethics of the national association of social*

workers. NASW.

Shapiro, J. & Applegate, J. (2018) *Neurobiology for clinical social work*. W.W. Norton & Company.

Siegel, D. J., & Payne Bryson, T. (2011). *The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind*. Bantam Books.

St. Jean, S. (2023). *Companion Workbook: Spiritual Trauma*. Illumination Publishers.

van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Viking.

VI. Attendance and Participation

Attendance Policy

Students are expected to attend all asynchronous weekly online modules. Attendance demonstrates commitment to learning and preparation for the profession of social work. The behavior pattern demonstrated in attendance may be indicative of commitment in a field practicum setting. **Canvas Access Reports will be used in the assessment of active attendance and participation in this asynchronous class.**

If a student is unable to attend a scheduled class session **the student is responsible for notifying the instructor in advance by phone, email, or written note explaining the need for an absence.** Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below. **Being late twice for more than 20 minutes would be considered an absence. Early departure of more than 20 minutes on two occasions would be considered an absence.**

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services.

Class Participation

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. Participation grades are based on the quality of what was said and how it added to the discussion, rather than the quantity of the participation by a student. The format of the class may prompt students to share personal information. You may share of your own choice, but use discretion, as this is a classroom setting. Such information will be received with full respect and confidentiality. Please understand criticism or personal insults will not be tolerated. Given the nature of social work, there are varying degrees of positionality on social issues. Therefore, there is room for varying opinions and philosophies in this course. Please be respectful and courteous with discussions in this classroom. *Student attendance, professionalism and participation is factored into the final grade.*

Class Attendance and Participation are assessed using the program's Professionalism Rubric. Please see the rubric posted on Canvas for a thorough description of how participation is assessed. Additionally,

Canvas Access Reports will be used in the assessment of active attendance and participation in this asynchronous class. Students will be required to become familiar with the Professionalism Rubric and apply its framework to classroom interactions with colleagues and course professor.

VII. Professional Conduct

As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, field personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. Students are expected to abide by the *NASW Code of Ethics* and the Professional Expectations for Social Work Students outlined in the *MSW Program Student Handbook* and the *MSW Field Practicum Manual*.

Recording or photography of any kind is prohibited without prior permission of the instructor.

VIII. Course Assignments:

APA

Students in this course are required to use the *Publication Manual of the American Psychological Association*, 7th edition for all written assignments. APA style includes: 1" for all margins; 12-point Times New Roman font; double-spacing, a title page, abstract, and reference page. All written assignments in this course are graded against this academic standard.

Late Work Policy

Assignments are due at the end of each calendar week by Saturday at 11:59pm. For example, if there is an assignment due in week 3 (1/22/24), it is to be turned in by Saturday (1/27) of that week by 11:59pm. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Feedback Studio Note:

This course will be utilizing Feedback Studio, a Turnitin.com product, for all written assignments. One purpose of Feedback Studio is to detect plagiarism. It is highly recommended that students submit their papers to the Feedback Studio link in Canvas at least 48 hours in advance of the due date. That will allow students to receive a report from Feedback Studio and to self-assess if changes need to be made before submitting the final paper. **Students are required to submit papers through TurnItIn, even if the paper is emailed to the instructor.**

Assignments:

1. **Professional Behavior** (320 points/20pts per class session). **See Attendance and Professional Behavior policies above.** Students will come to class in a timely manner and be prepared for active engagement in the course. Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, is essential in the process of developing as a professional social worker. Thus, being involved in class discussions, activities, and your ability to share how your personal learning experience is evolving is vital to the

learning process. You should strive to develop self-awareness of barriers to your class participation. Please speak with the instructor if you need further support. (Competency 1).

2. **Preparation for Trauma Practice and Self-Care Paper** (50 points). Due week 3. The purpose of this assignment is to relate your own personal experiences to the issues discussed in class. Most of us have been affected by trauma in some way, whether as a result of very personal experiences within relationships, or in our families, either directly, as a result of intergenerational transmission of trauma, or by some event in the world. In this paper, you are asked to reflect on, and discuss your own experiences of trauma and the effects this exposure has had on you, your life, and/or your loved ones. Recall the various categories of trauma and ensure exploration of all categories, not solely focusing on one. The assignment asks you to consider the personal challenges you will encounter as you treat trauma survivors. Part 2 of the paper should not exceed 5 pages.

Part 1: *This piece of the assignment is private and is optional to turn this section in to the instructor, but not required.* Because an important theme of this course is preparing social work practitioners to practice in the area of trauma, this paper is a place where you begin (or continue) an honest appraisal of your “competencies” related to issues of trauma, traumatic impact, and violence, and to explore how your personal beliefs and experiences interact with your professional practice. Because this is a very personal reflection, and can be painful, this will not be submitted. However, it is necessary for you to undergo some level of self-analysis in order to complete the next piece of the assignment, which will be turned into the instructor.

Part 2: In the second, “public” aspect of this assignment, you will create a personal and professional self-care plan for yourself. This must include deadlines and goals. The purpose of this component of the assignment is to seriously consider how you may be affected by working with people who have experienced trauma, how clients’ stories may interact with your own history and experiences, and how you will actively pursue self-care in this context. Address domains of psychological, emotional, spiritual, and cultural as while producing a coherent paper. Include in this section, a discussion on *the ethics of self-care*, presented in the TIP (p. 210) and in the 2021 revisions to the NASW Code of Ethics. (Competency 1 & 10).

3. **Neuroscience and Trauma Practice Implications Paper** (100 points). Due week 14. Each student will prepare a 8-10-page paper with a minimum of 15 scholarly references addressing the following topics in their preparation for trauma practice with individuals, families and groups. **A rough draft will be submitted for peer review and to offer feedback and potential revisions prior to the final submission.** A peer review form will be provided for each reviewer and a copy will be provided to the author as well as the instructor. Sources should be current (within the last 10 years- unless it is seminal work on a concept). (Competencies 2, 3, 5, 8, 9, & 10).
 - a) Provide a summary of key findings from the research on neurobiology. Describe brain structures, systems and functions that are relevant to social work practice. Describe them using language client’s would understand.
 - b) Describe practice implications impacting social workers providing trauma-specific services given knowledge of neuroscience. What things should you consider when choosing an intervention? What are the challenges in applying trauma specific interventions?
 - c) Articulate select approaches in neuroscience, which may benefit clients in practice settings. Evaluate the appropriateness of these approaches with diverse populations.

- d) Identify issues of diversity, equity and inclusion that impact overall understanding of trauma. Approach this from both a biological/neurological and sociological social work perspective. How does understanding a client’s personal belief system, values, culture and religious/spiritual traditions impact assessment and intervention?
- e) Briefly describe what you would conceptualize as spiritually and trauma informed social work practice.

4. **Course Quizzes** (75 points total/25 pts each) Due weeks 4, 8, and 13. Students will complete three short quizzes throughout the course to assess the development of knowledge, acquired concepts and readings related to course objectives. Quizzes will be assigned through Canvas and students will have one full week to complete each quiz from the date it is opened in Canvas.

Grading scale

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A- = 90-93%	B = 83-86%	C = 73-76%	D = 63-66%
	B- = 80-82%	C- = 70-72%	D- = 60-62%
			F < 60%

IX. Academic Honesty:

It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, “Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.”

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student’s own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person’s work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university’s administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal. *Reference: George Fox University’s Academic Honesty Policy*

X. Tentative Course Outline		
	TOPICS	ASSIGNMENTS AND READINGS
WEEK ONE 1/8/24	Introductions/Ice Breaker Introduction to Course Review of Syllabus Professionalism Rubric Trauma-Informed Counselor Competencies Checklist	Read and Review Syllabus Become Familiar with Canvas Course Page READ FOR THIS WEEK: <i>Levinson (2017) Article</i> <i>Trauma-informed vs. Trauma-driven? Are we getting carried away?</i> by Wayne Scott (Canvas) <i>Perry & Szalavitz Intro and Ch. 1</i> VIEW FOR THIS WEEK: Meet the Lecturer Video https://youtu.be/sUKCCNAOXY0?si=YI5ZGje5enjVUJ8v Welcome to Neurobiology and Trauma Video https://youtu.be/XYHr6qsZEQ4?si=2kEmrZIB5VEkoVYd
WEEK TWO 1/15/24	TIC and Terminology Review <i>What exactly does "trauma-informed" actually mean?</i>	READ FOR THIS WEEK: <i>Knight (2015) Article</i> <i>Kulkarni & Bell (2011) Article</i> <i>Luke, Preface</i> <i>TIP 57, Part 2, Ch.1</i> VIEW FOR THIS WEEK: Terminology A Video https://youtu.be/GTqE3H73Oy0?si=hFXq-PrqqCv715v8
WEEK THREE 1/22/24	Trauma Awareness Understanding the Impact of Trauma	READ FOR THIS WEEK: <i>TIP 57, Part 1, Ch. 2 & 3</i> <i>Hodges et. al (2023) Article</i> <i>Carlson et al (2013) Article</i> <i>Perry & Szalavitz Intro and Ch. 2</i> VIEW FOR THIS WEEK: Trauma Awareness and Impact Video https://youtu.be/03TRjNwtX8w?si=eJemnDO48oJW1pIF ** Preparation for Trauma Practice and Self-Care Paper Due**

<p>WEEK FOUR 1/29/24</p>	<p>Navigating Neuroscience Brain Knowledge: Structures, Systems, and Functions</p>	<p>READ FOR THIS WEEK: <i>Luke</i>, Ch. 1 & 2 <i>Miehls & Applegate (2014) Article</i> <i>Shapiro, & Applegate (2000) Article</i> <i>Mason (2020) Article</i> <i>Perry & Szalavitz Intro and Ch. 3</i></p> <p>VIEW FOR THIS WEEK: Terminology B (Navigating Neuroscence) Video https://youtu.be/c2heel1Bk1Q?si=JhBbhLvNFhaPvr3e</p> <p>**Quiz 1 DUE on Canvas**</p>
<p>WEEK FIVE 2/5/24</p>	<p>Survey of Interventions</p>	<p>READ FOR THIS WEEK: <i>Cohen et al (2012) Article</i> <i>Ryland (2022) Article</i> <i>Schrader (2021) Article</i></p> <p>VIEW FOR THIS WEEK: Trauma Treatment - Survey of Interventions Video https://youtu.be/mZ1rT3xaF2w?si=qDb-dSkUy0CaQ4Ro</p>
<p>WEEK SIX 2/12/24</p>	<p>Trauma and Special Populations</p>	<p>READ FOR THIS WEEK: <i>Zilberstein (2014) Article</i> <i>Bergeron (2013) Article</i> <i>Siegel (2013) Article</i> <i>Quiros (2014) Article</i></p> <p>VIEW FOR THIS WEEK: Trauma and Special Populations Video https://youtu.be/H5sF0ZoaShk?si=f9TO1S1WJBiaZRh3</p>
<p>WEEK SEVEN 2/19/24</p>	<p>Screening and Assessment</p>	<p>READ FOR THIS WEEK: <i>TIP 57</i>, Part 1, Ch. 4 & 5 <i>Evans et al (2022) Article</i> <i>Musicaro (2022) Article</i> <i>Perry & Szalavitz Intro and Ch. 4</i></p> <p>VIEW FOR THIS WEEK: Screening and Assessment Pt. 1 Video https://youtu.be/NdN6svHTosc?si=xTIURt54nrYvTHJj</p>

<p>WEEK EIGHT 2/26/24</p>	<p>Screening and Assessment (con't) Clinical Issues Across Services</p>	<p>READ FOR THIS WEEK: <i>TIP 57</i>, Part 1, Ch. 4 & 5 <i>Henshaw (2023) Article</i> <i>Foster (2022) Article</i> <i>Perry & Szalavitz Intro and Ch. 5</i></p> <p>VIEW FOR THIS WEEK: Screening and Assessment Pt. 2 Video https://youtu.be/eDvm19LotdE?si=8DI2gTB3-KaJ4idL</p> <p>**Quiz 2 DUE on Canvas**</p>
<p>WEEK NINE 3/4/24</p>	<p>Trauma-Specific Services Stress and Stress Disorders</p>	<p>READ FOR THIS WEEK: <i>TIP 57</i>, Part 1, Ch.6 <i>Luke</i>, Ch. 9 <i>Grubaugh et al (2011) Article</i></p> <p>VIEW FOR THIS WEEK: Trauma Specific Services Video https://youtu.be/EjjUjTdA35M?si=I0ljh9LU_Cdf6kBw</p>
<p>WEEK TEN 3/11/24</p>	<p>Anxiety and Neuroscience Depression and Neuroscience</p>	<p>READ FOR THIS WEEK: <i>Luke</i>, Ch. 7 & 8 <i>Beaudreau, & Mackay-Brandt (2013) Article</i> <i>Singh & Gotlib (2014) Article</i> <i>Perry & Szalavitz Intro and Ch. 6</i></p> <p>VIEW FOR THIS WEEK: Anxiety and Depression Pt. 1 Video https://youtu.be/w92OIU3U0cl?si=TXcc4lgtH6amNNsh Anxiety and Depression Pt. 2 Video https://youtu.be/doZkFO3DHgc?si=nJglV8b6IIFLBkG4</p>
<p>WEEK ELEVEN 3/18/24</p>	<p>Addictions and Substance Use Disorders Neurobiology of Addiction</p>	<p>READ FOR THIS WEEK: <i>Luke</i>, Ch. 10 <i>Ray (2012) Article</i> <i>Verdejo-Garcia Article (2016)</i> <i>Uhl (2019) Article</i></p> <p>VIEW FOR THIS WEEK: Addictions and Substance Abuse Video https://youtu.be/6OpPo3e9Y6A?si=Kabut-zSZa-UoOKo</p>
<p>WEEK TWELVE 3/25/23</p>	<p>SPRING BREAK</p>	<p>NO Asynchronous Activities Enjoy Time to Rest</p>

<p>WEEK THIRTEEN</p> <p>4/1/24</p>	<p>Contemporary Psychodynamic Approaches and Neuroscience</p>	<p>READ FOR THIS WEEK: <u>Luke</u>, Ch. 3 <i>Faranda (2016) Article</i> <i>Quillman (2013) Article</i> <i>Perry & Szalavitz Intro and Ch. 9</i></p> <p>VIEW FOR THIS WEEK: Psychodynamic Neuroscience Video https://youtu.be/xugyULBAHKU?si=Es39bxcqOKRazFS</p> <p>**Quiz 3 DUE on Canvas**</p>
<p>WEEK FOURTEEN</p> <p>4/8/24</p>	<p>Cognitive and Behavioral Approaches and Neuroscience</p>	<p>READ FOR THIS WEEK: <u>Luke</u>, Ch. 4</p> <p><i>Makinson Article et al (2012)</i> <i>Mayo (2010) Article</i> <i>Butters (2011) Article</i> <i>Perry & Szalavitz Intro and Ch. 10</i></p> <p>VIEW FOR THIS WEEK: CBT and Neuroscience Video https://youtu.be/goLNXkFpMvc?si=4LwEaV8tyFtgWxfo</p> <p>**Preparation for Trauma Practice and Self-Care Paper Due**</p>
<p>WEEK FIFTEEN</p> <p>4/15/24</p>	<p>Humanistic Approaches and Neuroscience</p> <p>Constructivist Approaches and Neuroscience</p>	<p>READ FOR THIS WEEK: <u>Luke</u>, Ch. 5 & 6 <i>Maltby & Hall (2012) Article</i> <i>Rosmarin et al (2022) Article</i> <i>Perry & Szalavitz Intro and Ch. 11</i></p> <p>VIEW FOR THIS WEEK: Humanism / Construct and Neurobiology Video https://youtu.be/fb0vdjJnqAE?si=_IOu8ZOOMCI79liD</p>
<p>WEEK SIXTEEN</p> <p>4/22/24</p>	<p>Growth as a Nuero-informed social worker</p> <p>Trauma Informed Social Work Practice Discussions</p> <p>Case Studies and Consultation Panels</p>	<p>READ FOR THIS WEEK: <i>Van der Kolk (2006) Article</i> <i>Sayre (2016) Article</i> <i>Perry & Szalavitz Intro and Ch. 12</i></p> <p>VIEW FOR THIS WEEK: Closing Video Link: TBA</p>
<p>MSW Graduation May 4, 2024</p>		

XI. **Bibliography**

All articles can be found at the GFU Library through the electronic databases.

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XII. Academic Services

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom video conference and email writing consultations. Graduate, George Fox Connect (GFC), and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. Check wc.georgefox.edu for additional information, including hours of operation and appointment scheduling. For more information, email the Writing Center at wc@georgefox.edu.

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu).

Your browser and Canvas have accessibility features you can control. For example, you can choose to view larger text in your web browser. You can also select automatic subscription to all your Canvas forums using settings in your Canvas Preferences. Selecting automatic subscription will send all forum postings to your @georgefox.edu email account. Some individuals, including those who use screen readers to read aloud text on the screen, find it easier to follow discussions when posts are presented to them in an email message.

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

XIII. College of Social Work Mission:

The mission of the George Fox University School of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIV. MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XV. Final Disclaimer

The professor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an email or a Canvas announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.



GEORGE FOX UNIVERSITY

COLLEGE OF SOCIAL WORK

SWKG 699: Supervision, Management, and Leadership

Spring 2024

Thursday, 10 AM – 12 PM

GFD Asynchronous

Name: Kathryn Saunders, LMSW	Assistant Professor of Social Work
Office: Portland Center #168	Office/VoiceMail: 503-554-6078
Office Hours: Monday 11-1 office 1-4 virtual, Thursday 9-10, 12-2. Additional days/times by appointment or by zoom	E-mail: ksaunders@georgefox.edu

I. Catalog Description:

This course prepares students to perform leadership and supervisory functions in public, nonprofit, and faith-based human service organizations. Specific attention is given to various theories of leadership, coaching, human resources, organizational development, resource management, and efforts to link human service organizations in an integrated community-wide service delivery system. Students analyze and evaluate selected leadership practices, and programs in their advanced internship agency and design strategies to maximize both their learning and performance in this and other settings. Students appraise their own personal values to assure continual professional development by critically assessing one's leadership styles and skills to develop one's approach to leadership. The course emphasizes the College of Social Work themes of integrating faith and practice, the strengths perspective, and building communities with an emphasis on servant leadership practices.

II. Course Purpose:

The purpose of this course is to help students explore the various leadership traits and theories which are important elements of supervision and management. In many cases,

advanced generalist practice graduates become administrators at some point in their career. This course prepares students to understand their own sources of leadership, as well as evidenced-based management practices to effectively respond to organizations' current challenges and opportunities. It teaches students about the complex dynamics involved in leading and managing individuals, teams, and organizations. This course is built on the integration of advanced generalist coursework to increase excellence in practice contexts where leadership, management and supervision are essential components of social work practice.

III. CSWE Competencies:

The primary 2022 CSWE EPAS competencies addressed in this course are:

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

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

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

Competency 10: Demonstrate skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts

IV. Course Objectives:

At the conclusion of this course the student will be able to:

1. Critically review various leadership theoretical perspectives in relation to their impact on the structure and functioning of human services and be able to formulate own perspectives in relation to effective leadership and management in human services. (4, 6).
2. Identify potential solutions for unique leadership challenges and ethical dilemmas that emerge in the design and management of human service organizations. (1, 6, 7, 8).
3. Demonstrate competencies in critical components of agency administration including strategic planning, program design, service delivery, risk management, DEI, resource and fund development, etc. apply to excellence in agency management. (Competency 4, 7, 8).
4. Practice personal reflection and appraisal of personal values to assure continual professional development by critically assessing one's leadership styles and skills to develop one's approach to leadership (Competence 1, 10).

5. Gain tools, practices and skills to create organizational cultures of engagement, committed to the development and well-being of diverse people within organizations. (Competence 6, 7, 8, 9).

V. Course Texts/Readings:

Required Textbooks:

Brody, R., & Nair, M. D. (2014). *Effectively managing and leading human service organizations* (Fourth edition. ed.). Thousand Oaks, California: SAGE.

Horsman. (2018). *Servant-Leaders in Training: Foundations of the Philosophy of Servant-Leadership*. Springer International Publishing AG. <https://doi.org/10.1007/978-3-319-92961-3>.

Northouse. (2022). *Leadership : theory and practice* (Ninth edition.). SAGE.

National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*. Author.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

VI. Attendance and Participation:

Attendance Policy

Students are expected to attend all classes. Attendance demonstrates commitment to learning and preparation for the profession of social work. If a student is unable to attend a scheduled class session the student is responsible for notifying the instructor in advance by email, or written note explaining the need for an absence. Being late twice for more than 20 minutes would be considered an absence. Early departure of more than 20 minutes on two occasions would be considered an absence. Absence from twenty percent (20 %) or more of the scheduled class sessions is considered excessive absence. The twenty percent includes all types of absences (illness, sanctioned university events, etc.). Any student who misses more than twenty percent (20 %) of classes in a required social work course will be asked to **drop** the course or will be given a **failing grade** of C- or below.

Students who request an excused absence due to personal or family emergency should provide documentation to the course instructor. Students who miss three or more consecutive classes due to personal illness should obtain documentation of extended illness through their health care provider or Health and Counseling Services.

Class Participation (10 points per week)

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. The professor is aware that students feel more or less comfortable speaking in a classroom setting, however, being a social worker involves speaking in public, speaking at meetings, speaking with clients, and advocating for their clients in a variety of situations. The classroom is an appropriate place to practice these skills. *Student attendance and participation is factored into the final grade.*

Class Attendance and Participation are assessed as follows:

- A** - Contributes relevant material regularly, listens intently to others and encourages others to participate. Demonstrates excellent preparation and understanding of material.
- B** – All of the above most of the time or with good preparation and understanding.
- C** – Contributes less relevant or tangential material. Demonstrates interest and some understanding of material. Not actively listening or engaged relevantly.
- D** – Reading/preparation not apparent.
- F** – Comments/attitude detracts from discussion and participation by others.

VII: Professional Conduct and Classroom Behaviors, Online Etiquette:

Social work is an interactive and interpersonal profession. Relationships are key to what we do as social workers. Communication, both verbal and nonverbal, face to face or online are essential in the process of developing as a professional social worker. Thus, active involvement class discussions face to face or online, synchronously or asynchronously and maintaining professionalism are vital to the learning process. As developing social work professionals, students are expected to demonstrate courtesy and professional behavior in their interactions with faculty, staff, practicum personnel, clients, and peers. Expected professional behavior in the classroom includes being on time, being prepared for class, remaining on task in class, active listening, and treating others in a respectful manner regardless of difference. Students are expected to abide by the NASW Code of Ethics and the Professional Expectations for Social Work Students outlined in the MSW Program Student Handbook and the MSW Practicum Manual. Class Attendance and Participation are assessed using the program's *Professionalism Rubric*. Please see the *MSW Student Handbook* for more information. Students will be required to become familiar with the Professionalism Rubric and apply its framework to classroom interactions with colleagues and course professor.

You should strive to demonstrate the following in class:

1. Respecting and encouraging the opinions of your peers, even if they do not represent your own.

2. Reading carefully and thinking critically.
3. Listening attentively and speaking up when you have a point to make, a question to pose, or an alternative perspective to present.
4. Being prepared to give and accept feedback.
5. Being prepared to work with your colleagues.

Students are expected to be active participants in the learning process. Active participants are involved in the class to the extent that they actively listen, react to information, ask pertinent questions, demonstrate understanding, share relevant insights, and contribute to the general learning of the class. The format of the class may prompt students to share personal information. You may share of your own choice, but use discretion, as this is a classroom setting. Such information will be received with full respect and confidentiality. Please understand criticism or personal insults will not be tolerated. Given the nature of social work, there are varying degrees of positionality on social issues. Therefore, there is room for varying opinions and philosophies in this course. Please be respectful and courteous with discussions in this classroom.

If the professor or a colleague does or says something that is offensive or makes the classroom feel unsafe, please talk with that person directly (as soon as possible). If that one-on-one conversation is not helpful, please approach the professor for assistance. Please see the Student Handbook and the Field Manual for further grievance processes.

Electronic Devices

Staying fully engaged with people whom you are interacting with is a basic discipline in either direct or community practice. Preoccupied by own use of electronic devices when face to face or online, no matter how it is justified may be interpreted as indifference or disrespect. Please give 100% attention to each other in the class!

VIII. Course Assignments:

APA

Students in this course are required to use the Publication Manual of the American Psychological Association, 7th edition for all written assignments. General APA style includes: 8 ½" x 11" white paper 1" margins; 12-point font; black; Double spaced; Number all pages and include the short title in the header; Indent each paragraph; 1 space after a period. For more information about APA, refer to the APA manual and George Fox University writing resources online.

Late Work Policy

Assignments that are submitted in class are due at the start of class on the date it is due. Prior approval or unforeseen emergencies may, at the instructor's discretion, be considered as acceptable reasons for late assignments. Any possible extensions are considered based on available information provided by the student. Extensions are not guaranteed, and timelines are determined collaboratively to ensure equity and a just approach to diverse situations. It is the student's responsibility to notify the instructor for requests for extensions prior to the due date. If an extension is not granted prior to the due date, the instructor may apply a grade penalty for every day the assignment is late. For example, an assignment may be penalized 10% for each day it is late.

Turnitin-Canvas

This course will be utilizing Turnitin-Canvas for all assignments. One purpose of is to detect plagiarism. This procedure will allow students to receive a report from Turnitin and to self-assess if changes need to be made.

Assignment 1: Interview with a leader (70 points) (Competencies 1, 4, 7, 9)

Student is to interview a current leader in the organization that they are currently practicing as an intern on topics related to this course on leadership, management and supervision. Leader must be in a director level role. Interview should include questions that would provide information on the following items (not limited to these questions, encouraged to add more).

- Their story, how they got into leadership role, why they lead
- Leadership style/practices
- Management of resources
- Supervising people
- Biggest challenges as a leader
- Biggest accomplishments as a leader
- Self-care practices

Student will then write a 6-8 page paper summarizing the interview with the leader, and then analyze what was learned in the interview as well as assessment of the leader including suggestions for improvement.

Paper outline should include:

- Introduction of leader interviewed and overview of agency and organizational structure where they lead
- Summary of interview with leader
- Student analyses and assessment of leader—what leadership styles, strengths, theories appear evident (refer to course text and learning thus far)
- Self-care practice assessment
- Student recommendations for leader development based on course learning and theory
- Summary of experience in this process
- References/Citations

Paper must be APA format, 6-8 pages, at least 4 different references required. Due in Canvas.

Student will also be required to submit documentation in canvas on scheduled time of interview, and how they thanked the leader for the time they gave to the interview. (10 points each task). There will be time in class or on Canvas to have a discussion with peers about interview and lessons learned, no formal presentation required.

Assignment 2: Creative Administrative Team Project (50 points) (Competencies 1, 4, 6, 7, 8, 9)

Working in groups of 2 or 3, identify a real administrative problem based on a current or past experiences, or a practicum administrative problem you have observed as a practicum intern. Problems selected should lend themselves to theory-based critique. Examples of suitable problems include:

- High staff turnover
- Squabbling among partner agencies in a cooperative initiative
- Policies which support discrimination
- Inefficient operation of a community-based organization and/or poor resource management

Examples of problems, which *do not* lend themselves to theory-based critique, include:

- A supervisor treated employees rudely
- A co-worker refused to do her/his work

Write a group paper using the following outline:

1. Description of the problem
2. Summary of actions taken to address the problem so far
3. Analyze of the effectiveness of actions taken so far
4. At least two alternative solutions or options, based on research of literature

Paper must be 5-7 pages, APA format. (25 Points). Due in Canvas.

Group presentation of project to class to take place week 14 and should be 8-10 minutes in length (25 points). Follow same outline as paper in presentation to the class. (For asynchronous George Fox Digital course, group will pre-record presentation and post in Canvas for the rest of the class to watch).

Course Final: Leadership Profile Paper (120 points) (Competencies 1, 10)

Students will be asked to complete an 8-10 page paper exploring their own leadership strengths, aspirations, styles and visions. This will include a personal leadership mission

statement as well as a spirituality integration component. This assignment can effectively guide the further development of student leadership skills, empathy and emotional intelligence attributes, actions, and other positive behaviors. Students will identify current strengths; the ones they wish to augment, and negative behaviors to eliminate. Briefly discuss your leadership aspirations, visions, and goals, with particular reference to the setting in which you would like to be a leader and what kind of leader you would like to become. Refer to specific theories or models of leadership from the course. APA format, minimum of 5 scholarly peer reviewed references, Due in Canvas.

Paper should include what you have learned about yourself and how these characteristics influence/could influence how you work in leadership/management/supervisory positions. What personality traits and other skills do you possess that will help you as a leader? What leadership situations or functions do you think will be difficult for you? Please talk about what 1 or 2 skills you would like to work on and how you plan to go about improving those skills. Include how your own personal values, spirituality or religion may or may not have an effect on, inform or drive your leadership practices. Research and refer to real leaders you respect and want to model some of your qualities after.

To complete the assignment, you may need to utilize some online assessments and resources. Here are a few options, but students are not required to use these and are not limited to these. You need not share actual scores or results on tests unless you want to. Please make sure to include references for any tests/assessments used in your citations.

1. Leadership Instruments in Northouse textbook (located at the end of each chapter)
2. Jung personality test based on the work of Myers-Briggs
<http://www.humanmetrics.com/cgi-win/jtypes2.asp>
3. Principles YOU <https://principlesyou.com/>
4. Assessment of Emotional Intelligence
<https://globalleadershipfoundation.com/geit/eitest.html>

In addition, you should include

1. Your understanding of leadership characteristics and functions was gleaned from the readings for the course.
2. Any other insights you have gained over the course of the semester to this point that pertain to understanding yourself as a leader.

The instructor will provide a grading rubric for this assignment to provide more detailed information on the criteria, paper outline and required content.

Rotating Leader Weekly Discussions: (10 points per week)

Student will sign up to lead one group discussion at the beginning of the course. A roster will be created to keep track of student discussion, with a weekly rotating leader who will be responsible to set up discussion questions based from the week's content and draft a summary of the discussion (200-250 words) due in Canvas.

For GFD Course, Discussion will begin Monday each week, and summary will be due each Friday by 11:59 PM. On weeks that students do not lead discussion, they must post a response in the discussion, respond to at least three other posts and read/like the summary to get full participation points.

Weekly Individual Journaling: (10 points per journal entry per week)

Students will take time to journal each week on leadership learnings, personal reflections and key points absorbed from course lectures, readings and content. The importance of reflecting and summarizing in your own words what you have learned, questions you still have or hopes for your future are key to help solidify learning. The Northouse (2022) text includes Leadership Instruments with every chapter. Students are to take the assessment that follows the assigned chapter readings each week and include scores and reflection of this assessment in the journal entry as well. The intent is to help you discover your own leadership strengths and limitations.

Students will have a physical journal in class that they will turn in at the end of class each week, or will post in Canvas. No less than 300 words.

Grading scale

A	= 94-100%	B+	= 87-89%	C+	= 77-79%	D+	= 67-69%
A-	= 90-93%	B	= 83-86%	C	= 73-76%	D	= 63-66%
		B-	= 80-82%	C-	= 70-72%	D-	= 60-62%
						F	< 60%

IX. Academic Honesty

We take academic honesty seriously. It is assumed that all students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to university life. Integrity is a core value of social work practice according to the NASW *Code of Ethics* (2021). Likewise, standard 4.04 in the *Code* states, "Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception." For related academic honesty policy please refer to MSW student handbook and the George Fox University's Academic Honesty Policy.

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student's own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. Plagiarism includes: 1) Directly quoting information from a source without quotation marks and/or citing the source; 2) summarizing information from a source without citing it; 3) turning in another person's work as your own; and 4) changing a few words but copying the sentence structure and content.

Unless it is common knowledge, a source should be cited and the *Publication Manual of the American Psychological Association*, 7th edition guidelines for citations and references should be followed for all assignments. One who facilitates any of the above is equally responsible with the primary violator.

Plagiarism and/or cheating are a clear violation of student and social work ethics. Students are expected to maintain academic honesty and personal integrity. **Cheating, plagiarism, or related practices will result in a zero score for that assignment and possibly a failing grade for the entire course.** Such misconduct may also result in expulsion from the MSW program. Intention is not a valid excuse for academic dishonesty. Academic misconduct will be reported to the university's administration. University penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal.

Reference: George Fox University's Academic Honesty Policy

Artificial Intelligence

Artificial Intelligence (AI) language models (such as ChatGPT) are powerful tools. Students are encouraged to experiment and use these tools in the same way that they might responsibly use the internet generally or other types of software. *However, for the purpose of assignments, exams, essays, or any other graded work for this course, the use of AI tools is not permitted.* If for whatever reason a student does use AI tools to generate responses, phrases, outlines, or other text, the student must disclose that fact and cite the AI program they use; failure to do so is plagiarism and will be treated formally as academic dishonesty according to the GFU Handbook. The unauthorized use of generative AI shall be treated analogously to forbidden assistance from another person or disallowed resource (and thus would be forbidden under the same circumstances as any other form of academic dishonesty). The types of materials that would fall under the category of "AI tools" or "language models" for this purpose include, but are not limited to, programs like: ChatGPT, Bard, Claude, GitHub, Copy.ai, Rephrase.ai, and

many more, as well as the text-generative aspects of popular tools such as (but again, not limited to) Grammarly, i.e., GrammarlyGO. Students should acknowledge the use of generative AI and default to disclosing such assistance when in doubt. For a video review of citation practice for students with regard to AI tools, [see here \(on YouTube\)](#).

(Some language here adopted from: Stanford's Office of Community Standards, at <https://communitystandards.stanford.edu/generative-ai-policy-guidance>).

X: Course Outline:

WEEK	TOPICS	Reading: to be done before class on the dates below Assignments: Due at the beginning of class or by date specified
<p>Jan 11 Week 1</p>	<p>Course Design Framework Syllabus</p> <p>About Leadership, Management & Supervision</p> <p>Leadership Theories and Traits, Leadership Development</p>	<p>Required Readings: Northouse, Introduction Horsman, Ch. 3 https://hbr.org/2016/05/listening-is-an-overlooked-leadership-tool</p> <p>Due this week:</p> <ol style="list-style-type: none"> 1. Sign up for rotating leadership on Canvas 2. Journal Entry: Northouse Leadership Instrument Conceptualizing Leadership Questionnaire (pg. 22) 3. Weekly Discussion <p><i>Supplemental/Optional Readings:</i> Caldwell, C., Dixon, R., Floyd, D., Chaudoin, L., Post, A., & Cheokas, J. (2012). Transformative leadership: Achieving unparalleled excellence. <i>Journal of Business Ethics</i>, 109(2), 175-187</p> <p>Boin, Arjen, Kuipers, Sanneke, & Overdijk, Werner. (2013). Leadership in Times of Crisis: A Framework for Assessment. <i>International</i></p>

		<p>Review of Public Administration, 18(1), 79–91. https://doi.org/10.1080/12294659.2013.10805241</p>
<p>Jan 18 Week 2</p>	<p>Professional is Personal <u>Servant Leadership</u></p> <p>Emotional Intelligence: Johari Window</p>	<p>Required: Horsman, Ch. 1 Northouse, Ch. 10</p> <p>Patrnchak, Joseph M. (2016) "Implementing Servant Leadership at Cleveland Clinic: A Case Study in Organizational Change," <i>Servant Leadership: Theory & Practice</i>: Vol. 2: Iss. 1, Article 3. https://csuepress.columbusstate.edu/cgi/viewcontent.cgi?article=1003&context=sltp/</p> <p>Explore: https://www.greenleaf.org/about-us-3/robert-k-greenleaf-biography/</p> <p>Watch: https://www.youtube.com/watch?v=afOByZ8JlrE</p> <p>Due this week:</p> <ol style="list-style-type: none"> 1. Journal Entry: Northouse Leadership Instrument Servant Leadership Questionnaire (pg. 279) 2. EXTRA CREDIT OPPORTUNITY: 10 points Watch this video by Rachel Strawther on Emotional Intelligence and journal what you learn https://www.youtube.com/watch?v=Ucceb29TI5E 3. Weekly Discussion <p><i>Supplemental/Optional Readings:</i></p>

		<p>Song, JiYing, "Leading Through Awareness and Healing: A Servant Leadership Model" (2018). Faculty Publications - Department of Professional Studies. 14. https://digitalcommons.georgefox.edu/cgi/viewcontent.cgi?article=1013&context=dps_fac</p> <p>Eva, Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). Servant Leadership: A systematic review and call for future research. https://www.sciencedirect.com/science/article/pii/S1048984317307774?via%3Dihub</p>
<p>Jan 25 Week 3</p>	<p>Leader's traits, skills, behaviors</p> <p>Leading the Organization</p>	<p>Required: Northouse, Ch. 2, 3, 4 Brody & Nair, Ch. 1</p> <p>Due this week:</p> <ol style="list-style-type: none"> 1. Actual date scheduled for interview for interview with a leader paper (10 points) 2. Journal Entry: Northouse Leadership Instruments Leadership Trait (pg. 51), Skills Inventory (pg. 79), Leadership Behavior (pg. 104) Questionnaires 3. Weekly Discussion <p><i>Supplemental/Optional Reading:</i> Basadur, M. (2004). Leading others to think innovatively together. https://www.sciencedirect.com/science/article/abs/pii/S1048984303001048?via%3Dihub</p>
<p>Feb 1 Week 4</p>	<p>Strategic planning</p>	<p>Required: Brody & Nair, Ch. 2, 12</p>

	<p>The role of boards</p>	<p>Podcast on Canvas: Lisa McMinn and Todd Engle</p> <p>Due this week:</p> <ol style="list-style-type: none"> 1. Journal Entry (Include reflection of Podcast) 2. Weekly Discussion <p><i>Supplemental/Optional Reading:</i> Leeson, C., & Morgan, J. (2014). Strategic planning for support services for children with a parent or close relative in prison. https://www.researchgate.net/publication/259556438_Strategic_Planning_for_Support_Services_for_Children_with_a_Parent_or_Close_Relative_in_Prison</p>
<p>Feb 8 Week 5</p>	<p>Stewardship, resource management Financial accountability</p>	<p>Required: Brody & Nair, Ch. 13, 14</p> <p>Due this week:</p> <ol style="list-style-type: none"> 1. Journal Entry: Self-Care! 2. Weekly Discussion
<p>Feb 15 Week 6</p>	<p>Implementing action plans and problem solving Pathfinding-Foresight and Systems Thinking</p>	<p>Required: Horsman, Ch. 6 Brody & Nair, Ch. 4</p> <p>Podcast on Canvas: Debbie Heiser</p> <p>Due this week:</p> <ol style="list-style-type: none"> 1. Journal Entry (Include reflection of Podcast) 2. Weekly Discussion <p><i>Supplemental/Optional Readings:</i> Burnes, B. (2004). Kurt Lewin and the planned approach to change: A re-appraisal. Journal of Management Studies, 41(6), 977-1002</p>

		<p>https://onlinelibrary.wiley.com/doi/10.1111/j.1467-6486.2004.00463.x</p> <p>Dryden-Palmer, K D, Parshuram, C S, & Berta, W B. (2020). Context, complexity and process in the implementation of evidence-based innovation: a realist informed review. <i>BMC Health Services Research</i>, 20(1), 81–81. https://doi.org/10.1186/s12913-020-4935-y</p>
<p>Feb 22 Week 7</p>	<p>Managing Employees</p> <p>Diversity</p> <p>Trauma-informed organization: from policy, practice to people</p> <p><u>Inclusive Leadership</u></p>	<p>Required:</p> <p>Brody & Nair, Ch. 5, 6</p> <p>Northouse, Ch. 12</p> <p>Singh, K., & Lundgren, P. (2012). Tertiary diversity management: A critical success factor in modern nonprofit human services leadership. <i>Journal for Non-Profit Management</i>, 15(1), 104-111 https://www.researchgate.net/publication/322939314_Tertiary_Diversity_Management_A_Critical_Success_Factor_in_Modern_Nonprofit_Human_Services_Leadership</p> <p>Due this week:</p> <ol style="list-style-type: none"> 1. Journal Entry: Northouse Leadership Instrument Inclusive Leadership Reflection Instrument (pg. 345). 2. Weekly Discussion <p><i>Supplemental/Optional Reading:</i></p> <p>Hales, Travis W, Green, Susan A, Bissonette, Suzanne, Warden, Alyssa, Diebold, Josal, Koury, Samantha P, & Nochajski, Thomas H. (2019). <i>Trauma-Informed Care Outcome Study. Research on Social Work Practice</i>, 29(5), 529–539. https://doi.org/10.1177/1049731518766618</p>
<p>Feb 29</p>	<p>Seeking clarity before influence</p>	<p>Required:</p>

<p>Week 8</p>	<p>Time management</p> <p><u>Path-Goal Theory of Leadership</u></p>	<p>Horsman, Ch. 5 Brody & Nair, Chapter 8 Northouse, Ch. 6</p> <p>Due this week:</p> <ol style="list-style-type: none"> 1. Journal Entry: Northouse Leadership Instrument Path-Goal Leadership Questionnaire (pg. 153) 2. Weekly Discussion
<p>March 7 Week 9</p>	<p>Communication, conflict management</p> <p><u>Transformational Leadership</u></p>	<p>Required: Brody & Nair, Chapter 10 Northouse, Ch. 8 Podcast on Canvas: Steve Hopkins</p> <p>Due this week:</p> <ol style="list-style-type: none"> 1. Journal Entry: Northouse Leadership Instrument Transformational Leadership Inventory (pg. 218) (Include reflection of Podcast) 2. Weekly Discussion <p><i>Supplemental/Optional Readings:</i> Trudel, J., & Reio, T. (2011). Managing workplace incivility: The role of conflict management styles - antecedent or antidote? https://onlinelibrary.wiley.com/doi/10.1002/hrdq.20081</p> <p>Lewis, L. F., & Wescott, H. D. (2017). Multi-generational workforce: Four generations united in lean. <i>Journal of Business Studies Quarterly</i>, 8(3), 1-14. https://www.researchgate.net/publication/316160639_Multi-Generational_Workforce_Four_Generations_United_In_Lean</p>

<p>March 14 Week 10</p>	<p><u>Authentic Leadership</u></p> <p><u>Team Leadership</u></p>	<p>Required: Northouse, Ch. 9, 16 Brody & Nair, Ch. 11</p> <p>Due this week:</p> <ol style="list-style-type: none"> 1. Journal Entry: Northouse Leadership Instruments Authentic Leadership Assessment (pg. 248) & Team Excellence and Collaborative Team Leader (pg. 491) Questionnaires 2. Weekly Discussion
<p>March 21 Week 11</p>	<p>Developing Resources</p> <p>Fundraising and social media</p>	<p>Required: Brody & Nair, Chapters 15, 16 Podcast on Canvas: Arminda Lathrop</p> <p>Due this week:</p> <ol style="list-style-type: none"> 1. Journal Entry (Include reflection of Podcast) 2. Weekly Discussion <p><i>Supplemental/Optional Readings:</i> Borst, I., Moser, C., & Ferguson, J. (2018). From friend funding to crowdfunding: Relevance of relationships, social media, and platform activities to crowdfunding performance. https://journals.sagepub.com/doi/10.1177/1461444817694599</p> <p>Davis, D. Z. & Moscato, D. (2018). The philanthropic avatar: An Analysis of fundraising in virtual worlds through the lens of social capital. <i>International Journal of Strategic Communication</i>, 12(3), 269-287.</p> <p>Blouin, M.C., Roderick, Lee, R. L., & Erickson, G. S. (2018). The impact of online financial disclosure and donations in</p>

		nonprofits. <i>Journal of Nonprofit & Public Sector Marketing</i> , 30(3), 251-266.
March 25-29 Week 12	Spring Break	
April 4 Week 13	<p>Developing programs, From strategy to program</p> <p>The logical framework</p> <p>Appreciative Inquiry</p>	<p>Required: Brody & Nair, Chapter. 3</p> <p>Logical Model Article: https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main</p> <p>What is Appreciative Inquiry Article: https://cvdl.ben.edu/blog/what-is-appreciative-inquiry/</p> <p>Watch Appreciative Inquiry Video: https://www.youtube.com/watch?v=I3RjC5vllZ4</p> <p>Due this week:</p> <ol style="list-style-type: none"> 1. Journal Entry (Include reflections on Appreciative Inquiry) 2. Assignment 1, Interview with a leader 3. Weekly Discussion <p><i>Supplemental/Optional Reading:</i> Savaya, R., & Waysman, M. (2005). The Logic Model: A Tool for Incorporating Theory in Development and Evaluation of Programs. <i>Administration in Social Work</i>, 29(2), 85-104 https://www.researchgate.net/publication/254357736_The_Logic_Model</p>
April 11 Week 14	<p>Ethical considerations in Leadership</p> <p>Nurturing a Servant-Consciousness</p>	<p>Required: Brody & Nair, Chapter 18 Horsman, Chapter 7</p>

	<p style="text-align: center;">Workplace Spirituality</p>	<p>Northouse, Chapter 15 Due this week:</p> <ol style="list-style-type: none"> 1. Journal Entry Northouse Leadership Instrument Ethical Leadership Style Questionnaire (pg. 452). 2. Assignment 2, Creative Administrative Team Project Due in Canvas. Presentations due in class/on Canvas. 3. Weekly Discussion 4. Thank you to Interview <p><i>Supplemental/Optional Readings:</i> Kriger, M., & Seng, Y. (2005). Leadership with inner meaning: a contingency theory of leadership based on the worldviews of five religions https://www.sciencedirect.com/science/article/abs/pii/S1048984305000755?via%3Dihub</p> Dent, E. B., Higgins, M. E., & Wharff, D. M. (2005). Spirituality and leadership https://www.researchgate.net/publication/229344945_Spirituality_and_leadership_An_empirical_review_of_definitions_distinctions_and_embedded_assumptions
<p>April 18 Week 15</p>	<p style="text-align: center;">Humanizing the Organization, Building Community</p> <p style="text-align: center;">Empathetic and Moral Leaders</p> <p style="text-align: center;">Reflective Practice</p>	<p>Required: Brody & Nair, Chapter 19 Horsman, Ch. 4 Read Article: Sorum Brown, Judy. (2006). Reflective Practices for Transformational Leaders. https://leadershipsaskatoon.com/resources/1314resources/reflective%20practices%20for%20the%20transformational%20leader.pdf</p> <p>Podcast on Canvas: Judy Brown</p>

		<p>Read Article: Three Steps To Create Community In The Workplace, by <u>Dede Henley</u></p> <p>https://www.forbes.com/sites/dedehenley/2020/02/29/the-importance-of-creating-community-in-the-workplace/?sh=20472ca31ed0</p> <p>Due this week:</p> <ol style="list-style-type: none"> 1. Journal Entry (Include reflection of Podcast, additional article readings) 2. Weekly Discussion 3. EXTRA CREDIT OPPORTUNITY: 10 points, Watch this TedTalk on building community, by Nadav Wilf, and journal in canvas https://www.youtube.com/watch?v=7yNI-AsQRRw <p><i>Supplemental/Optional Reading:</i> McIntosh, G., & Rima, S. D. (2007). Overcoming the dark side of leadership https://research-repository.griffith.edu.au/bitstream/handle/10072/368169/Webster_2016_01Thesis.pdf?sequence=1</p>
<p>April 25 Week 16</p>	<p><i>Wrap Up, Final Group Activity SWEAP Assessment</i></p>	<p>Due: Course Final Paper, Leadership Profile Paper in Canvas (120 points)</p>

XI: Academic Services

The Portland Writing Center (PWC), located in the Portland Center Library, is available for Zoom video conference and email writing consultations. Graduate, George Fox Connect (GFC), and George Fox Digital (GFD) students are invited to contact the PWC for feedback on writing projects, citation assistance, or other writing-related issues as well as academic coaching. Check

wc.georgefox.edu for additional information, including hours of operation and appointment scheduling. For more information, email the Portland Writing Center at wc@georgefox.edu.

Accessibility and Disability

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact Disability & Accessibility Services as early as possible so that your learning needs can be appropriately met. For more information, go to georgefox.edu/das or contact das@georgefox.edu).

My desire as a professor is for this course to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning systems. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

XII: College of Social Work Mission:

The mission of the George Fox University College of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work with the highest competence and ethical integrity.

XIII: MSW Program Goals:

1. Exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities.
2. Demonstrate critical thinking skills in applying knowledge and ethical principles to social work practice and in evaluating scientific inquiry including practice-based research.
3. Consider and apply the values and ethics of the profession in every aspect of practice and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Enhance the well-being of people and communities locally, regionally, nationally, and around the world.
5. Apply an ecological systems perspective, empirically supported theoretical frameworks, and evidence-based social work practice methods to all levels of practice.

XIV: Final Disclaimer

The instructor reserves the right to modify any portion of the syllabus, class schedule, or test dates. If any revisions are made, you will be notified via an in-class or a Canvas announcement. Additionally, the instructor reserves the right to determine special circumstances outside the scope of this syllabus for which late work will be accepted.