

**SAN JOSE STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
SW175: SOCIAL WORK SENIOR SEMINAR
(Course Code: 26977 Sec. 03)
Spring 2012**

Instructor:	Yvonne Maxwell, MSW, LCSW
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Office Hours:	5:45pm Mondays and Wednesdays
Class Days/Time:	Wednesdays 3:00pm – 5:45pm
Classroom:	Sweeny Hall 312
Co/Prerequisites:	SCWK 175 must be taken as the last social work course. Students can enroll in SCWK 175 either: a) concurrently with SCWK 112 and SCWK 142, or b) in the semester immediately following completion of SCWK 142, <u>and</u> must have completed all other social work courses for either option.

CATALOG DESCRIPTION

An integrative capstone seminar reviewing current trends, problems and issues confronting the profession. Developments and challenges in California and in the country for BA level generalist practitioners evaluated in light of the student's own personal and professional goals.

COURSE DESCRIPTION

This is a capstone learning experience enabling senior social work students to integrate knowledge, skills, and values into a professional identity for generalist practice with a transcultural perspective. The seminar emphasizes the impact of current issues and policies on individuals and society, the impact of organizations on practice, and critical thinking about the practice options for BASW social workers. The role, nature, responsibilities and opportunities of generalist practitioners with a transcultural perspective will be highlighted, particularly relative to diversity, social and economic justice, oppressed populations, and social work values and ethics.

COURSE LEARNING OBJECTIVES

The following Competencies/Program Objectives (PO) are realized through this course:

- PO 2. *Apply social work ethical principles to guide professional practice*
- PO 3. *Apply critical thinking to inform and communicate professional judgments*

- PO 4. *Engage diversity and difference in practice*
PO 5. *Advance human rights and social and economic justice*
PO 7. *Apply knowledge of human behavior and the social environment*
PO 8. *Engage in policy practice to advance social & economic well being and to deliver effective social services*

1. Demonstrate a knowledge and application of social work values and ethics in their personal approach to professional practice. PO: 2 (a, b, c, d) (Ethical Principles)
2. Identify, reflect upon, critically analyze, and propose programs to address social problems as they relate to generalist social work practice. PO: 3 (a, b) (Critical Thinking)
3. Define and articulate a personal philosophy for generalist social work practice with a transcultural perspective. PO: 4 (a, b, c) (Diversity)
4. Analyze the impact of policy and agency structure on service delivery with diverse at-risk populations using a theoretical framework. PO: 7 (b) (Theoretical Framework), 8 (a) (Policy)
5. Demonstrate and communicate an understanding of diversity in our society and the history and dynamics of institutional racism and oppression in creating populations at-risk and demonstrate understanding of the challenge to the profession in promoting economic and social justice. PO: 5 (a, b, c) (Justice), 3(c) (Critical Thinking)

Required Texts/Readings

Textbook

1. **Required:** 1) **Designing and Managing Programs: An Effectiveness-Based Approach** by Peter M Kettner (Author)
2. **Required:** Course reader: **Senior Seminar in Social Work (SOCIAL WORK 175)** available at **Maple Press**, 481 E. San Carlos St., phone: 408-297-1001

Library Liaison

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Teresa Slobuski, Teresa.Slobuski@sjsu.edu or 408-808-2318.

Classroom Protocol

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to ones peers

as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Grading Policy

Your grade in this course will be based on your presentations, written work, tests and participation as follows:

Assignment	Points	Course Student Learning Objective/Competency (SLO)
I. Agency Presentation – describe an agency program	5	SLO: 4, 5
IIa. Project Paper 1 – sections 1 to 4 as outlined below	30	SLO: 1, 2, 3, 4, 5
IIb. Project Paper 2 – sections 5 to 8 as outlined below	40	SLO: 1, 2, 3, 4, 5
III. Presentation	15	SLO: 1, 2, 3, 4, 5
IV. Class participation (see pg 3)	10	SLO: 1, 2, 3, 4, 5

Penalty for Late Work

All assignments will be turned at the start of class by the due date. Assignments turned in after the due date will be subject to an automatic 5% deduction. Errors in spelling, grammar and syntax will also be subject to a grade penalty.

Do NOT email assignments or leave them in the faculty box in the School office. Being absent from class is not an excuse for not turning in an assignment on the date required.

- I. **Assignment 1:** Describe orally and in writing a program in your agency (either your field agency or another). Discuss the following points in your presentation:
 - The nature of the program (problems, issues addressed)

- The types of clients served (gender, age, ethnicity, sexual orientation, socioeconomic status)
- The services provided and outcomes OR expected outcomes
- Describe intervention strategies selected their theoretical framework
- Describe the program using the components of the transcultural perspective and the NASW code of ethics. (2 pages, typed, double spaced; Oral Presentation for 7 to 10 minutes)

II. **Project Paper:** This assignment is divided into two separate papers. See **Instructions on writing your Project Proposal Components below:**

Project Goal: Develop a program to address the needs of a particular group experiencing a social problem or issue.

You are encouraged to **consider one of the programs at your field agency** if appropriate. Please discuss your choices with the instructor.

Select one category from each of the items below:

A) SOCIAL PROBLEMS or ISSUES:

- Chronic Homelessness
- Poverty—unemployment/under-employment
- Child Abuse & Neglect
- Mental Illness
- Family Violence
- Substance Abuse /Addictions
- Health and Health Care
- Legal / Illegal Immigration
- Youth Delinquency, Crime (Blue Collar, White Collar)
- Criminal Justice System

B) GROUP MEMBERSHIP CATEGORIES:

AGE: Infants, children, adolescents, adults, older adults.

OTHER CATEGORIES:

Class (SES), Sexual Orientation (GLBTQ2), Race/Ethnicity/Immigration Status (DIVERSITY)

C) PROGRAM TARGET (Level of Intervention)

- Micro (Individual & Family);
- Meso (Groups, Institutions);
- Macro (Neighborhood, Community, Regional, National);

The **Components** of your project proposal

1. **Describe the social issue or problem** - define it succinctly and clearly, with key information and range of the problem, with recent data on the impact of the problem on

your selected population, cite sources to provide evidence of the problem's serious impact on individuals, communities, and society.

2. **Discuss the problem as experienced by the group membership category** that you have selected. Explain why your selected population is specifically impacted by the problem at a high or higher than other affected groups, and why your group's experience of the problem must be addressed.
3. **Briefly describe the historical approaches to how this problem has been addressed in the past.** Provide a concise analysis of the past and present approaches, policies, programs to deal with the problem for your selected population. Include an analysis of what worked, what did not work with these approaches.
4. **Discuss the practice or human behavior theories that apply to understanding the problem,** program. The theories will explain why the problem occurs, adversely affects your selected population, and what approaches may be useful in addressing the problem.
5. **Describe in detail the type of program you want to develop to address this problem.**
What are the components of your program?
What is your level of intervention – micro, mezzo or macro?
What outcomes do you want to achieve -- short term and long term?
Specify the outcomes in measurable terms and describe how they could be evaluated.
6. **Show your program design** with a flow chart which includes the inputs, outputs, and outcomes using the Logic Model (see class reader sections VII and VIII).
7. **Describe the evidence base for the current literature** for the program that you want to develop and describe the methods used to search the literature.
8. **Describe the social policies that would support your program and identify one potential funding source.**

You must include an APA style (APA manual, 6th ed.) bibliography with each paper. All written assignments must be proof read for spelling, grammar, word usage. They should be well organized and concise, with appropriate sourcing of data and quotes. Papers must be typed with a #12 font and double-spaced.

III. Final Oral Presentation:

Make a 12 -15 minute oral presentation to the class with no more than 5 well prepared overheads or power point slides to "sell" your program proposal for funding approval by the class. Be prepared to discuss your proposal and answer questions. **All oral assignments must be presented in class.**

Project Proposal Guidelines

Components	Points	Pages	Due dates
1. Problem description	7	2	February 29 (week 6)
2. Group affected	7	2	
3. Historical solutions	8	2	
4. Theories applied to understanding the problem	8	2	
5. Describe program	15	2	April 4 (week 11)
6. Program design	10	2	
7. Evidence-based Literature review	10	2	
8. Policies influencing proposed program or Implications for policy	5	1	
Total for Papers 1 & 2	70	Max. 15	
In-Class Presentation of Proposal	15	3-5 overheads	weeks # 13, 14, 15

Class Participation:

If the instructor grades on class participation, the criteria for evaluation should be outlined here. Please note that the university prohibits grading on attendance; statements related to attendance may emphasize the importance of attending classes but should not state that a grade will be assigned or reduced based on attendance. **SAMPLE:** Students will be assessed on the frequency, quality, and depth of their in-class participation in class discussions. As part of class participation, students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special knowledge and expertise. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early.

APA Format and Writing Requirements:

Specific APA and writing requirements should be described. Wording should be determined based on sequence and should requirements (wording below is a sample, not required).

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

Grading

The grading and evaluation distribution for the class is outlined below.

Percentage	Grade
97-100%	A +
93-96%	A
90-92%	A -
87-89%	B +
83-86%	B
80-82%	B -
77-79%	C +
73-76%	C
70-72%	C -
67-69%	D +
63-66%	D
60-62%	D -
Below 60%	F

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment

with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](#) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

University Resources (EACH OF THE FOLLOWING IS OPTIONAL)

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](#) for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](#) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center (Optional)

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](#) is located at <http://www.sjsu.edu/muse/peermentor/>

SW 175. Spring 2012. TOPIC OUTLINE and ASSIGNMENTS

This schedule is subject to change with fair notice. I will announce any changes in class.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/25/12	<p>Overview of the course: Review of major assignments, expectations</p> <ul style="list-style-type: none"> • Introductions -- the <i>Conocimiento</i> Exercise • Your personal and professional goals & interests, knowledge, skills, values, attitudes learned in BASW program <p>Class Activity:</p> <ul style="list-style-type: none"> • Who and what influenced you to choose social work as a career? • Identify your values, goals, and professional purpose, goals, mission. • What energizes you? What calls you to action?
2	2/1/12	<p>Class Activity: Agency visit</p> <ul style="list-style-type: none"> • Review programs of interest that you worked on • Obtain and compile information about the programs as related to Assignment 1. <p>Readings: Kettner et. al. Chapter 1</p>
3	2/8/12	<p>Values in U.S. Society, Values of Social Work Profession</p> <ul style="list-style-type: none"> • Transcultural approach to social work practice <p>Class Activity: Assignment 1 In-class Presentation and Discussion of Agency Programs related to transcultural practice, values & ethics,</p> <p>Readings: Appendix 1: NASW Code of Ethics Reader: Section I “Working with Diversity” (Mandell & Schram)</p>
4	2/15/12	<p>Understanding Social Problems</p> <ul style="list-style-type: none"> • Perspectives / Ideologies / Philosophies of Social Work (in Reader) • Basic SW goals, purposes, strategies • Social Construction of problems and issues <p>Class activity: Applications to poverty; child welfare</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Readings:</u> Kettner et. al. Chapter 3 “Understanding Social Problems” Reader: Section II “Alcoholism and Ideology” (Diwan)</p>
5	2/22/12	<p>Approaches and Theories used to understand and address social problems</p> <ul style="list-style-type: none"> • Medical approach • Public Health approach • Self-help model • Ego Psychology • Social Learning Theory • Systems Theory • Structural Family Theory <p>Class activity: Case Study – pg 242 (Reader)</p> <p><u>Readings:</u> Reader: Section II “Alcoholism and Ideology” (Diwan) Reader Section III: Knowledge & Skills for Intervention (Boyle et al)</p>
6	2/29/12	<p>Functions of social work (care, rehabilitation, control, social justice) Models of service delivery (handout: Woodside & McClam)</p> <ul style="list-style-type: none"> • The Social Worker’s roles and dilemmas: friendly visitor, government regulator, oppressor, social savior, educator, liberator, other roles – planning and program development. • History of Program Development, Needs Assessment, Establishing the Agency, Recruiting clients, obtaining funding <p>Class Activity: Developing a Program (in Reader) section IV</p> <p><u>Readings:</u> Kettner et. al. Chapter 4, “Needs Assessment: Theoretical Considerations” Reader: Section IV “The Social Worker as Program Developer” (Brueggemann)</p> <p style="text-align: center;">PAPER 1 DUE – SECTIONS 1 THROUGH 4</p>
7	3/7/12	<p>Program Design</p> <ul style="list-style-type: none"> • Selecting a target problem and population • Setting goals and objectives

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Understanding Evidence-based Practice concepts • How to identify Best Practices or Evidence-based practices to address problems <p>Readings: Reader: Section V “Planning and Program Design” (Lewis & Packard) Reader: Section VI “Understanding Evidence Based Practices for Co-Occurring Disorders” (SAMHSA) Reader: Section VII “Introduction to Logic Models” (Kellogg Foundation)</p> <p style="text-align: center;">Feedback and Discussion of Paper 1</p>
8	3/14/12	<p>Program Design – continued</p> <p>Class Activity:</p> <ul style="list-style-type: none"> • Discussion of selected problems and affected populations by class members to share ideas, directions, data, program and policy resources • Past theories and solutions, potential new strategies
9	3/21/12	<p>Spring Break</p> <p>Class Activity:</p> <ul style="list-style-type: none"> • Workshop on project proposals • Developing logic models for programs <p>Reading: Kettner et. al., Chapter 7, “Setting Goals and Objectives”</p>
10	3/28/12	<p>Spring Break</p>
11	4/4/12	<p>Class Activity:</p> <ul style="list-style-type: none"> • Presentation Skills – oral and visual presentations • Analyzing effective presentations; Writing effective resumes <p>Reading: Kettner et. al., Chapter 8, “Designing Effective Programs”</p> <p style="text-align: center;">PAPER 2 DUE TODAY</p>

Week	Date	Topics, Readings, Assignments, Deadlines
12	4/11/12	<p>Class Activity:</p> <ul style="list-style-type: none"> • Mock Interviewer for a position in your designed program • Re-define your career objectives; Re-assess your knowledge, skills & values • Peer Review of Resumes <p style="text-align: center;">Feedback and Discussion of Paper 2</p>
13	4/18/12	Session One: Proposal Presentations (order by random selection)
14	4/25/12	Session Two: Proposal Presentations (order by random selection)
15	5/2/12	Session Three: Proposal Presentations (order by random selection)
16	5/9/12	<ul style="list-style-type: none"> • Feedback on Oral Presentations • Over-all assessment of the BASW program • Course Evaluation of SW 175