

Instructor/TA Info

Instructor Information

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TA Information



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Course Information

Description

Social work is an applied science designed to empower individuals, families, groups, communities, and nations to improve their condition and well being. As such, it is often called the 'empowering profession' as social workers build upon the strengths of client systems, identify gaps in resources, and partner in making changes self-determined by the client. In this course we will examine the purpose, scope, values, standards, and history of the field of social work, along with leading theories and conceptual frameworks used by social workers. We will explore various fields of social work practice, and how it is similar to, or different from, other behavioral sciences. Finally, we will discuss social welfare programs and policies that affect social workers and their clients. This course is designed for college undergraduate or post-graduate students who 1) want to increase their general understanding about social work and social welfare; and 2) have a professional interest in social work and wish to prepare to work in it.

Materials

Item	Price (new)	Price (used)
 <u>SOCIAL WORK 8E - Required</u> by DUBOIS, B	170.80	128.10
 <u>CODE OF ETHICS - 55TH ANNIVERSARY ED - Optional</u> by NASW	4.00	

Learning Outcomes

CSWE Educational Policy 2.1.1

Identify as a professional social worker and conduct oneself accordingly.

(Core Competency #1)

Foundation:

- a. advocate for client access to the services of social work
- b. practice personal reflection and self-correction to assure continual professional development
- c. attend to professional roles and boundaries
- d. demonstrate professional demeanor in behavior, appearance, and communication
- e. use supervision and consultation

CSWE Educational Policy 2.1.2

Apply social work ethical principles to guide professional practice.

(Core Competency #2)

Foundation:

- b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (NASW, 1999) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (IFSW, 2004)
- c. tolerate ambiguity in resolving ethical conflicts
- d. apply strategies of ethical reasoning to arrive at principled decisions

CSWE Educational Policy 2.1.3

Apply critical thinking to inform and communicate professional judgments.

(Core Competency #3)

Foundation:

- a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based-knowledge and practice wisdom
- c. demonstrate effective oral and written communication i working with individuals, families, groups, organizations, communities, and colleagues.

CSWE Educational Policy 2.1.4

Engage diversity and difference in practice.

(Core Competency #4)

Foundation:

- a. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

CSWE Educational Policy 2.1.5

Advance human rights and social and economic justice.

(Core Competency #5)

Foundation:

- b. advocate for human rights and social and economic justice

CSWE Educational Policy 2.1.6

Engage in research-informed practice and practice-informed research.

(Core Competency #6)

Foundation:

- a. use practice experience to inform scientific inquiry
- b. use research evidence to inform practice

CSWE Educational Policy 2.1.7

Apply knowledge of human behavior and the social environment.

(Core Competency #7)

Foundation:

- b. critique and apply knowledge to understand person and environment

CSWE Educational Policy 2.1.8

Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

(Core Competency #8)

Foundation:

- a. analyze, formulate, and advocate for policies that advance social well-being
- b. collaborate with colleagues and clients for effective policy action

CSWE Educational Policy 2.1.9

Respond to contexts that shape practice.

(Core Competency #9)

Foundation:

- a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

CSWE Educational Policy 2.1.10(A)

Engagement

(Core Competency #10[A])

Foundation:

- a. substantively and effectively prepare for action with individuals, families, groups, organizations, and communities
- c. develop a mutually agreed-on focus of work and desired outcomes

CSWE Educational Policy 2.1.10(B)

Assessment

(Core Competency #10[B])

Foundation:

- a. collect, organize, and interpret client data
- b. assess client strengths and limitations
- c. develop mutually agreed-on intervention goals and objectives
- d. select appropriate intervention strategies

CSWE Educational Policy 2.1.10(C)

Intervention

(Core Competency #10[C])

Foundation:

- a. initiate actions to achieve organizational goals
- b. implement prevention interventions that enhance client capacities
- c. help clients resolve problems
- d. negotiate, mediate, and advocate for clients
- e. facilitate transitions and endings

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%

D	63%
D-	60%
E	0%

Grading Policy

Late Work: One of the keys to receiving a good grade in this class is turning assignments in on time. Most assignments are uploaded to Learning Suite and the upload date and time will be documented automatically. Assignments are due before class starts on the date listed on the class schedule. Late work will be accepted with a 10% reduction of the total available points for every day that it is late *including holidays and weekends*. Assignments uploaded after class on the day of the due date are one day late. **THE ONLY EXCEPTION TO THIS IS YOUR PREPARATION AND PARTICIPATION (P&P) POINTS WHICH ARE DEDUCTED 50% IF THEY ARE LATE, AND RECEIVE NO CREDIT/POINTS IF THEY ARE MORE THAN 2 WEEKS (14 DAYS) LATE.**

Participation Policy

Each week, each student has the opportunity to earn 20 points for class preparation and participation (10 points for each class period). Preparation includes completing all assigned readings and watching/listening to any assigned media **before** class begins. Participation includes actively contributing to classroom discussions (please read "*Class Discussion Guidelines*"), active listening, and actively participating in any class activities. Participation also includes being on time to class, and being respectful in your comments. Each week, the student will self-evaluate and submit online via learning suite the Preparation and Participation score, for each class period, as determined by the rubric below. The score must be submitted by 11:59 pm on the last day of class for the week (on Wednesday if you are in a MW section, on Thursday if you are in a TTh section). **Late submissions will receive an automatic 50% point deduction. Scores submitted more than 2 weeks (14 days) late will receive a 0.** The instructor and TA will take the student's self-evaluation into account when assigning the student's weekly Preparation and Participation score. The instructor expects honesty and integrity in self-evaluation, this falls under your agreement to live the honor code. Please note the following when assigning your scores for each class:

- If you miss class, you may still earn up to 5 points for completing the readings etc. This preparation must be finished **BEFORE** class.
- If there is no assigned reading etc., for a particular day, all 10 of your points are based on class participation.
- If you use any electronic device without instructor approval, **YOU FORFEIT ANY POINTS FROM THAT DAY.**
- If you are late to class, deduct 2 points from the participation/respect category.
- Your two (2) lowest P&P scores will be dropped from your grade.

Class Discussion Guidelines.docx [Download \(plugins/Upload/fileDownload.php?fileId=f0307907-z1IN-YNcu-eHiX-ESd237e4c67d&pubhash=ZVm59v3xh_dF3ucRo24Beb8Qco5p3R7j2KXqim7IKSWSYd2reESYvxRTNTAVE9dEp_u_39S1KS-NVcaj1UaCNg==\)](https://learningmanagement1.uconn.edu/pluginfile.php/f0307907-z1IN-YNcu-eHiX-ESd237e4c67d&pubhash=ZVm59v3xh_dF3ucRo24Beb8Qco5p3R7j2KXqim7IKSWSYd2reESYvxRTNTAVE9dEp_u_39S1KS-NVcaj1UaCNg==)

Grading Criteria	Highly Competent	Competent	Below Competent	Score
Preparation for Class	Student comments and responses demonstrated thorough knowledge and understanding of concepts	Student comments and responses demonstrated partial knowledge and understanding of concepts contained in	Student comments and responses did not demonstrate knowledge or understanding of concepts contained	____/5

	contained in the assigned text material. Student reports reading all the assigned text materials. (5)	the assigned text material. Student reports having read part of the assigned text materials. (2)	in the assigned text material. Student reports not having read the assigned text materials. (0)	
Participation in Discussion	Student proactively shared appropriate comments and questions during the classroom discussion. (3)	Student shared appropriate comments and questions during the classroom discussion with prompting. (2)	Student did not share appropriate comments and questions during the classroom discussion. (0)	_____/3
Respectfulness and Pertinence of Comments to Classroom Discussion	Student comments were respectful, pertinent, and meaningful to the classroom discussion. Student was ON TIME (2)	Student comments were somewhat respectful, pertinent, and meaningful to the classroom discussion. (1)	Student comments were minimally respectful, pertinent and meaningful to the classroom discussion. Student was LATE (0)	_____/2

Attendance Policy

Regular attendance, including arriving and leaving on time, is essential to maximum learning. Please make sure to sign the role each day of class. Missed classes and being late to class will result in a lowered Preparation and Participation score. There are in-class assignments, activities, quizzes, and guest lectures that are worth significant points and cannot be made up. If there is an extenuating circumstance, please speak with the instructor as soon as possible. Please see "Participation Policy" for guidelines on Preparation and Participation scores.

Classroom Procedures

Use of Electronics in Class: In consideration of the other students and the instructor, please do not use electronics during class unless specifically asked to utilize them for a class activity. All cell phones, i-phones, i-pads and lap tops should be turned off during class and kept out of sight. Recent studies in learning efficacy show that using electronics creates attention lag and continuous partial attention for the user AND for the students around the user (second-hand distraction). Studies also show that writing notes long hand leads to better retention than typing. If you must use a laptop in class for taking notes, please talk to the instructor about setting up an Electronic Use contract.

Assignments

Assignment Descriptions

P&P score Thursday 1

Jan
14

Due: Thursday, Jan 14 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Tuesday 1

Jan
14

Due: Thursday, Jan 14 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Tuesday 2

Jan
21

Due: Thursday, Jan 21 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Thursday 2

Jan
21

Due: Thursday, Jan 21 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

Food & Care Coalition

Jan
26

Due: Tuesday, Jan 26 at 9:30 am

During the course of the semester, we will visit and/or invite at least 4 social work agencies/guest speakers. Your assignment is to attend and write a one page, single spaced (1 inch margins, 12 pt. font) reflection on each visit or guest lecture. You must physically attend the site visit or guest lecture in order to submit a reflection. Include the following:

- one or two things you learned (I am at the lecture/visit, so don't just summarize what the speaker

said).

- So what? How did this affect how you think about things? What will stay with you?
- Connect the visit/lecture to class material.

P&P score Thursday 3

Jan
28

Due: Thursday, Jan 28 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Tuesday 3

Jan
28

Due: Thursday, Jan 28 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Tuesday 4

Feb
04

Due: Thursday, Feb 04 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Thursday 4

Feb
04

Due: Thursday, Feb 04 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Tuesday 5

Feb
11

Due: Thursday, Feb 11 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Thursday 5

Feb
11 Due: Thursday, Feb 11 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

Wendy Sheffield

Feb
18 Due: Thursday, Feb 18 at 9:30 am

During the course of the semester, we will visit and/or invite at least 4 social work agencies/guest speakers. Your assignment is to attend and write a one page, single spaced (1 inch margins, 12 pt. font) reflection on each visit or guest lecture. You must physically attend the site visit or guest lecture in order to submit a reflection. Include the following:

- one or two things you learned (I am at the lecture/visit, so don't just summarize what the speaker said).
- So what? How did this affect how you think about things? What will stay with you?
- Connect the visit/lecture to class material.

P&P score Tuesday 7

Feb
25 Due: Thursday, Feb 25 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

Midterm

Feb
29 Due: Monday, Feb 29 at 6:00 pm

Midterm will cover Chapters 1-4, 11, 12, & the NASW Code of Ethics. It will be 50 questions, multiple choice and matching. The test will be available in the testing center Wednesday February 24-Monday February 29.

Bert Peterson, LCSW

Mar
03

Due: Thursday, Mar 03 at 9:30 am

During the course of the semester, we will visit and/or invite at least 4 social work agencies/guest speakers. Your assignment is to attend and write a one page, single spaced (1 inch margins, 12 pt. font) reflection on each visit or guest lecture. You must physically attend the site visit or guest lecture in order to submit a reflection. Include the following:

- one or two things you learned (I am at the lecture/visit, so don't just summarize what the speaker said).
- So what? How did this affect how you think about things? What will stay with you?
- Connect the visit/lecture to class material.

P&P score Tuesday 8

Mar
03

Due: Thursday, Mar 03 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Thursday 8

Mar
03

Due: Thursday, Mar 03 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

MSW Interview Paper

Mar
08

Due: Tuesday, Mar 08 at 9:30 am

You will do a group interview with a MSW who is currently in practice. (I will organize the groups and assign the interviewees). Each group will set up and conduct the interview, then send a Thank You note afterwards (please refrain from taking it to the interview). At the interview, explore the social worker's:

1. Educational background
2. Professional training
3. Why he/she went into social work
4. Why they chose to work in the current setting/with a certain population
5. Particular knowledge/skills required for that setting/population
6. What he/she does day to day
7. Challenges and satisfactions
8. Advice they might give you if you were to enter into social work.

For the paper, you will include all of these topics as well as some of *your own insights and impressions*, either throughout the paper or at the end. **You must physically attend the full interview with your group, ask questions and write up your individual report, to receive the points.** Submit a 3-4 page report, double-spaced, with 1 inch margins all around. Please note: your paper should cover all topics covered in the interview and will be evaluated according to the grading grid posted on Learning Suite. Please take advantage of it.

MSW Interview Class Presentation & Group Rating

Mar
08

Due: Tuesday, Mar 08 at 11:59 pm

You will do a group interview with a MSW who is currently in practice. (I will organize the groups and assign the interviewees). Each group will set up and conduct the interview, then send a Thank You note afterwards (please refrain from taking it to the interview). At the interview, explore the social worker's:

1. Educational background
2. Professional training
3. Why he/she went into social work
4. Why they chose to work in the current setting/with a certain population
5. Particular knowledge/skills required for that setting/population
6. What he/she does day to day
7. Challenges and satisfactions
8. Advice they might give you if you were to enter into social work

Class Presentation & Self Rating (40 points): Each interview group will make a 20 minute presentation on their MSW interview experience. You may use Power Point or other means that will enhance your presentation. Every group member must participate in some form. Have fun with this! At the conclusion of all presentations, you and your group will decide on a grade for you on your participation. Please print and fill out the **MSW Interview Self-Rating Scale** found in the Content Section of Learning Suite AND bring it to class the day you present to be signed by group members and handed in. Your group presentation will be graded, in part, by your classmates. The scoring guide can be found under content.

P&P score Thursday 9

Mar
10

Due: Thursday, Mar 10 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Tuesday 9

Mar
10

Due: Thursday, Mar 10 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Thursday 10

Mar
17

Due: Thursday, Mar 17 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Tuesday 10

Mar
17

Due: Thursday, Mar 17 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Tuesday 11

Mar
24

Due: Thursday, Mar 24 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Thursday 11

Mar
24

Due: Thursday, Mar 24 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Thursday 12

Mar
31

Due: Thursday, Mar 31 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Tuesday 12

Mar
31

Due: Thursday, Mar 31 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

Natalie Nylund Jensen, LCSW

Apr
05

Due: Tuesday, Apr 05 at 9:30 am

During the course of the semester, we will visit and/or invite at least 4 social work agencies/guest speakers. Your assignment is to attend and write a one page, single spaced (1 inch margins, 12 pt. font) reflection on each visit or guest lecture. You must physically attend the site visit or guest lecture in order to submit a reflection. Include the following:

- one or two things you learned (I am at the lecture/visit, so don't just summarize what the speaker said).
- So what? How did this affect how you think about things? What will stay with you?
- Connect the visit/lecture to class material.

Volunteer Reflection

Apr
07

Due: Thursday, Apr 07 at 9:30 am

One page, single spaced report reflecting on your experience and learning as a volunteer. Include:

- summary of what you did
- so what? (new skills/perspectives/ideas etc.)
- how it connects to what you learned in class

P&P score Thursday 13

Apr
07

Due: Thursday, Apr 07 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

P&P score Tuesday 13

Apr

07Due: Thursday, Apr 07 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

Integration Paper

**Apr
12**Due: Tuesday, Apr 12 at 9:30 am

This paper is to be 5-6 double-spaced in length. Please insert page numbers and use a header but no title page, cover sheet, or abstract is necessary. The paper should:

1. Discuss the values and ethical standards of the social work profession, reflecting upon their compatibility with your own values and perspectives of life and people. (You should highlight two or three particular values that you identify or struggle with, and tie them to some of the ethical standards)
2. Explore whether social work is a profession that you might consider as a future career option (why and why not)
3. Examine one or two area of social work that you might like to focus on in the future (e.g. juvenile delinquency, mental health, child welfare, etc), and the reasons for that.

Each of the three major areas of the paper should receive about equal space. A grading grid is provided for this paper also. The TA and I will preview papers finished early (*not* rough drafts), which will need at least one week's time to turn around. Please note that while a preview may help improve your paper, it is not a guarantee of a good grade.

P&P score Tuesday 14

**Apr
12**Due: Tuesday, Apr 12 at 11:59 pm

Using the Preparation and Participation Rubric (found under content) evaluate your preparation and participation for class and assign yourself a score out of 10.

- If you missed class, you can earn up to 5 points for preparation completed before class.
- Subtract 2 points for being late.

Volunteer Hours

**Apr
12**Due: Tuesday, Apr 12 at 11:59 pm

A minimum of **20 hours** of social work volunteer work is required. This must be in settings where social workers are employed, although it is not necessary that you work directly under/for a social worker. A list of agencies that may host you is posted on Learning Suite but you need to get their prior permission and undergo any checks or training they require. This list is not exhaustive; you may volunteer at other agencies that offer social work services. PLEASE keep in mind that you need to start early in the semester to get done on time as some agencies hold training infrequently and/or

have limited hours available. **(Note: I can only count the hours completed by the turn-in date).** Upon due date please submit the Volunteer Hours Verification Form signed by the agency staff overseeing your work (which must be turned in, in hard copy with original signature).

Final

Apr
15

Due: Friday, Apr 15 at 11:59 pm

Final will cover chapters 6-8, 10, 13 & 14. It will be 50 questions, multiple choice and matching.

Point Breakdown

Categories	Percent of Grade
Reflection on Site Visit/Guest Speaker	17.02%
Volunteer Experience	12.77%
Exams	21.28%
MSW Interview	12.77%
Integration Paper	10.64%
In-Class Assignments and Quizzes	0%
Preparation and Participation points	25.53%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010
"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
Week 1		
M Jan 04 Monday	First Day of Winter Semester (01/04/2016 - 04/12/2016)	
T Jan 05 Tuesday	Introduction Syllabus review What is Social Work?	
Th Jan 07 Thursday	What is Social Work? READ BEFORE CLASS: Chapter 1: Social Work: A Helping Profession	

Week 2		
T Jan 12 Tuesday	<p>What is Social Work?</p> <p>READ BEFORE CLASS: Chapter 2: An Evolving Profession</p>	
Th Jan 14 Thursday	<p>How do Social Workers Think?</p> <p>READ BEFORE CLASS: Chapter 3: Social Work and Social Systems</p>	<p>P&P score Thursday 1</p> <p>P&P score Tuesday 1</p>
Week 3		
M Jan 18 Monday	Martin Luther King Jr Day	
T Jan 19 Tuesday	<p>Contemporary Issues in Fields of Social Work Practice</p> <p>READ BEFORE CLASS: Chapter 11: Social Work and Poverty, Homelessness, Unemployment, and Criminal Justice</p>	
Th Jan 21 Thursday	<p>Contemporary Issues in Fields of Social Work Practice</p> <p>Agency Visit: Food and Care Coalition</p> <p>299 E. 900 S., Provo (across the street from East Bay Post Office)</p> <p>READ BEFORE VISIT:</p> <ul style="list-style-type: none"> • Book of Mormon: Mosiah 4: 16-22, 26; Alma 34:17-29, 4 Nephi 1:3, Moroni 7: 42-48 • New Testament: Luke 4:18; Mathew 25: 34-46 • Old Testament: Isaiah 3:14-15, 58: 6-10; Proverbs 14:31, 21:13, 28:27; Deuteronomy 15:11 • Doctrine and Covenants 38:35, 52:40 <p>WATCH/LISTEN (OR READ) BEFORE VISIT:</p> <ul style="list-style-type: none"> • "Are We Not All Beggars?" Elder Jeffrey R. Holland, General Conference October 2012, Saturday Afternoon Session https://www.lds.org/general-conference/2014/10/are-we-not-all-beggars?lang=eng 	<p>P&P score Thursday 2</p> <p>P&P score Tuesday 2</p>
Week 4		
T Jan 26 Tuesday	<p>Contemporary Issues in Fields of Social Work Practice: Poverty & Homelessness</p> <p>READ BEFORE CLASS:</p> <ul style="list-style-type: none"> • http://thewireless.co.nz/articles/the-pencilword-on-a-plate • https://www.globalcitizen.org/en/content/this-is-your-brain-on-poverty-5-facts/ 	Food & Care Coalition

	<ul style="list-style-type: none"> • Childhood and Intergenerational Poverty.pdf Download • http://www.newyorker.com/tech/elements/what-poverty-does-to-the-young-brain • http://hub.jhu.edu/2014/06/02/karl-alexander-long-shadow-research • listen to: http://www.npr.org/sections/ed/2014/08/07/335285098/rich-kid-poor-kid-for-30-years-baltimore-study-tracked-who-gets-ahead • "Wealth and Poverty" Richard E. Johnson Wealth and Poverty.pdf Download 	
Th Jan 28 Thursday	<p>What is a social service agency?</p> <p>READ BEFORE CLASS: Chapter 4: The Social Service Delivery System</p>	<p>P&P score Tuesday 3 P&P score Thursday 3</p>
Week 5		
T Feb 02 Tuesday	<p>Values and Ethics in Social Work</p> <p>READ BEFORE CLASS: NASW Code of Ethics, found at https://www.socialworkers.org/pubs/code/code.asp through section 1.16 (ethical responsibilities to clients)</p>	
Th Feb 04 Thursday	<p>BEFORE CLASS:</p> <ul style="list-style-type: none"> • Read: Social Work and Chemical Dependency (pgs. 338-345) in Chapter 12 • Listen to: The Diane Rehm Show: Efforts to Curb the Nation's Deadly Heroin Epidemic http://thedianerehmshow.org/shows/2015-07-28/efforts-to-curb-the-nations-deadly-heroin-epidemic 	<p>P&P score Thursday 4 P&P score Tuesday 4</p>
Week 6		
T Feb 09 Tuesday	<p>Contemporary Issues in Fields of Social Work Practice</p> <p>READ BEFORE CLASS: Social Work and Mental Health (pgs. 333-338) in Chapter 12: Social Work in Health, Rehabilitation, and Mental Health</p>	
Th Feb 11 Thursday	<p>Contemporary Issues in Fields of Social Work Practice</p> <p>READ BEFORE CLASS:</p> <ul style="list-style-type: none"> • Chapter 12: Social Work in Health, Rehabilitation, and Mental Health (pgs. 308-333) <p>Guest: Wendy Sheffield, LCSW (field director BYU school of social work), on Medical Social Work</p>	<p>P&P score Thursday 5 P&P score Tuesday 5</p>
Week 7		
M Feb 15 Monday	Presidents Day	

T Feb 16 Tuesday	Monday Instruction	
Th Feb 18 Thursday	GUEST SPEAKER: Dr. Michael Adams, BYU Counseling and Psychological Services, Mental Health in the LDS population	Wendy Sheffield
Week 8		
T Feb 23 Tuesday	Midterm review: bring questions to class Midterm covers Chapters 1-4, 11-12, NASW Code of Ethics, <i>Mid-term exam available in testing center Wednesday February 24-Monday February 29.</i>	
W Feb 24 Wednesday		Midterm Opens
Th Feb 25 Thursday	NO CLASS: work on interviews and presentations	P&P score Tuesday 7
Week 9		
T Mar 01 Tuesday	Contemporary Issues in Fields of Social Work Practice READ BEFORE CLASS: Chapter 13: Social Work with Families and Youths Guest Speaker: Bert Peterson, LCSW, Department of Children and Family Services (DCFS)	
Th Mar 03 Thursday	Chapter 13: Social Work with Families and Youth	Bert Peterson, LCSW P&P score Tuesday 8 P&P score Thursday 8
Week 10		
T Mar 08 Tuesday	MSW Interview Presentations	MSW Interview Paper MSW Interview Class Presentation & Group Rating
Th Mar 10 Thursday	MSW Interview Presentations	P&P score Tuesday 9 P&P score Thursday 9
Week 11		
T Mar 15 Tuesday	Withdraw Deadline (Full Semester) MSW Interview Presentations	
Th Mar 17 Thursday		P&P score

Th Mar 17 Thursday	<p>Values and Ethics in Social Work</p> <p>READ BEFORE CLASS: Chapter 6: Human Rights and Social Justice</p>	<p>P&P score Tuesday 10 P&P score Thursday 10</p>
Week 12		
T Mar 22 Tuesday	<p>What do Social Workers Do?</p> <p>READ BEFORE CLASS:</p> <ul style="list-style-type: none"> • Chapter 8: Empowerment Social Work Practice 	
Th Mar 24 Thursday	<p>Values and Ethics in Social Work:</p> <p>READ BEFORE CLASS:</p> <ul style="list-style-type: none"> • Chapter 7: Diversity and Social Work • Take an Implicit Association Test found here: https://implicit.harvard.edu/implicit/takeatest.html (choose any test) 	<p>P&P score Thursday 11 P&P score Tuesday 11</p>
Week 13		
T Mar 29 Tuesday	<p>Contemporary Issues in Fields of Social Work Practice</p> <p>READ BEFORE CLASS: Chapter 14: Adult and Aging Services</p> <p>GUEST SPEAKER: Natalie Nylund Jenson, LCSW, Blomquist Hale Employee Assistance Program</p>	
Th Mar 31 Thursday	<p>What is Social Welfare?</p> <p>READ BEFORE CLASS:</p> <ul style="list-style-type: none"> • Chapter 10: Social Work and Social Policy • http://www.vox.com/2015/6/26/8845881/food-stamps <p>Watch (in class) TED talk by Paul Piff "Does Money Make You Mean?"</p>	<p>P&P score Tuesday 12 P&P score Thursday 12</p>
Week 14		
T Apr 05 Tuesday	<p>Contemporary Issues in Fields of Social Work Practice: Adult and Aging Services continued</p> <p>In Class Film: "Terror at Home"</p>	<p>Natalie Nylund Jenson, LCSW</p>
Th Apr 07 Thursday	<p>In class discussion of "Terror at Home"</p> <p>READ BEFORE CLASS: Bussey & Wise, Trauma Transformed, An Empowerment Response: Chapter 5 Transforming Privilege, Power, and Control in Relationship Trauma (available online through HBLL)</p>	<p>Volunteer Reflection P&P score Tuesday 13 P&P score Thursday 13</p>
Week 15		

T Apr 12 Tuesday	Last Day of Winter Semester (01/04/2016 - 04/12/2016) Final Review	Integration Paper Volunteer Hours P&P score Tuesday 14
W Apr 13 Wednesday	First Day of Winter Exam Preparation (04/13/2016 - 04/14/2016)	
Th Apr 14 Thursday	Last Day of Winter Exam Preparation (04/13/2016 - 04/14/2016)	
F Apr 15 Friday	First Day of Winter Final Exams (04/15/2016 - 04/20/2016) Final Exam: 150 HRCB 7:00am - 10:00am	Final