IMPORTANT NOTES ABOUT THIS CLASS:
This course does NOT meet general education requirements. This course requires a thirty hour community service component (30 hours for the semester over a minimum of 8 weeks – for example, 3 hrs per week x 10 weeks). If your schedule is full with work and other personal demands, the THIRTY hours of community service work may be difficult to complete. Please consider this before you decide to enroll or proceed with the class. Failure to receive the thirty hours within the specified course parameters will result in an automatic failure in the class. There are limited weekend volunteer opportunities. Agency rules and norms concerning beginning times for volunteer hours must be adhered to as well as lunch schedules, and the days you are expected to be on site.

Course Description

This course is an introduction to the profession of social work and its roles in the social welfare system. This course will emphasize the historical development of the field of social welfare as well as the profession of social work, including prominent persons, events and legislation. Fundamental theoretical concepts and practices within the field of social work such as values, ethics, ecological systems perspective, generalist perspective, direct and indirect practice will be covered. Students will be introduced to issues of discrimination in marginalized populations such as people of color, physically and mentally challenged persons, women, and gay and lesbian persons. The many settings which social workers practice will be also examined. Through the use of community volunteering, students will be exposed to agencies in the social work field. Additionally, a fundamental understanding of the National Association of Social Workers Code of Ethics will be stressed throughout this course.
**Competency-Based Education**

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy.

The Nine (9) Social Work Competencies are listed below:

| Competency 1: Demonstrate Ethical and Professional Behavior |
| Competency 2: Engage Diversity and Difference in Practice |
| Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice |
| 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 |

Throughout the course outline, you will notice the “C” symbol and corresponding number to reflect which of the aforementioned competencies that is reflected in the exercise, objective, or clinical activity.

**Ethical and Professional Behavior (C1):**

Content on the ethical and professional behavior of social workers is integrated into the course SWRK 95 through an in-depth discussion and thorough review of the National Association of Code of Ethics. We explore the core values and the social worker’s ethical responsibilities and principles through class discussions and by taking exams to test the students’ retention of the material. We also dedicate one class session to a “mock trial” where we explore case vignettes regarding ethical concerns.

**Diversity (C2):**

Content on diverse populations is integrated with the purpose of familiarizing the students with concepts such as cultural humility to set the stage for the required diversity course SWRK 102. SWRK 95 requires the student to begin to question their awareness and knowledge of cultural diversity while considering the socio-political context of possibly disenfranchised populations and how to assist and work with these clients from a variety of interventions. They
empower and provide hope to the said clients. Social Work 95 integrates diversity content throughout the course(s) through course assignments: Grobman integration papers and discussions, course readings, Ted Talks and other media venues, and speakers from the social work field.

**Human Behavior and the Social Environment (C3):**

SW 95 introduces and shows the students how some of the theories of human behavior that are covered in SW 125A/B are integrated in clients’ interventions. The systems theory, ecological perspective and strengths perspective are highlighted in the text to help students to begin to see how theoretical frameworks help to explain developmental-systems-biological; family and small group dynamics, so that when considering intervention alternatives it is being done within the context of basic theory mastery in each of these areas. In this way SW 95 introduces the SW125A/B series of evidenced-based practice models based on advanced theoretical integration of the biological-psychological-and social political contextual domains into a strengths based, client centered and multi-level intervention framework. In addition, terms related to social and economic justice are defined and discussed. SW 95 integrates this competency through class discussions, small group discussion on an array of current media articles and news clips, and small paper assignments integrating social workers’ work stories with our text.

**Research (C4):**

SW 95 introduces concepts and terms about research and evidenced based practice that will be discussed in more depth in SWRK 110. This is done through class exercises, readings, and large class discussions related to the terms and concepts about how research forms the base of evidenced based practice strategies as well as how to evaluate the effectiveness of interventions.

**Social Welfare Policies and Services (C5):**

The SW 95 students are exposed to readings and articles that challenge them to understand that policy affects service delivery. We review how social welfare policies are formed through the Five-E Approach as well as the phases of how social welfare policy is developed. After a group discussion of these terms we practice reviewing existing policies regarding their effectiveness. Some current and past policies are reviewed in small groups then discussed with the whole class.

**Social Work Practice (C6):**

SW 95 specifically addresses the engagement, assessment, intervention and evaluation phase of practice within a multi-level generalist perspective by introducing the concepts. The students are then tested on these concepts through quizzes and exams. This helps prepare the students for more in-depth discussions and practice of the skills in their series of practice courses.
COURSE OBJECTIVES/ COUNCIL ON SOCIAL WORK EDUCATION  CORE AND PRACTICE COMPETENCIES:
The Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards requires that all social work students develop ten competencies and recommends teaching and assessing 41 related practice behaviors listed in Educational Policy (EP) 2.1.1 to 2.1.10. Throughout the course outline you will notice “EPAS”, this indicates the CSWE EPAS Educational Policy “core competency” that is addressed in the content and objectives of the course.

COURSE OBJECTIVES (Explicit Curriculum expectations):
By the conclusion of the semester you will accomplish the following and thus prepare you for your final three to four semesters as a social work major:

1. Identify and demonstrate basic knowledge of the National Association of Social Workers Code of Ethics. (Demonstrated by role-plays, class discussion, exams, practice exercises, writing assignments)

2. Describe and discuss the competencies that are expected for entry-level professional social workers. (Demonstrated by role-plays, class discussion, exams, exercise writing assignments)

3. Demonstrate awareness of the meaning of human diversity, oppression, social justice and advocacy within the social work profession. (Demonstrated by role-plays, class discussion, exams, practice exercises, writing assignments)

4. Articulate and discuss significant affective learning in a service learning experience at a community based organization or social service agency. (Demonstrated by role-plays, class discussion, exams, exercise writing assignments)

5. Demonstrate beginning social work skills (i.e. listening and empathy) as well as appropriate professional behavior in the context of a service learning environment as well as in the classroom. (Demonstrated by role-plays, class discussion, exams, exercise writing assignments)

6. Articulate an understanding of the social problems affecting clients related to a generalist framework (micro-mezzo-macro) (Demonstrated by role-plays, class discussion, exams, exercise writing assignments)

7. Understand the ethical principles and values of the social work profession. (Demonstrated by role-plays, class discussion, exams, exercise writing assignments)

8. Understand the importance of self-analysis as it relates to being a professional social worker. (Demonstrated by role-plays, class discussion, exams, exercise writing assignments)
9. Articulate the roles and functions performed by social workers, within a national and global context. (Demonstrated by role-plays, class discussion, exams, exercise writing assignments)

10. Identify one's professional interest in the field of social work. (Demonstrated by role-plays, class discussion, exams, exercise writing assignments)

11. Articulate one’s personal belief system and its potential to impact on one’s work as a professional social worker. (Demonstrated by role-plays, class discussion, exams, exercise writing assignments)

12. Understand social work practice within an ecological framework that incorporates a variety of helping roles. (Demonstrated by role-plays, class discussion, exams, exercise writing assignments)

13. Understand the impact of social, political, and economic forces that affect individual, group and community functioning. (Demonstrated by role-plays, class discussion, exams, exercise writing assignments)

**Required Texts**


It is optional to get the 5th edition.


**DISABILITY (ADA Provisions):**

Students with a learning disability or who have circumstances that might interfere with their ability to complete class assignments in a timely manner, must make an appointment and discuss this with the instructor. Students with a documented learning disability can get special accommodations for the course materials, testing facilities, and equipment. It is important to discuss such situation with the instructor at the earliest opportunity. The student is responsible for making arrangements for accommodations and support services with the Disability Specialist and the instructor in a timely manner. Use of reader, tutor, or note taker requires certain office procedures that the student must complete before these support services can start.

If you believe you will need accommodations please contact Services to Students with Disabilities (SSWD).

Phone: (916) 278-6955 (Voice)
(916) 278-7239 (TDD only)
Fax: (916) 278-7825
E-mail Address: sswd@csus.edu
PLAGIARISM:
Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporating another's work into one's own requires adequate identification and acknowledgement. Plagiarism is unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. When the source is not noted, the following would constitute plagiarism:

1. Word-for-word copying.
2. The mosaic (to intersperse a few words of one's own here and there while, in essence, copying another's work).
3. The paraphrase (the rewriting of another's work, yet still using the fundamental idea or theory).
4. Fabrication (inventing or counterfeiting sources).
5. Ghost-written material (submitting another's effort as one's own).

It is also plagiarism to neglect quotation marks on material that is otherwise acknowledged. Plagiarism and acts associated with it are cause for disciplinary and/or legal action.

If it is determined that a student has plagiarized the work of another, it can result in the student being suspended or expelled from the University, depending on the circumstances (http://www.csus.edu/admbus/umanual/UMP14150.htm). In this course a grade of {F} can be expected by students who plagiarize.

Turnitin Software
The university has acquired the Turnitin Software. Thus written assignments will be required to be submitted through this software for grading purposes. Prior to the assignment being due, students are to turn in their papers with Turnitin in order to review their grammar. Our class identification number is 12789219 and the password is justice. Please enroll in Turnitin class on or before the first day of class.

Confidentiality
Confidentiality is very important to be maintained and respected. All information shared in the class must be treated as confidential. During class time we must conduct ourselves in a professional manner. At times you will find that you may either agree or disagree with what other students share. It is essential to share your thoughts in a respectful manner which includes neutral body language and refraining from making side comments to peers.

Course Format
This course consists of 2.75 hours of weekly lecture and 30 clock hours of volunteer work. In addition to lectures the course can or will include videos, online assignments, class discussions, writing, small group exercises, one-on-one exercises, speakers, quizzes and exams.
Course Policies

Attendance
Attendance is required for all class sessions.

1. A roll sheet will be circulated at the beginning or end of each class or the instructor will take roll.
2. It is the student’s responsibility to sign-in on the attendance sheet.
3. Tardiness and early departures can be considered as absences. Two (2) student “tardies” or leaving class early can be treated as one (1) absence.
4. Two absences prior to the final deadline for dropping classes can result in the student receiving a “U” (unauthorized withdrawal from class) for the final course grade.
5. Three absences can result in a one-letter grade reduction in student’s final course grade (i.e., Grade of “A” can drop to “B”; Grade of “B” can drop to “C”).
6. Four or more absences can result in the student receiving a [F] for the final course grade.
7. In the case of serious and/or emergency situations that necessitate a student being absent from class, the student should contact the instructor as soon as possible to discuss the student’s options.

Homework
As a guideline for organizing your workload, note that it is standard educational expectation that students spend two to three hours outside of class time for every hour spent in class. Homework is an expected part of class and is counted as part of your classroom participation. Homework will be reviewing and answering questions from the power points. In addition, homework may include in-class informal writing, take-home assignments, readings, preparing for tests, online assignments, watching movies and other assignments given by the professor.

Written Assignments
All writing assignments shall be typed, double-spaced and have one-inch margins. Font will be Times New Roman and size shall be 12 points. All papers should include a cover page, with your name, name of assignment, instructor’s name, course name and date, and a reference page. No late papers will be accepted unless there are extraordinary circumstances and/or prior approval has been given by the instructor. Always keep a copy of each assignment you submit to the instructor. Use APA format on all papers in this course.
**Writing Guidelines**

Written work must be mechanically and stylistically acceptable. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lower grades. Where appropriate, the following criteria are used to evaluate assignments:

- **Effective use of knowledge**: the integration of concepts and information from readings, lectures, and class discussions is used in a way that demonstrates that students understand the concepts used.

- **Clarity: syntax, grammar, punctuation, and spelling**: Sentences and paragraphs are clear, unified, and coherent.

- **Use of informed personal opinion**: The inclusion of personal points of view along with rationale, logic, and examples are carefully supported with empirical data, conceptual work generated by authors, practitioners, or researchers, and/or original thoughts.

- **Organization**: Thesis is stated in the introduction, smooth relationship between ideas and between paragraphs, clear overall structure, including an integrative concluding section. Careful planning is evident in the organization.

- **References in appropriate format**: (use of APA format).
  - If students need help or have questions, they are encouraged to contact the instructor in a timely manner. Incompletes are not given automatically.
  - A grade of Incomplete may be assigned only in cases clearly beyond the student’s control.
  - It is the student’s responsibility to fulfill the University’s and/or Division’s policies and procedures for obtaining an incomplete for a course grade. Students who fail this policy will automatically be assigned a grade of FAIL for this course.

* (Students are reminded to retain a duplicate copy of all written assignments prior to submitting them for grading in the event of accidental loss or destruction).

**Criteria for Evaluating Writing**

+= Thoroughly Covered = All of the points made in the essay answer are relevant to the thesis and support it. The paper makes all the points essential to the thesis. Essay elements demonstrate a correct understanding of the material covered, or where room for disagreement exists, present thoughtful and plausible interpretations of difficult material. Essay elements use terms, examples, comparisons, criticisms, and the like, as needed, to unambiguously convey a coherent view or explanation of the ideas or arguments being explained.

√ = Well Covered = All of the answered points in the essay are relevant to the thesis and generally provide solid support. The paper answers most of the points essential to the thesis. Essay elements provide a mostly correct and a competent understanding of the material covered, or where room for disagreement exists, present overall thoughtful and plausible interpretations of difficult material. One or two key elements may not be covered or are given questionable treatment in this essay.

*= Partially Covered = The essay makes one or more of the points essential to development of the thesis. Although a number of the points essential to the thesis may be overlooked or glossed-over, the argument covers a few elements that lend little if any support to the thesis. Some important and obvious points may be misunderstood or missing. Some points may be undeveloped or unrelated to each other. Connections may have to be supplied by the reader.
$\emptyset = \text{Not Covered} = \text{The essay has a thesis and appears to have some supporting documentation. However, the essay is a series of scattered or unrelated points. The content of the essay indicates a misunderstanding of several key concepts (relative to the purposes of the assignment) or understanding of them is not conveyed. Some key concepts are covered but are not entirely understood.}$

**Exams**
The instructor reserves the right not to give make-up exams in the case of missed exams. Extraordinary circumstances may be considered.

**FREE TUTORING**
One-on-one help with writing in any class, visit the University Writing Center in Calaveras 128. The University Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Writing Center in CLV 128 or call 278-6356. For current Writing Center hours and more information, visit the Writing Center website at [www.csus.edu/writingcenter](http://www.csus.edu/writingcenter).

OR

One-on-one tutoring assistance is available within the Social Work Department in Mariposa Hall. You may schedule tutoring appointments in the Social Work Office (4th floor). If you have questions you can call (916) 278-6943. Tutors are located on the second floor of Mariposa Hall. The Social Work tutoring office can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor.

**Class Participation Expectations**

- Be Present!
- Be a Participant – by participating fully in this class you will enrich your learning experience.
- Be Prepared - Reading assignments shall be completed prior to the start of class. All homework given is to be completed on time.
- Be Patient and Supportive - It is important that class members are patient and supportive of each other. Providing encouragement and support creates an atmosphere of trust and confidence. Such an atmosphere makes risk-taking possible and even exciting.
- Be Respectful - Students are expected to be considerate and respectful toward their classmates and instructor.
- Actively Participate - The instructor welcomes and encourages you to speak-up and actively participate in class discussions and exercises.
- Take Responsibility - The instructor encourages students to analyze life experiences and situations and to apply communication skills to resolve conflicts.
**Note:** The instructor will not tolerate any student disrupting the class. See University policy for disruptive student behavior in the classroom at [http://www.csus.edu/admbus/umanual/UMD03250.htm](http://www.csus.edu/admbus/umanual/UMD03250.htm)

No cell phone use in class (if you are expecting an urgent call please inform the instructor and put your phone on vibrate or silent). Using cell phones during class is unprofessional and may result in a student being asked to leave class and/or may affect the student’s grade. Similarly, use of a laptop computer during class is not permitted, and will be subject to the above consequences.

**COURSE ASSIGNMENTS**

Volunteer Experience: *Pass/Fail (failure to complete the 30 hours will result in a grade of [F] for the course).* Volunteering presents a unique opportunity to develop a better self-understanding of why one might choose social work as a field of study and discover where you could make a valuable contribution in the future as a professional, volunteer and citizen. It is an opportunity for students to explore the world of practice and find social work meaning in everyday life. The assignments related to this experience are class discussions, a two page summary, and a presentation to the class. Students are expected to complete 30 community volunteer hours over a minimum of eight weeks during the semester and not in a block time-period. Being “fired” from an agency will result in failure to pass the class.

The objectives of the volunteer experience for this course are:

1. Understanding roles and functions performed by social workers.
2. Understanding one’s motivation for being interested in the field of social work.
3. Understanding how to integrate the “use of self” in serving clients/client systems while working as a professional social worker.
4. Understanding one’s personal belief system and its potential impact on one’s work as a professional social worker.

**Volunteer Requirements/Due Dates:**

1. Students must find and secure a volunteer placement in Sacramento or their residential community. **By the third week** of classes please provide agency information to your instructor about where you are volunteering.

2. Students will be given a volunteer agency referral list and can choose to volunteer at any of these agencies. If a student wants to volunteer at another agency (not on the list), the student must get prior approval from their SW 95 instructor for the agency.

3. Students must do TB testing and/or fingerprinting if the community agency requires it.

4. Students must also attend the agency’s orientation and/or participate in an agency’s interview if the community agency requires it.

5. Students must complete and sign the “**Informed Consent, Agreement, Release, Waiver of Liability, and Assumption of Risk**” form. A copy needs to be given to your instructor.
6. Students must download three other forms from the Sac CT class. One is the “Emergency Contact and Information” form, another is the Time Log, and the last one is the “Volunteer Verification” form. The “Emergency Contact and Information” form needs to be kept at your placement (unless the agency has their own emergency form) and a copy is to be given to your instructor.

7. The “Volunteer Verification form” will also remain at your placement until you have completed all of your hours. This form with your Time Log form of your volunteer hours must be turned in together to your instructor. Students must obtain signatures of the immediate supervisor and their instructor, sign the time log themselves, and turn the original into their SW 95 instructor. Time Log must be done in ink and no white-out may be used. It is recommended that you as the student keep a copy of these forms. These forms are due on December 9, 2016.

**Grobman/Kirst-Ashman Chapters**

**Eight Grobman Reaction Papers - due weekly as assigned (See Course Outline – 80 points)**

Most weeks that you are assigned to read from the Grobman text you are expected to turn in a reaction paper and be prepared to discuss the material in class. The reaction paper should be limited to two – three paragraphs and address the following questions:

1. What did the articles teach you about social work practice, core values, or ethical principles?
2. How do the articles relate to what you have learned in this course from the Kirst -Ashman text?

Of the 12 Grobman reading assignments, reaction papers are only required on eight of the assignments. It is expected that the reading be done even when a reaction paper is not due. Students may choose from the assigned 12 Grobman reading assignments for their eight reaction papers. These are not book reports. Be sure to link the Grobman material to the Kirst-Ashman text which means you need to do APA referencing in the body of the paper. Title and reference pages are not required. I will need a sampling of students for each assigned reading assignment.

**Social Work Practice Specialization - 40 points**

This assignment is designed to help you explore an area of practice within social work that is of interest to you. For example, if you are interested in working with children, you might want to investigate child welfare social work, or if you are interested in health care, you could explore medical social work. Find out as much as you can about the field from books and journals, and then locate a social work professional (key informant) who is either currently working in the field or has special knowledge of the field. Your key informant must have a degree in social work. Conduct an interview or shadow with that person (phone interview is OK) to gather personal data regarding that position. You may ask your own questions in the interview as well as get the answers for questions one, three through five, and second portion of six if applicable.
This paper should include information ascertained from the literature regarding the specialized area of practice that includes:

1. The area of social work practice. Name, role and address and phone number (work) of key informant (Do personal communication reference from the social worker you interviewed);
2. A brief history of this area of social work - how long has this specialization of social work been involved? (You will find the history through texts, journals and the internet. Please reference.)
3. What the primary roles and responsibilities are related to that specialization? (Do personal communication reference from the social worker you interviewed or internet reference);
4. What primary populations are served by this area of social work practice? (Do personal communication reference from the social worker you interviewed or provide an internet reference);
5. What led the key informant to the field of social work? (Do personal communication reference from the social worker you interviewed);
6. What are the employment opportunities within the field? Please do an internet search to find this data. (In addition, if social work is NOT the primary setting, i.e. medical or forensic social work, how is the social worker viewed within the primary field. You may ask your interviewee this question. For example, how do criminal justice workers and lawyers view forensic social workers? How do doctors, nurses, physical therapists...view medical social workers?) When quoting or paraphrasing from your key informant or from journals or books, you will need to cite the sources.
7. What did you learn about this area of social work? What did you learn that seemed either congruent or incongruent with social work values? Please cite your text to support what you have learned.

This is a typewritten 4-5 page paper which needs to include a cover page and a reference page which needs to be submitted into Turnitin for grading purposes. Prior to the due date, students may submit their paper to Turnitin in order to check their grammar. In order for the student to be able to access their paper, the instructor must give a grade. Thus the instructor will give students one point so they can access their paper. This will not be your grade and the instructor will not be reviewing the paper at this submission. The purpose is for you to get feedback from the Turnitin site prior to the paper being due. All citations must be in APA format. See writing guidelines in the syllabus, APA guidelines on the internet, and grade rubric on SacCT 9.1 for this assignment.

Quizzes 80 points (40 points each)
There will be two in-class quizzes given throughout the semester. The quizzes will be based on the Chapters from Introduction to Social Work and Social Welfare: Critical Thinking Perspectives, 4th edition. Brooks/Cole Publishers. For quiz one, students will be tested on chapters one through four. For quiz two, students will be tested on chapters nine through twelve. It will have true/false, multiple choice, and short answer questions on the test.
### Mid-Term Exam 100 points

A mid-term exam will be given during the middle of class. It will cover the first eight chapters of the *Introduction to Social Work and Social Welfare: Critical Thinking Perspectives*, 4th edition. Brooks/Cole Publishers. It will be 50 multiple choice questions, each question worth two points. The exam will be on SacCT and may be given at an on-campus laboratory. **This is not an open book test.**

### Community Volunteer Written and Oral Presentation – 50 points

This course requires an experiential component of **30 volunteer hours**. The primary objective of this paper requirement is to integrate the concepts learned in class with the experiences and observations at the volunteer agency in the field.

Students need to do a two-page summary of the following questions.

1. A brief description of the agency and the population(s) served, including the demographics about this population. Include the name of the agency, address, contact person, phone number;
2. Give at least two examples of your learning experience as they relate to social work roles and social welfare experiences;
3. A description of at least two of the core values of social work (NASW Code of Ethics) from class readings and how they were applied by the agency staff;
4. A discussion of social work concepts from class readings as they relate to a policy issue at your service learning agency

* **Question #1 must be supported from your agency’s web site or personal communication. Your response to questions #2 - #4 must be supported by references from our main text.** *

Students are required to provide a five minute in-class presentation describing their volunteer experience. The students may highlight the points from their written summary. The oral presentation may include a PowerPoint, poster boards, or other interactive media materials. If more than one student volunteer worked together in the same or similar agency, students will be put in small groups for their oral presentation. If presenting in a group all group members will receive the same grade for the presentation portion. The overall grade will be a summary of points earned by the individual’s written summary plus points earned by their group presentation.

This is a typewritten two page paper which needs to include a cover page and reference page. All citations must be in APA format. See writing guidelines in the syllabus and grade rubric on SacCT 9.1 for this assignment.

### Final Exam – 140 points

A cumulative exam will be given during Finals week. It will cover all sixteen chapters except Chapter fifteen of the *Introduction to Social Work and Social Welfare: Critical Thinking Perspectives*, 4th edition. Brooks/Cole Publishers. It will be 70 multiple choice questions, each question worth two points. The exam will be on Sac CT 9.1 and may be given in a campus laboratory.
**Extra Credit**

Students may earn ten extra credit points by bringing in an article that relates to the classroom material for that school day. In order to receive the ten points, the student must submit a one page paper. In the body of the paper, you will need to do two paragraphs with one paragraph summarizing the article while the other paragraph illustrates how the article relates to the social work concepts being discussed in class. Please attach a cover page and a reference page. This extra credit assignment can be turned in from the start of the semester to November 30th. After this date, the extra credit will not be accepted.

*The instructor may modify, add or subtract assignments, and may re-allocate points for the assignments, based on the learning needs of students. The instructor may also modify the interactive learning opportunities i.e. speakers, movies, and activities in the class’ weekly schedule. Students will be notified in advance of any such modifications.*

**Grading Scale**

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary paper</td>
<td>10</td>
<td>Extra credit</td>
</tr>
<tr>
<td>Grobman pop quizzes</td>
<td>80</td>
<td>16%</td>
</tr>
<tr>
<td>Online assignment(s) See Sac CT for requirements if required.</td>
<td>10*</td>
<td>2%*</td>
</tr>
<tr>
<td>Quizzes(2)</td>
<td>80</td>
<td>16%</td>
</tr>
<tr>
<td>Social Work Specialization</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Mid-term Written Exam</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation/Written Summary of field experience</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Final Cumulative Exam</td>
<td>140</td>
<td>28%</td>
</tr>
<tr>
<td>Letter Grade</td>
<td>Maximum Points</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>– 490 if online is not required</td>
<td>490</td>
</tr>
</tbody>
</table>

A  = 94% or higher (exceptional quality)
A-  = 90 to 93%
B+  = 87 to 89%
B   = 84 to 86%(professional quality)
B-  = 80 to 83%
C+  = 77 to 79% (marginal work)
C   = 74 to 76%
C-  = 70 to 73%
D+  = 67 to 69%
D   = 64 to 66%
D-  = 60 to 63%
F   = 59% and below
*Tentative schedule which is subject to change at the discretion of the professor. There may be an online assignment in lieu of a class if a class is cancelled by the professor. In the event that class is cancelled, the online assignment is equivalent to attending the class.*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TOPICS and LEARNING ACTIVITIES</th>
<th>READINGS AND OTHER ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29/16</td>
<td>Overview of the Course: Syllabus and Assignments</td>
<td>Get TB test done and read if your agency requires it.</td>
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<td></td>
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<td>Review volunteer forms</td>
<td>Print all volunteer forms from our Sac CT course. Complete the risk assessment form in class and give the original to the instructor and save a copy for your records.</td>
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<td></td>
<td></td>
<td>Discussion of possible volunteer opportunities</td>
<td>Explore and sign up with volunteer agency.</td>
</tr>
<tr>
<td>1</td>
<td>8/31/16</td>
<td>Warm up Exercises/Class Discussion What is Social Work?</td>
<td>Kirst-Ashman: Chapter 1</td>
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<td>Inform instructor of which agency you chose for your volunteering.</td>
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<td>Schedule interview and/or orientation with your volunteer agency</td>
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<tr>
<td>2</td>
<td>9/5/16</td>
<td>Holiday</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>2</td>
<td>9/7/16</td>
<td>Social Work History...where did “social work” come from? Class Discussion</td>
<td>Kirst-Ashman: Chapter 6</td>
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<td>Grobman Reaction paper #1: Chapters 1-2</td>
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<tr>
<td>WEEK</td>
<td>DATES</td>
<td>TOPICS and LEARNING ACTIVITIES</td>
<td>READINGS AND OTHER ASSIGNMENTS</td>
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</tbody>
</table>
| 3    | 9/12/16 | **Social Work Values and Ethics**  
Class Discussion                                                                 | Kirst-Ashman: Chapter 2  
Deadline to sign-up for orientations and interviews with volunteer agencies. It is okay if you have not started as long as you have made contact with them. As soon as you can start, the better it is for you.  
Code of Ethics – NASW website                                      |
| 3    | 9/14/16 | **Empowerment and Human Diversity**  
Class Discussion                                                                 | Kirst-Ashman: Chapter 3  
Grobman Reaction paper #2: Chapters 52-55                                  |
| 4    | 9/19/16 | **Generalist Practice**  
Class Discussion                                                                 | Kirst-Ashman: Chapter 4  
Grobman Reaction paper #3: Chapters 4, 7, and 16                                 |
| 4    | 9/21/16 | **Review Chapters 1-4 for quiz**  
Speaker, Movie or Class Discussion                                                                 | Quiz review/Activity  
Please see study guide                                                        |
| 5    | 9/26/16 | **Quiz – Chapters 1-4**  
Speaker, Movie or Class Discussion                                                                 | Quiz and speaker                                                     |
| 5    | 9/28/16 | **Practice Settings**                                                                                   | Kirst -Ashman: Chapter 5  
Grobman Reaction paper #4: Chapters 13 and 15                                      |
| 6    | 10/3/16 | **Social Welfare Policy**  
Speaker and Class Discussion                                                                 | Kirst -Ashman: Chapter 7  
Grobman Reaction paper #5: Chapter 6, 12, 18, and 58                               |
| 6    | 10/5/16 | **Policies and Programs to Combat Poverty**                                                        | Kirst-Ashman: Chapter 8  
Social Work Specialization Paper due                                               |
| 7    | 10/10/16| **Mid-term Exam Review**  
Volunteer Agency Discussion  
Class discussion, speaker or movie                                                   | Review Chapters 1-8  
Grobman Reaction paper #6: 41 and 43  
Please see study guide                                                            |
| 7    | 10/12/16| **Class discussion, speaker or movie**  
Mid-term Exam – online with Sac CT                                                   | Chapters 1-8  
After speaker, we will end class early for online exam                           |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>TOPICS and LEARNING ACTIVITIES</th>
<th>READINGS AND OTHER ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>10/17/16</td>
<td>Social Work and Services to Children and Families Speaker, movie or class discussion</td>
<td>Kirst-Ashman  Chapter 9</td>
</tr>
<tr>
<td>8</td>
<td>10/19/16</td>
<td>Social Work and Services to Children and Families and Older Adults Speaker, movie or class discussion</td>
<td>Kirst-Ashman  Chapter 9 and 10 Grobman Reaction paper #7:Chapter 38-39</td>
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<td>9</td>
<td>10/24/16</td>
<td>Social Work and Services for Older Adults Speaker, Movie or Class Discussion</td>
<td>Kirst-Ashman: Chapter 10 Grobman Reaction paper #8:Chapters 20, 21, 40 and 42</td>
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<tr>
<td>9</td>
<td>10/26/16</td>
<td>Social Work and Services for People with Disabilities</td>
<td>Kirst-Ashman:  Chapter 11</td>
</tr>
<tr>
<td>10</td>
<td>10/31/16</td>
<td>Social Work and Services in Health Care</td>
<td>Kirst-Ashman  Chapter 12 Grobman Reaction paper #9: Chapters 3 and 5</td>
</tr>
<tr>
<td>10</td>
<td>11/2/16</td>
<td>Quiz review – Chapters 9-12</td>
<td>Review and highlight chapters for quiz</td>
</tr>
<tr>
<td>11</td>
<td>11/7/16</td>
<td>Quiz Chapters 9-12 Social Work and Services in Mental Health Speaker, Movie or Class Discussion</td>
<td>Quiz begin Kirst-Ashman Chapter 13 Grobman Reaction paper #10: Chapters 23-27</td>
</tr>
<tr>
<td>11</td>
<td>11/9/16</td>
<td>Social Work and Services in Mental Health Speaker, Movie or Class Discussion</td>
<td>Kirst-Ashman  Chapter 13 Grobman Reaction paper #11: Chapters 3 and 5</td>
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<tr>
<td>12</td>
<td>11/14/16</td>
<td>Social Work and Substance Use, Abuse and Dependence</td>
<td>Kirst-Ashman  Chapter 14 Grobman Reaction paper #12: Chapters 33-37</td>
</tr>
<tr>
<td>12</td>
<td>11/16/16</td>
<td>Social Work in the Criminal Justice System</td>
<td>Kirst-Ashman  Chapter 16</td>
</tr>
<tr>
<td>WEEK</td>
<td>DATES</td>
<td>TOPICS and LEARNING ACTIVITIES</td>
<td>READINGS AND OTHER ASSIGNMENTS</td>
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<tr>
<td>13</td>
<td>11/21/16</td>
<td>Student Presentations – 12</td>
<td>Presentations Papers due on presentation day</td>
</tr>
<tr>
<td>13</td>
<td>11/23/16</td>
<td>Presentation Preparation- Meet with groups</td>
<td>No class today Please meet with your groups</td>
</tr>
<tr>
<td>14</td>
<td>11/28/16</td>
<td>Student Presentations - 12</td>
<td>Presentations Papers due on presentation day</td>
</tr>
<tr>
<td>14</td>
<td>11/30/16</td>
<td>Student Presentations 12</td>
<td>Papers due on presentation day</td>
</tr>
<tr>
<td>15</td>
<td>12/5/16</td>
<td>Student Presentations 4-6</td>
<td>We will review for the Final as time permits. Please see study guides for all chapters.</td>
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<td>Review for Final</td>
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<td>Time Logs and Volunteer Verification hours forms are due to instructor today</td>
<td></td>
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<tr>
<td>15</td>
<td>12/7/16</td>
<td>Study session on your own</td>
<td>No class – Complete online study guide ( Chapters 13, 14, and 16) - fill out and review. Please review study guides from previous chapters.</td>
</tr>
<tr>
<td>16</td>
<td>12/12/16 to 12/16/16</td>
<td>Final TBA - may be on the 12th</td>
<td>Final in computer laboratory room</td>
</tr>
</tbody>
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