

**Graduation Composition and Communication Requirement (GCCR)  
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

**I. General Information:**

College:	<u>Social Work</u>	Department (Full name):	<u>College of Social Work</u>		
Major Name (full name please):	<u>Social Work</u>	Degree Title:	<u>BASW</u>		
Formal Option(s), if any:	<u>NA</u>	Specialty Field w/in Formal Options, if any:	<u>NA</u>		
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>				
Contact Person:	<u>Karen Badger</u>	Phone:	<u>7-2350</u>	Email:	<u>kbadger@uky.edu</u>

**II. Parameters of the Graduation Composition and Communication Requirement (GCCR):**

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

*“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”*

**III. GCCR Information for this Program (by requirement):**

<b>A. List the courses currently used to fulfill the old Graduation Writing Requirement:</b>
<u>SW 470</u>
<b>B. GCCR Program Outcomes and brief description:</b>
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>EP2.1.1.4 Demonstrate professional demeanor in behavior, appearance, and communication.</u> <u>EP 2.1.3.3 Demonstrate effective oral and written communication in professional settings</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>Social Work students will fulfill the GCCR requirement with SW 470: Integrative Senior Seminar. The GCCR requires that students demonstrate competency across multiple modalities of communication. Given the emphasis on both oral and written communication within the social work profession, our students will submit one formal oral presentation and four written papers to meet GCCR requirements. Both oral presentations and written work will use a peer review/draft/feedback process and will</u>

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allow students to demonstrate the ability to use scholarly evidence (research) to support evidence based social work practice.	
<b>C. Delivery and Content:</b>	
<p><b>1. Delivery specification:</b> for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. <i>(Note: it is strongly recommended that GCCR courses be housed within the degree program.)</i></p>	<input checked="" type="checkbox"/> a. Single required course within program <input type="checkbox"/> b. multiple required or optional courses within program <input type="checkbox"/> c. course or courses outside program (i.e., in another program) <input type="checkbox"/> d. combination of courses inside and outside program <input type="checkbox"/> e. other (please specify): _
<p><b>2. Basic Course Information:</b> Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p><b>Course #1:</b> Dept. prefix, number, and course title: <u>SW 470 Senior Seminar</u></p>	
<ul style="list-style-type: none"> <li>• new or existing course? <u>Existing- previously approved as a GWR course</u> <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS</li> </ul> </li> <li>• required or optional? <u>Required</u></li> <li>• shared or cross-listed course? <u>No</u></li> <li>• projected enrollment per semester: <u>20 (Fall semesters) - 40 (Spring semesters)</u></li> </ul>	
<p><b>Course #2 (if applicable):</b> Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> <li>• new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS</li> </ul> </li> <li>• required or optional? _____</li> <li>• shared or cross-listed course? _____</li> <li>• projected enrollment per semester: _____</li> </ul>	
<p><b>Course #3 (if applicable):</b> Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> <li>• new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS</li> </ul> </li> <li>• required or optional? _____</li> <li>• shared or cross-listed course? _____</li> <li>• projected enrollment per semester: _____</li> </ul>	
<p><b>3. Shared courses:</b> If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>	
<ul style="list-style-type: none"> <li>• <b>Contact information of providing program:</b> <u>NA</u></li> <li>• <b>Resources:</b> what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program. <u>NA</u></li> <li>• <b>Memorandum of Understanding/Letter of Agreement:</b> Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments). <b>Date of agreement:</b> <u>NA</u></li> </ul>	
<p><b>4. Syllabi:</b> Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p> <ul style="list-style-type: none"> <li>• the GCCR assignments are <b>highlighted</b> in the syllabus and course calendar;</li> <li>• the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked <a href="#">here</a>);</li> <li>• the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;</li> <li>• the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);</li> </ul>	

**Graduation Composition and Communication Requirement (GCCR)  
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

<ul style="list-style-type: none"> <li>• the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;</li> <li>• the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”             <ul style="list-style-type: none"> <li>○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”</li> </ul> </li> </ul>
<p><b>5. Instructional plan:</b> Summarize the instructional plan for teaching the C&amp;C skills specified in the program SLOs and delivered in the course(s). Include the following information in <b>brief</b> statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications <b>where</b> on the syllabus it is found:</p>
<ul style="list-style-type: none"> <li>• <u>overview of delivery model:</u> summarize how the GCCR will be delivered for <b>all</b> program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):</li> </ul>
<p><u>SW 470 is a capstone course and a required senior seminar for all social work majors. Students enroll in this course after they complete other core social work courses. It includes the assignment of an integrative paper that demonstrates mastery in knowledge and skills gained in core coursework and writing and oral communication abilities.</u></p>
<ul style="list-style-type: none"> <li>• <u>assignments:</u> overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:</li> </ul>
<p><u>The integrative paper assignment is completed in four modules (consisting of 12 sections and a reflection) that are distributed across the semester. The end product is a final integrative paper in which all modules are compiled. The written requirement of the GCCR will be met by sections 3, 4, 9, and 11-- the content and requirements of which are described in the syllabus. The oral communication requirement will be met via an individual presentation of sections 7 and 8. Students will be required to utilize some visual technology as part of their presentations. The purpose of the paper is to integrate core social work knowledge toand provide an opportunity to demonstrate mastery of the program competencies specified by the Council on Social Work Education accreditation board. It is also designed to provide students with an opportunity to refine and demonstrate their communication skills.</u></p>
<ul style="list-style-type: none"> <li>• <u>revision:</u> description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading &amp; feedback; essay drafting with mandatory revision; peer presentations; etc.):</li> </ul>
<p><u>This language is included in the syllabus: "A draft-and-review process will be utilized throughout the writing of these papers and preparation of the oral presentation. Your course instructor will provide a review of content for each module of the paper." Students will also work as part of peer review groups throughout the entire semester. "... and your peers will provide in-depth peer editing/review. For your oral presentation, you will utilize a videotaped "draft" presentation that will be peer-reviewed. Additionally, you should consider using the services provided by the University of Kentucky's Writing Center and . Students are encouraged to make regular use of the services provided by the Writing Center and the Multimodal Communication Consulting Center. " Students grades earned for each writing assignment includes the grade that reflects their effort in participating in the peer review and evaluation process.</u></p>
<ul style="list-style-type: none"> <li>• other information helpful for reviewing the proposal:</li> </ul>
<p><u>Detailed information about the assignments is included in the attached syllabus.</u></p>
<p><b>D. Assessment:</b></p>
<p>In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:</p>
<ul style="list-style-type: none"> <li>• specify the assessment schedule (e.g., every 3 semesters; biennially):</li> </ul>
<p><u>At the end of each academic year.</u></p>
<ul style="list-style-type: none"> <li>• identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):</li> </ul>
<p><u>DUS, Undergraduate Committee, Curriculum Committee-- findings are also reviewed and discussed with the COSW faculty at large</u></p>
<ul style="list-style-type: none"> <li>• if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):</li> </ul>
<p><u>NA</u></p>

**Graduation Composition and Communication Requirement (GCCR)  
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

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**Signature Routing Log**

**General Information:**

GCCR Proposal Name (course prefix & number, program major & degree):	SW 470
Contact Person Name:	Karen Badger
Phone:	7-2350
Email:	kbadger@uky.edu

**Instructions:**

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

**Internal College Reviews and Course Sharing and Cross-listing Reviews:**

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3/17/14	Karen Badger / 7-2350 / kbadger@uky.edu
Providing Program <i>(if different from Home Program)</i>	NA	/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	3/24/14	Dean Ike Adams / 7-6654 / j.p.adams@uky.edu
Faculty and Curriculum Committee	3/24/14	Richard Sutphen / / sutphen@uky.edu

**Administrative Reviews:**

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval <sup>1</sup>
GCCR Advisory Committee	4/2/2014	

**Comments:**

<sup>1</sup> Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

UNIVERSITY OF KENTUCKY  
College of Social Work

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Course Syllabus for SW 470  
**DRAFT FOR GCCR APPROVAL**

***SECTION ### Meeting Pattern and Location***

***FACULTY CONTACT INFORMATION HERE***

**Course Description**

This course is an integrative professional seminar for senior majors in social work, taken in the last semester of course work. Social work issues of an educational, professional and practice nature are examined. Prerequisites: SW 445 or concurrent. Open only to social work majors.

*This course provides full GCCR credit for the Social Work Major.*

**Prerequisites**

SW 445 or concurrent. Open only to social work majors

**Course Objectives**

This course will:

1. Reviewed, integrated, and demonstrated the social work values, knowledge and skills appropriate to the foundation level competencies for social work undergraduates, addressing any perceived gaps assessed to be present to competently perform expected practice behaviors (2.1.1 through 2.1.10)
2. Identified the most frequently encountered problems that impede social justice, human rights, and social and economic justice that social workers face today in exercising their professional functions and activities and formulate possible strategies with which these difficulties may be addressed (2.1.3; 2.1.4; 2.1.5; 2.1.8; 2.1.9; 2.1.10)
3. Demonstrated professional research skills (literature review; professional written and oral communication skills) to improve social work practice, interventions, services for the betterment of individuals or the community (2.1.3; 2.1.6).
4. Further enhanced and demonstrated critical thinking skills for application to social work practice at all levels. (2.1.3; 2.1.10).
5. Developed the capacity to continuously assess for and identify the impact of discrimination and oppression on individuals and groups affected by social, economic, and legal bias such as those distinguished by diversity factors of income, age, physical or mental ability, religion, affectional orientation, or cultural and social diversity and any related social marginalization (2.1.4; 2.1.5; 2.1.9; 2.1.10).
6. Developed the ability to integrate and demonstrate professional social work competencies associated with theory, ethics, policy, research, and practice by way of application within a detailed analysis of actual case situations (2.1.2; 2.1.3; 2.1.5; 2.1.6; 2.1.7; 2.1.8; 2.1.10).
7. Become familiar with professional organizations and licensure requirements, develop the knowledge, values, and skills to use self-reflection and employ the habit of life-long learning in employment or

educational endeavors, understanding their relationship to the formation of a professional identity and professional development (2.1.1; 2.1.2)

8. Written a paper that is essentially free of mechanical errors (grammar, punctuation, spelling and syntax) and awkwardness, using a style that is appropriate to the purpose and the audience (2.1.1; 2.1.3).
9. Demonstrated an ability to discover, evaluate, and clearly present written evidence in support of an argument in the subject area, utilizing American Psychological Association (APA) documentation style (2.1.1; 2.1.3; 2.1.9)
10. Developed awareness that composing a successful text frequently takes multiple drafts, seeking and incorporating feedback from others, with varying degrees of focus on generating, revising, editing, and proofreading (2.1.1; 2.1.3; 2.1.8).
11. Written a competent, interesting essay about a complex issue (discipline-specific) for a general university audience (2.1.1; 2.1.3).

### Practice Behaviors (Learning Outcomes)

Student outcomes for this course are described in the attached document “BASW practice behaviors” that are used to guide the shaping of the integrative paper and the final capstone experience. The specific practice behaviors (or student learning outcomes that relate to the GCCR component of this course are:

- EP2.1.1.4 Demonstrate professional demeanor in behavior, appearance, and communication.
- EP 2.1.3.3 Demonstrate effective oral and written communication in professional settings

### Required Text and Readings:

- American Psychological Association (2009). *Publication manual of the American Psychological Association, 6<sup>th</sup> ed.* Washington, D.C.: American Psychological Association
- American Psychological Association (2011). *Mastering APA style: Student workbook and training guide.* Washington, D.C.: American Psychological Association
- Additional reading as assigned.

Undergraduate Grading Scale	Grade Components	GCCR Component? Y/N*	% of Final Course Grade
A = 90-100 B = 80-89 C = 70-79 D = 60-69 E = <59  * will round final grades up to the next letter grade when they are > .5 -- e.g. an 89.51 rounds up to 90 but an 89.49 remains a B.	Integrative Assignment - Paper 1 <i>Presentation of the Case</i>	n	6
	Integrative Assignment - Paper 2 <i>Individual and Family Issues in the Case</i>	n	6
	Integrative Paper 3 – <i>Macro Social Issues in the Case</i>	y	6
	Integrative Paper 4 – <i>Theoretical Perspectives on Individual Issues in the Case</i>	y	6
	Integrative Paper 5 – <i>Micro Problem Solving Process, applied to one issue in the Case</i>	n	6
	Integrative Paper 6 – <i>Application of Social Work Ethics and Problem Solving to the Case</i>	n	6

Integrative Presentation (outline and presentation) 7 <i>Social Welfare Policy and NASW Position</i>	y	6
Integrative Presentation (outline and presentation) 8 <i>Macro/Political Process Model applied to Social Welfare Policy</i>	y	6
Integrative Paper 9 <i>Macro Problem Solving Process</i>	y	6
Integrative Paper 10 <i>Research question/hypothesis</i>	n	6
Integrative Paper 11 <i>Literature review</i>	y	6
Integrative Paper 12 <i>Research methodology and implications</i>	n	6
APA Workbook Work (cumulative grade)	n	8
Professional Resume and Cover Letter	n	5
Class Participation and Attendance	9	10
Final Self-Reflection	n	5
<i>Total</i>		100
<i>Percentage for GCCR assignments</i>		36

**\*GCCR COMPONENTS MUST AVERAGE A "C" or HIGHER FOR STUDENTS TO RECEIVE GCCR CREDIT FOR THE COURSE.**

**ALL ASSIGNMENTS, UNLESS OTHERWISE NOTED ARE DUE BY 5pm ON THE DUE DATE VIA BLACKBOARD ASSIGNMENTS; late assignments will be penalized 5% per day (including weekends/holidays).**

**Important:** To pass the course, **you must complete all assignments**. Because this is a capstone course with an emphasis on professional writing, final integrative papers that are submitted in compliance with the GCCR writing requirement (as outlined above) that receives a D or below are given one opportunity to be revised/resubmitted/re-graded to reflect competency. You may resubmit a paper to the instructor one time within 10 days of the date your instructor returns the failing assignment to you. If you fail to average a "C" or higher on the GCCR components you will not pass the course.

### Mid-term Grades

Mid-term grade will be provided to students prior to the mid-term date. This grade will include all work that has been completed by MARCH 10, 2014. Grades will be posted via myUK by the close of the Mid-Term grading window (MAR 14).

### Disability Statement

In order to receive accommodations in this course, you must provide your instructor of record a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)). All reasonable accommodations will be made after the student provides the letter from the DRC. Retroactive accommodations are not made.

### Course Components



1. **Final Integrative Assignment (12 components – 10 papers, 2 oral; each is 6% of your final course grade) – 72% of final course grade.** Students in Senior Seminar are expected to have completed the required professional courses in the curriculum at the time of taking this course (with the exception of SW 445). Therefore, only supplemental content pertaining to the foundation areas of study will be introduced.

Students will be required to select and comprehensively analyze an actual case from the micro- and macro-system perspectives. This requires the integration of knowledge, values, and skills taught in all required courses (Human Behavior and the Social Environment, Ethics, Policy, Research, and Practice I and II) and demonstration of mastery of this content through its application in carrying out practice behaviors.

- Students will be required to complete 12 integrative assignments. Ten of these are single authored written papers (2-5 pp. each, depending on particular paper – details later in syllabus) demonstrating formal writing that is drafted, reviewed and revised. Two of these are oral presentations and corresponding outlines. Specific instructions regarding this assignment can be found under the section VI. 1. (Final integrative assignments). These will be submitted in groups of three – e.g. 1, 2 and 3 will be submitted together, 4, 5, and 6 will be submitted together, 7, 8 and 9 will be submitted together and 10, 11 and 12 will be submitted together. *We refer to these as integrative modules I, II, III, and IV.* **You will receive a module grade and a grade for each component of the GCCR will be recorded as well.**
- *Each paper should be clearly labeled using appropriate APA formatting for headings, and each section must begin with complete sentences describing the content of the section.*
- Each of the completed papers must contain a discussion of relevant issues and make reference to theory and concepts, as they are relevant to the particular case/issue. Each completed paper must also be written essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and the audience. When acceptable to use first person narrative is indicated in the Integrative Assignment outline (below).
- Oral Presentation of integrative content must also contain a discussion of relevant issues and make reference to theory and concepts as they relate to the particular issue. The completed presentation will be presented orally to the course and will be professionally presented with appropriate supporting visuals (e.g. PowerPoint, Prezi, etc.).
- To assist with the achievement of these goals, a draft-and-review process will be utilized throughout the writing of these papers and preparation of the oral presentation. Your course instructor will provide a review of content for each module of the paper and your peers will provide in-depth peer editing/review. For your oral presentation, you will utilize a videotaped “draft” presentation that will be peer-reviewed. Additionally, you should consider using the services provided by the University of Kentucky’s Writing Center and . Students are encouraged to make regular use of the services provided by the Writing Center and the Multimodal Communication Consulting Center. Appointments may be scheduled online at:
  - <https://uky.mywconline.com/>
  - <https://ci.uky.edu/icr/mc3>

- The grade students earn for each writing assignment **includes** the grade that reflects their effort in participating in the peer review and evaluation process. IF A STUDENT FAILS TO TURN IN A DRAFT TO HIS/HER PEER REVIEW GROUP – ONTIME – HE/SHE DOES NOT EARN PEER REVIEW POINTS/CREDIT. PEER REVIEW = 5% of the grade for each module.
  - References are to be utilized for the writing of each paper/oral presentation and should be cited according to APA style (6<sup>th</sup> ed.). APA style adherence includes the use of proper grammar and mechanics as well as citation formatting.
  - Please Note: Students are expected to keep all reviewed or graded assignments as well as rewrites in a folder (electronic or otherwise). When turning in a rewrite of a particular paper, the instructor may ask for previous drafts.
  - *A grading rubric will be used for each paper. The rubric is available to students via Blackboard and links the written work to the core competencies for the BASW Program.*
2. **Professional resume and cover letter (5% total grade).** Following class instruction & information provided by the Career Center, students will be required to submit a professional resume and cover letter, as if applying for a real job position. This assignment will be submitted electronically.
- The grade will be based on:
    - Cover letter, including appearance and writing style (standard business letter format required)
    - Presentation of resume, including appearance, organization, spelling, accuracy of information presented
    - The resume and cover letter will *immediately receive a failing grade* if there are grammatical and/or mechanical errors in the cover letter.
    - Students will be required to participate in the in-class resume workshop session and editing time – if a student has a university approved absence for one of these days, he/she may make up the time by scheduling a 1:1 assignment with the Career Center. This can be discussed individually.
3. **Active class participation and Attendance (10% final course grade):** The class participation grade is not only based on attendance, but also is based on professionalism in the classroom setting and active/appropriate contributions to class discussions and activities [through completing assignments, completing in-class work (both individual and group) and assigned reading prior to class]. Students need to be sure to sign in each class. Arriving late for class or leaving early will affect your participation grade. Please be sure to discuss any late arrivals or early departures with the instructors. Ungraded assignments may be used in class and will count towards your class participation. Additionally, from time to time you may complete an online assignment and discussion that will count towards class participation. The participation grade is cumulative. Texting in class and using your laptop or tablet to do other work during our class time will negatively impact your course grade.
4. **APA WORKBOOK EXERCISES AND TESTS (8% total course grade is assigned based on your scores on the Term Paper Mastery Test (4%) and the Research Unit Mastery Test (4%).** The APA will count for 8% of your total course grade. You are expected to complete the required workbook pre-tests and exercises – these will directly benefit you in terms of your score on the Mastery Tests. While

only the Mastery Tests are graded, you should complete the following:

1. Read Chapter 1 & 2
2. Read and complete Chapter 3 – this includes:
  - (a) Take the “term paper familiarization test” – and score your test/discover areas where you need to review/better understand APA style. (DONE IN CLASS)
  - (b) Complete *at least* 8 of the 12 “Term Paper Learning Exercises & Integrative Exercises” – included in the six you complete MUST BE:
    - (i) Grammar,
    - (ii) Punctuation,
    - (iii) Quotations
    - (iv) Reference Citations in Text.
    - (v) The remaining four that you choose to complete should reflect the areas that you need additional work (based upon the familiarization test).
  - (c) Complete the Term Paper Practice Test and Term Paper Review Exercises on your own – focus on the areas that you most need assistance.
  - (d) COMPLETE THE TERM PAPER MASTERY TEST (IN CLASS).
3. Read and complete Chapter 4 – this includes:
  - (a) Take the “research report familiarization test” – and score your test/discover areas where you need to review/better understand APA format and style.
  - (b) Complete all integrative exercises
  - (c) Complete the Research Report Practice Test and the research report review exercises – focus on the areas you still need the most help with ... areas you scored the lowest in the two pre-tests.
  - (d) COMPLETE THE RESEARCH REPORT MASTERY TEST (IN CLASS)

*NOTE: the use of proper APA style, and the use of correct grammar and writing mechanics makes up a significant portion of your grade on each of your written papers in this class. Completing these APA exercises is not “busy work.” Rather it is designed to help you to better understand and utilize the preferred writing style used within the social work profession. You will need an APA style manual as well as the student workbook – to complete these assignments and tests and to successfully complete your integrative paper.*
5. **Final Self-Reflection (5% of final course grade)** – the final self-reflection is submitted during the last week of the semester and requires the student to reflect on his/her overall experience in the course and the BASW program and asks the student to think about preparedness for practice and competency in the different curricular areas. Details provided in BB.

NOTE: Blackboard will be used for the submission of **all** written assignments in this course. All instructions, grading rubrics, due dates, student grades, and a copy of the syllabus will also be available to students in the course Blackboard shell. If you are not familiar with Blackboard and how to submit assignments, you need to seek assistance from the UK Help Desk. A plea of ignorance is not acceptable when assignments are not submitted electronically.

Students will be expected to use the Group function in Blackboard to work with peer review/edit groups. All students must be able to load papers/comments into the group file exchange.

Short readings and assignments not listed in the course calendar below may be assigned throughout the semester to help students prepare for class discussion, the completion of which is counted towards your class participation.



# Course Calendar

(Due dates and/or reading assignments may be changed according to class need – if a change is made a new schedule will be posted in the syllabus link in BB)

<i>Class Meeting (insert dates)</i>	<i>PRIOR to class you must accomplish the following:</i>	<i>IN Class we will cover the following:</i>	<i>WHAT'S DUE:</i>
1	Review syllabus on Blackboard <i>(Review detailed integrative assignment overview in syllabus)</i>  Review student resources: MC3 Center, Writing Center  Begin to think about case for integrative assignment.	<ul style="list-style-type: none"> <li>○ Course overview and introduction</li> <li>○ Discussion of learning goals for the course</li> <li>○ Discussion of the integrative assignments and how this all works.</li> <li>○ Explaining the GCCR Components and Expectations</li> </ul>	<i>All assignments are due via Blackboard by 5pm on the due date, unless otherwise noted</i>  <i>You should firm up a case for your integrative paper series and plan to come to class 2 with a case in mind/written sketch of your plan.</i>
2	Come to class with a case you are thinking of using for your integrative paper	Review of psychosocial evaluation. (online for your review)  In class discussion of your cases and the first module (papers 1-3)  <b>WHAT IS PEER REVIEW?</b> <ul style="list-style-type: none"> <li>○ Identification of peer review groups, group contracts, etc.</li> <li>○ Responsibilities of group members for peer review of written and oral work.</li> <li>○ Peer review q and a</li> </ul>	Firm up your case for the integrative assignment; make sure Dr. Loeffler “signs off” on your case! <b><i>Your case must be approved today!</i></b>  <i>You should start working on assignments 1, 2, 3</i>
3	READ CH 1 and 2 of the APA workbook.	<b>BRING APA MANUAL AND WORKBOOK TO CLASS</b>  Professional writing: Review of APA writing style and  <b>APA WORKBOOK CHAPTER 3 TERM PAPER FAMILARIZATION TEST IN CLASS TODAY -- this is in your own workbook!</b>	<b>COMPLETE 8 OF 12 UNITS/INTEGRATIVE EXERCISES IN CHAPTER 3 BEFORE CLASS ON JAN 28. TAKE AND GRADE YOUR TERM PAPER PRACTICE TEST &amp; REVIEW EX</b>
4	<b>BE prepared for APA Test in class;</b> Identify a MICRO issue related to	TERM PAPER MASTERY TEST in class (BRING WORKBOOK)	You should be working on integrative assignments 1,2 and 3. (MOD 1)

	your case and a MACRO issue – be ready to share these and discuss how they are interconnected (small group work)	Review of Micro and Macro issues – group and class work	
5	In class problem solving and discussion of papers 1, 2, 3 – bring your questions to class and we'll discuss as a group	In class problem solving and discussion of papers 1, 2, 3 – bring your questions to class and we'll discuss as a group  Clarification/Q&A about peer review Use of the File Exchange – guide lines	<b>Module I draft due to your peer workshop group and instructor by 5pm on (INSERT DATE) turn in to the file exchange in BB.</b>
6	In class peer review of Papers 1, 2, 3 - come prepared to discuss the papers you uploaded to the file exchange for your group members.	In class peer review of Papers 1, 2, 3 - come prepared to discuss the papers you uploaded to the file exchange for your group members.	In class peer review of Papers 1, 2, 3 - come prepared to discuss the papers you uploaded to the file exchange for your group members.
7	RESUME WRITING & INTERVIEWING 101	RESUME WRITING & INTERVIEWING 101	RESUME WRITING & INTERVIEWING 101
8	Come to class prepared to identify theories that help you to understand your case.  Come to class prepared to identify and discuss an ethical issue that applies to your case  Come to class with your worksheets for papers 4-6 in process	Review of the Micro Problem Solving Process and the Helping Process – <i>ONLINE REVIEW RESOURCES for content areas covered in papers 4, 5, 6</i>  Review of major human behavior theories  Review of Ethics	Working on assignment 4, 5, 6
9	1:1 consultations for Mod 2	1:1 consultations for Mod 2	Working on assignment 4, 5, 6  <b>Due INSERT DATE (by 5pm - Module 1 of integrative assignment (Papers 1, 2, and 3).</b>
10	1:1 consultations for Mod 2	1:1 consultations for Mod 2	1:1 consultations for module 2 integrative assignments. Sign up for 10 minute block this week - this provides each student a 1:1 meeting with the course instructor to discuss the work plan for module 2, review the planning

			worksheets, etc.  <b>Module II draft to peer reviewers a via Blackboard File Exchange by 5:00pm on INSERT DATE</b>  <b>RESUME DUE FEB 21 INSERT DATE</b>
11	Prepare for peer review and upload group member papers	Module II Peer Review Workshop for first 40 min of class;  Practice Skills Revisited for second half of class	IN CLASS PEER REVIEW  IN CLASS SKILL WORK
12	Speaker from UK VIP or SW LICENSING SPEAKER	Speaker from UK VIP OR SOCIAL WORK LICENSING SPEAKER	<b>Due by 5pm INSERT DATE (FRIDAY) MODULE 2 – Papers 4,5,6.</b>
13	Identify a social welfare problem and a social welfare policy related to your case for class discussion today  Come to class with a copy of the policy you plan to look at for papers 7 and 8 – hard copy, bookmarked website, etc. <i>Class participation will not be given if you do not have a policy to share.</i>	Review of Policy Analysis and Development – Group Work	Working on Presentation 7,8, Paper 9
14	Come to class with an identified Macro issue to write about for paper 9 – this should be related to the Macro Issues you identified in Paper 3. <i>Participation depends on preparedness for class today.</i>	Review of Macro Practice and the “Prepare and Imagine” process.	Working on Presentations 7,8, Paper 9
15	<i>APA Session #2</i> APA STYLE – ON YOUR OWN TIME TAKE THE RESEARCH UNIT	APA Session #2 APA RESEARCH UNIT MASTERY TEST IN CLASS TODAY	<b>APA Session #2</b> APA RESEARCH UNIT MASTERY TEST IN CLASS TODAY

16	VIEW ON THE UNC WEBSITE: Treating Clients and Ourselves with Positivity: <a href="http://ssw.unc.edu/programs/cls_">http://ssw.unc.edu/programs/cls_</a>	Class does not meet – post feedback about the lecture in BB as directed	<b>MODULE 3 draft to peer review group by 5pm on INSERT DATE</b>
17	In class peer review of Module 3 – have your feedback uploaded/prepared in advance of class	In Class Peer Review of Module 3	<b>In Class Peer Review of Module 3</b>
18	Presentations of 7 & 8	Presentations of 7 & 8	<b>Presentations of 7 &amp; 8</b>
19	Presentations of 7 & 8	Presentations of 7 & 8	Presentations of 7 & 8
20	Presentations of 7 & 8	Presentations of 7 & 8	Presentations of 7 & 8
21	Working on 10, 11, 12  1:1 meeting/consults as needed	Review of Research Design and Implementation: What is evidence based practice? Using research to inform your practice - online review, class does not meet	Working on 10, 11, 12 Additional Research Review will be posted in Blackboard for you to utilize to inform Module 4 papers.  <b>MODULE 3 FINAL DUE INSERT DATE</b>
22	Research review and discussion continued	Discussion of Module 4 papers (10, 11, 12) – question and answer	<b>Differentiating your Research component in SW 470 and SW 445 final project.</b>
23	This week you are required to watch/discuss one of the UNC Clinical Lectures (as it relates to your experiences/practice/case) and you have the opportunity to meet 1:1 regarding Module 4 papers.	Choose 1 of the Clinical Lectures from UNC College of Social Work - <a href="http://ssw.unc.edu/programs/cls_videos">http://ssw.unc.edu/programs/cls_videos</a> -- choose a video that adds to your knowledge/that will help you in your area of practice/interest – you'll view (Videos are approx. 2 hrs each, allow time) and will write a 1 page summary/what you learned.	View 1 video of your choice to watch this week (except for the self-care lecture watched earlier this semester) – view and write a 1 p. response and submit via assignments for your class participation grade this week. 1 page response should be submitted by <b>INSERT DATE</b>
24	Leadership Class 1	Leadership Class 1	Module IV drafts to all by <b>INSERT DATE</b>
25	Guest Speaker (VIP Center or Licensing)	Guest Speaker	Working on Module IV papers
26	Be prepared for peer review, drafts uploaded, etc.	Module IV Peer Review Workshop	
27	Leadership: Creating and sustaining change – class 2	Leadership skill inventory (in-class)  Future planning – continuing education and self-care review;	



		transitioning from student to social work professional	
28	Wrapping Up: Program Evaluations and Course Closure Activities	Wrapping Up: Program Evaluations and Course Closure Activities	MODULE IV DUE <b>INSERT DATE</b>
29	Intentionally left without content ... flex time as needed depending on semester/weather cancellations, etc.		
30	Intentionally left without content ... flex time as needed depending on semester/weather cancellations, etc.		

## Course Policies

### **Class Format**

Classes will be conducted in a seminar/lecture/discussion format. Students are expected to be actively involved in the knowledge building process and to participate fully in class work session activities. The ability to debate and analyze practice and ethical issues is central to this class.

### **Participation and Attendance**

Attendance does influence the final course grade. All courses in a professional curriculum demand class participation and full attendance. Class attendance and participation reveal, to a large extent, a student's commitment to her or his education. A final grade will be lowered by one letter grade if more than 2 classes are missed for reasons other than those considered excused as defined in the Student Rights Handbook. It is incumbent upon you, the student, to alert your instructor to both excused and unexcused absences and to provide verification for those that are considered excused. You are expected to be on time for class and to stay for the entire class time in order to receive credit for attending class. For example, if arrive 15 minutes late, you will not receive credit for class attendance. If an exceptional circumstance occurs that requires the need to arrive late or leave early, please notify the professor.

Class participation will account for 10% of the final course grade. In order to receive full credit for class participation, students must attend all classes and remain active participants in the learning process throughout the class. Texting and disruptive behavior will reduce your class participation grade.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester student are able to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdrawal from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.

### **Submission of Assignments**

Papers need to be formatted according to APA publication guidelines (6<sup>th</sup> edition). Please see the professor if you are unfamiliar with APA style writing. All written work is expected to be typed using 12 point font, double space and printed on white paper with 1" margins on all sides. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please proof read all of your work. This is expected prior to the submission of any assignments; the use of "spell check" or "grammar check" is not sufficient and will not

catch grammatical and mechanical errors. Grades will be lowered for work submitted not in accordance with these guidelines.

All assignments are due at the stated due date/time in the course calendar. All written assignments will be turned in electronically via Blackboard. Late assignments will be penalized 5 percentage points each day late unless otherwise arranged with the professor.

### **Make-up Opportunities**

Make-up work will only be considered for those students for whom the conditions for excused absences outlined in the Student Handbook apply. Students who miss graded projects because of arriving late to or missing a class with an unexcused absence will not be able to make up that graded work. Only students who miss a class with verified excused absences will be able to make-up graded projects. It is the student's responsibility to inform the instructor of an excused absence preferably in advance, but no later than one week after it.

### **Academic Integrity Statement**

It is expected that students at UK will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.cs.uky.edu/%7Epaulp/Plagiarism.htm>

A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online

<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database (such as Turnitin.com or Safeassign in Blackboard) to check for plagiarism comparison.

**A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.**

Please be sure that you fully understand what does/does not constitute plagiarism. Attention to this issue is critical in a course that requires you to be able to summarize and document the written work of others to complete your own integrative paper.

- *A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty*

If you plagiarize and your instructor has proof of said plagiarism, the following actions will be taken:

1. The instructor will check with the registrar's office to see if you have a previous academic offense.
2. If you have a previous academic offense, you will receive, at a minimum, a grade of E/F for the course. The maximum penalty could include an XE/XF and suspension from the University, based upon the discretion of your instructor, the Dean of the College of Social Work and the Provost.
3. If this is your first offense, the instructor will – *at a minimum*: a) impose a score of zero for the assignment, and b) write a "letter of warning" to the student, submitted to the University Registrar's office – this letter stays in the student file and is destroyed upon graduation if there are no subsequent offenses. The MAXIMUM penalty for plagiarism in this course is a grade of XE/EF and/or suspension from the university. The instructor, along with the Dean of the College of Social work and the Provost, will use discretion to determine the penalty on a case-by-case basis.

If you are unfamiliar with what constitutes plagiarism, please review

<http://www.uky.edu/Ombud/Plagiarism.pdf> and

[http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/0,6622,427064-,00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html) and consult with your instructor if you have any questions.

### **Classroom Behavior, Decorum, and Civility**

Because other students depend upon the presence of student colleagues for discussion and for completion of case presentations, class attendance and participation is very important. The possibility of developing collaborative skills, team building, and collegiality is greatly diminished without full attendance.

The College of Social Work has strong commitments to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2) but should do so respectfully and civilly. Disagreements and opinion statements that include attacks of a personal nature or statements degrading another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment.

To limit distractions in the classroom:

\*Turn off all cell phones and other electronic devices and store them during class.

\*Lap tops are permitted in class only for note-taking and other required activities. If used during class for other purposes (such as email, surfing the internet, etc) you will be asked to put your laptop away and leave it at home or stored during future classes.

Students are expected to actively participate in the class discussions by:

- ★ Coming to class having completed assigned readings and prepared to discuss them
- ★ Demonstrating an active interest in the topic being discussed by verbal and nonverbal behaviors
- ★ Being respectful of guest speakers and presenters in class
- ★ Taking part in the class discussion vs. engaging in side conversation with those around you
- ★ Demonstrating a commitment to share thoughts and feelings with other students
- ★ Assuming responsibility for involving the other students in all subjects discussed (listening, asking others questions, and allowing space for others to contribute)
- ★ Sharing relevant information from one's knowledge base or life experiences with classmates
- ★ Students are expected to follow social work ethics by respecting their colleagues and maintaining confidentiality.

### **Professional Preparation**

As a social work major, you are expected to adhere to the standards and guidelines for professional behavior as outlined in the *NASW Code of Ethics* and social work licensure rules and regulations expectations.

In addition, as an outcome of your education, you are expected to identify as a professional social worker and conduct yourself accordingly (CSWE Educational Policy 2.1.1). As social work students, you are preparing to represent the profession, its mission, and its core values in your future practice. Therefore, part of your education includes achieving and demonstrating competency in the following practice behaviors:

- Advocating for client access to the services of social work;
- Practicing personal reflection and self-correction to assure continual professional development;
- Identify and practice within professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Develop a commitment to engage in career long learning;
- Effectively use supervision and consultation.

## INSTRUCTIONS FOR PREPARATION OF THE FINAL INTEGRATIVE ASSIGNMENTS

10 are written papers; 2 are oral presentation and written outlines (as discussed below)

For written work:

- Overall Format for each individual paper (1-12):
- Use APA formatting (6<sup>th</sup> edition) for page numbers, headings, running head, etc. Page 1 will be the Title Page. Each page should be numbered, and references must be APA style. Use 12-point standard font for all text. Each section should utilized headings/sub-headings according to APA style (6<sup>th</sup> edition).
- **REFERENCES – most of the 12 individual papers will require an APA formatted reference page. The # of references required is listed for each individual paper.**
- You are expected to submit a professional looking paper that is grammatically correct, contains appropriate sentence structure, and is free of misspelled words. This paper should be a source of pride – an opportunity for you to integrate and synthesize all that you have learned.

For Oral Presentation:

- You will submit an outline for each presentation, as well as a copy of your final PowerPoint/Prezi/presentation aid. You are expected to present a professional presentation where you present with poise and clarity, free of grammatical errors, using correct citations in your slides, etc. The presentation should be made in a professional manner – including your professional appearance and demeanor.

The assignment will be reviewed according to modules defined below. Please see the course calendar in the syllabus for due dates for peer and instructor reviews. Note that within each module there are GCCR assignments, as highlighted.

### Module I:

**Paper 1.** Presentation of the case; **Paper 2.** Individual and family issues; **Paper 3.** Macro-system issues

### Module II:

**Paper 4.** Theoretical orientation; **Paper 5.** Micro problem solving process; **Paper 6.** Ethical issues

### Module III:

**Presentation and Written Outline 7.** Social policy history and NASW position; **Presentation and Written Outline 8.** Macro/political process model; **Paper 9.** Macro Problem Solving Process

### Module IV:

**Paper 10.** Research question/hypothesis; **Paper 11.** Literature review; **Paper 12.** Research methodology and implications;

### PEER REVIEW EXPECTATIONS/EXPLANATION:

Each student is in a peer review group for the semester. Within the group, there will be opportunity for in-depth peer review of all written work (not just the GCCR papers). Students submit a draft paper to the group, critique group

members' papers and upload them to a group file in Blackboard. Students also use in-class time to discuss the reviews/feedback and to have time for in class Q and A with group members. Feedback on papers should be provided using Microsoft tracking or similar feedback mechanism and must be uploaded to the file exchange.

For the presentation feedback/peer review: Each student will submit a video submission of his/her presentation of the content for assignments 7 and 8 (one presentation, two content areas covered) to the group. Each presentation will be reviewed by two team members who will provide comments/feedback that will be uploaded to the file exchange and discussed in class. Due to time constraints, each presentation will be reviewed by only two peer reviewers.

A full discussion of how this process works will be presented in class.

## **OUTLINE of integrative assignments:**

### **I. PRESENTATION OF THE CASE**

Insuring that client confidentiality is protected, choose a case that will give you a solid basis for discussing the topics listed below. Using APA-style subheadings, address these points at a minimum, (length: 5 – 6 pages):

(Overall assignment: 2.1.3.1)

- A. Provide a brief description of the agency (its purpose, type of clients served, services offered, outcomes expected, and your role in the agency). [use references here – agency web pages, brochures, annual reports, etc. – cite in APA ref list]
- B. Preparing for engagement (2.1.10E1) (*1<sup>st</sup> person*): Summarize the efforts you make to prepare for engagement and assessment of your client (including readying space, reading available data, psychologically and emotionally preparing for an interview). Include a summary of how you attend to your own biases and values before and during the interview (2.1.2.1) and report writing process to remove their impact on your work with clients from diverse groups (2.1.4.1).
- C. Written Assessment (2.1.4.4; 2.1.10A1-3)
  - Identifying Data (including client's age, race, gender, occupation, and marital status, brief statement regarding reason for referral)
  - Presenting Problem (including precipitant, onset, course, severity)
  - Current Functioning (including strengths and limitations, social, financial, marital [if applicable], scholastic [if applicable], emotional, and psychological, legal)
  - Supporting History (including developmental issues, family of origin past history, and stressful life events or significant history in areas listed in current functioning heading)
  - Collateral Contacts (sources of information for the assessment [including governmental agencies, schools, private agencies, etc.] This refers to sources you consulted to gather information to construct this assessment)
  - Support Resources (Other agencies involved with client)
  - Assessment and Impressions (summary of your snapshot of the client- what is most prominent, important in a global way)
  - Identification of the most important micro problem to be analyzed for the paper State the problem focus and the desired outcome clearly and briefly describe how you and your client came to this agreement (2.1.10E3). Give a brief rationale for your choice of this issue as the most important micro problem

- Identification of diversity factors that relate to the case. (diversity factors include elements such as “age, gender, race, ethnicity, ability, religion, education, professional background, marital and parental status”) How does the client’s diversity factors shape or contribute to his or her life experiences? (2.1.4.2)
- Identification of sources of oppression (“to keep down by unjust use of force or authority”) and discrimination (treatment that is based on a class or category instead of on a person’s merit; prejudice) that relate to the case. (2.1.5.1) Include how the structure and values of the client’s culture and the culture of the majority may oppress, marginalize, alienate, or create/enhance privilege or power. (2.1.4.3)

*PAPER 1 REQUIRES A REFERENCE PAGE AS YOU SHOULD BE CITING AGENCY MISSION STATEMENTS, ETC*

## 2. **INDIVIDUAL AND FAMILY ISSUES:**

(Overall section: 2.1.3.1; 2.1.10E3)

Starting with the most salient issues identified in Paper 1, begin this paper by discussing all the relevant micro issues that are associated with this case in a paragraph. (The first primary issue listed here should correspond with the primary issue in your case presentation. There should be information supporting these issues found in your section of “Presentation of the Case.”) You may write this paragraph by stating “The individual issues in this case are as follows:” then list (APA style- no bullets). Once you have identified the issues, you need to revisit **each issue** and expand on it by identifying (1) how it is a problem in your case, (2) why it is important, and (3) why you have prioritized them as you have. (2.1.10A1-3)

In a new paragraph, identify all of the family issues you considered to be associated with this case and follow the format described above. Your rationale for your answer should be clear. (2.1.10A1-3)

This paper should reflect the ability to address diversity and difference in practice and the ability to manage personal values and biases while assessing client systems (2.1.2.1; 2.1.4.1&3) (Length: approximately 2 pages).

THIS PAPER MAY NOT REQUIRE A REFERENCE PAGE – if you cite references, a page is required.

## 3. **MACROSYSTEM ISSUES – GCCR PAPER**

(Overall section: 2.1.3.1; 2.1.10E3)

**Identify a minimum of three** of the primary relevant social problems, policies, and public issues that are associated with or suggested by the case (one issue needs to be related to the area of social justice). You may begin by simply stating, “The macro issues in this case are as follows:” and then list, APA style and then expand in additional paragraphs. (2.1.10.E3, A1-3)

Clearly connect the macro issues to your case; how does it flow from the concerns and problems encountered by your client(s)? This can be done in a couple of sentences. The remainder of this section should be written discussing the broader issue and not discussing the issues in terms of your individual case. Explain how the macro issues are relevant to groups of people like your client who may experience similar struggles. Provide a rationale as to why you have prioritized them in the order they have been written. Your discussion of the identified issues should take place on a macro level not in terms of your individual case. (2.1.3.1, 2.1.9.1, 2.1.5.1)



This section should reflect the ability to address diversity and difference in practice at a macro level and the ability to manage personal values and biases while assessing client systems (2.1.2.1; 2.1.4.1&3)

You must include references to support your assertions when discussing social problems, policies or public issues. (Length: approximately 2 to 2.5 pages.)

#### **4. THEORETICAL ORIENTATION (MICRO) – GCCR PAPER**

(Overall section: 2.1.3.1)

A. Using the micro issue you selected as the most important to your case as a focus, discuss the theories of human behavior and/or social work practice that are useful in assessing and understanding/conceptualizing the individual or family issue you chose and which will guide your interventions. Please clearly identify the theoretical orientations or theorists that are important in assessing and intervening with this case. Discuss and apply the concepts that help you to understand the case and plan interventions. Explain the theoretical concepts you consider to be most relevant and directly apply them to your case. Use a **minimum of 2 and no more than 3 theories** in this discussion (thoroughly apply the theories to your case.) For this section, you are required to present sources for your orientations and/or theories and to properly cite them. You should not be using therapies. You need to explain the concepts you are using in the case and discussing your understanding of the problems in the case in terms of the theories you have chosen. (2.1.3.2; 2.1.7.1)

B. Once you have completed your theoretical discussion assessing the client, explain how you will use this theoretical understanding to guide your intervention- specifically, what types of interventions are suggested and how might you intervene with this client(s) to address the identified problem(s) within the context of each theory? (2.1.6.2; 2.1.7.2; 2.1.10A5) Your theoretical conceptualization and proposed interventions should demonstrate the ability to recognize biases and personal values and manage their influence in working with diverse groups (2.1.4.1)

C. Discuss the diversity factors that impact this case and their relationship with the theoretical concepts. (2.1.4.2-3)

D. Identify and discuss the sources of oppression and discrimination as they relate to the theories chosen. (2.1.5.1, 2.1.3.2)

**(Length: 3 – 4 pages for total section – will require reference page)**

#### **5. MICRO PROBLEM-SOLVING PROCESS (*1<sup>st</sup> person*):**

(overall section: 2.1.3.1; 2.1.10A2, I3)

For the micro issue you selected in section 4, apply the steps of the problem-solving process, showing at each step the important considerations and the social worker's tasks. Begin this section by identifying the problem-solving process you have selected, citing the source(s), and defining the process (2.1.2.1, 2.1.4.1, 2.1.10E3, 2.1.10A4). Do not simply describe the steps of the problem-solving process, but apply the steps as they relate to your issue. Be specific!

The illustration of the problem solving process steps should specifically cover the following points: (1)**Engagement:** the empathic and interpersonal skills and other methods you used to engage your client initially in the problem solving process to come to a mutual agreement of problem focus (2.1.10E2-3)

(2)**Assessment and Intervention Planning:** the specific interventions you applied or would apply in this case and discuss why you chose one approach over another- in other words, build a rationale to accompany your treatment planning. (Your choice of interventions should be consistent with the theories you discussed in Section 4) (2.1.10A5),

(3) **Implementation:** the specific skills or knowledge you have learned that you could apply to mediate, negotiate, or advocate for your client during the implementation phase of the problem solving process should this be necessary, include assuring their access to service (reference accordingly) (2.1.1.1; 2.1.10I4), and

(4)**Evaluation:** in the evaluation phase, inform the reader of the criteria you would use to determine if your intervention was successful and how you would plan on terminating services with your client if it is appropriate (2.1.10I5, 2.1.10Ev1).

Please note: The role of how the client is involved in this process, his or her strengths and limitations and the roles, skills and knowledge **you** employ to carry out this process should be evident in this illustration (2.1.1.3, 2.1.10.E2-3, A3).

**Cite references – requires a reference page .** (Length: 3.5 – 5 pages.)

**6. ETHICAL ISSUES (1<sup>st</sup> person):**  
(overall section: 2.1.1.3-4; 2.1.3.1)

A. Identify at least one ethical issue or concept that relates to the case and explain how it is relevant to the case. Ground the ethical concept in moral theory and in the NASW Code of Ethics principles or values (cite your source.) Be sure you clearly outline why this concept is a problem in relation to this case. (2.1.2.2)

B. Identify an ethical dilemma inherent within or potentially found in this case that a social worker could face. Describe both sides of the dilemma (e.g. What are the competing concepts that are found in the dilemma? b. Are there competing standards from the Code of Ethics that apply to this dilemma?) Use references to support your position as appropriate . (2.1.2.1-4)

C. Describe the strategy you will use to resolve this dilemma (remember in a dilemma there is no clear-cut, problem-free, moral solution) Clearly explain how you resolved the dilemma or what you would do to address and resolve this dilemma (describe your problem solving approach), and how the NASW Code of Ethics is utilized to assist your decision-making process. Your process should reflect an awareness of the impact of diversity and difference on ethical decision-making (2.1.4.1). End with a statement of the action you are most likely to take and your rationale (2.1.2.1-4).

D. Describe what strategy you would employ to manage your personal values if they were in conflict with those of the profession so that professional values guided your practice. Include as one strategy how one can specifically utilize supervision to assist with ethical practice (2.1.1.52.1.2.1)

Length: 2.5-3 pages. Requires a reference page.

**7. SOCIAL POLICY HISTORY AND NASW POSITION – GCCR PRESENTATION and corresponding outline**

(overall section: 2.1.3.1; 2.1.2.1; 2.1.4.1)

Identify and briefly describe a major social policy that relates to the macro social problem experienced by the target population of which your client is a member. You identified a macro social problem in Paper 3 – link back to that here.

- (i) Discuss the historical development of this social policy, including (2.1.4.2, 2.1.8.1, 2.1.9.1):
- identification of the economic and political factors that placed the problem onto the agenda of policy makers;
  - the social values and/or ideologies that can be identified with the policy;
  - a description of the relevant legislative, judicial, or administrative actions reflective of the social policy.

(ii) Utilizing a recent edition of *Social Work Speaks*, address NASW's position on this social policy. (2.1.1.1-2)

(iii) From a macro perspective discuss the impact of discrimination and oppression on the chosen issue. (2.1.5.1)

(iv) Discuss any diversity factors that impact the issue and relate to the groups connected to this particular case. (2.1.4.2)

**Cite references appropriately for this entire presentation and in your outline – required reference page.** (5-6 minute presentation)

## **8. MACRO/POLITICAL PROCESS MODELS – GCCR PRESENTATION and corresponding outline**

(overall section: 2.1.3.1-2; 2.1.4.1)

A. Using and citing an appropriate source or sources, analyze the policy you identified in Paper 7 according to all of the following key points (2.1.8.1; 2.1.4.3; 2.1.5.1; 2.1.9.1; 2.1.1.3):

- Social problem it was intended to address
- General goal
- Type of approach it represents (e.g., residual or institutional)
- Program(s) implemented as a result
- Affected population(s)
- Intended impact
- Actual impact, including any unintended consequences.

B. Based on your analysis, what changes would you propose if you were to amend it to improve services through the formulation of a new or revised policy? (2.1.8.2)

(5-6 minute presentation, scaffolds onto presentation 7) – Required reference page

## **9. MACRO PROBLEM-SOLVING PROCESS (1<sup>st</sup> person): - GCCR PAPER**

(overall section 2.1.3.1; 2.1.10A2, I3)

For the major macro (public) issue previously identified in PAPER 3 – propose a macro system intervention by employing the PREPARE and IMAGINE process that would change or improve the identified problem in a way that would serve your client (2.1.10E1&3, 2.1.10A4-5; 2.1.10I1; 2.1.9.1).

- a. Clearly state the problem to be tackled, identify the intervention, and whether the intervention will occur at the local, state, or federal level.
- b. Provide a context for the identified problem grounded in the literature and investigation (2.1.9.1)
- c. Identify and describe the macro problem solving process that you will employ (**be sure to cite your reference**).
- d. Demonstrate your knowledge of the macro problem-solving process (e.g., problem assessment, political strategy development, policy enactment/legitimization, etc.) through application, regarding how you could create change on a macro level in this situation. Address factors of oppression, discrimination, and diversity and how your proposed intervention advances human rights and social or economic well-being (2.1.5.1; 2.1.4.2; 2.1.8.2-3)
- e. Describe your leadership role in this process and the skills and knowledge you would need to possess and utilize (2.1.9.2), as well as how you would plan to collaborate with both clients and colleagues to bring successfully bring about sustainable change (2.1.8.4).
- f. Include a brief discussion of the strategy or philosophical/theoretical perspective that guided your intervention with the social problem. (2.1.7.1)
- g. Summarize advocacy strategies that are associated with macro level practice that you could employ to advance your proposal, including ensuring access to service- be specific and cite references (2.1.1.1; 2.1.8.3; 2.1.5.2)

(Length: 3.5 – 5 pages.) REFERENCE PAGE REQUIRED

**Module IV: -- all these require reference pages.**

**10. RESEARCH QUESTION OR HYPOTHESIS:**

(overall section: 2.1.3.1; 2.1.4.1; 2.1.6.1; 2.1.7.1; 2.1.9.1)

1. Develop a research question or hypothesis\* (see definitions below) based on a social work related problem, phenomenon, issue or program that arises from the case. Think in terms of a study that can actually be implemented, that is, a “do-able” study. Make a formal statement of the question to be explored or the hypothesis to be tested **that is supported by theory**.
2. Explain why you think your question or hypothesis is relevant and important to social work practice.
3. From a research perspective and in the context of research, discuss the impact of discrimination and oppression on this question (2.1.5.1)
4. Address any diversity issues that could or do impact the research question or the outcomes expected (2.1.4.2-3).

(Length: 1 – 2 pages.)

\*A research question is a clear, concise question that identifies a relationship between two variables; it begins with a word like Is, Are, What, Who, or When. A hypothesis is a statement that predicts an expected relationship between two or more variables in a specific population under specified circumstances. **You will receive additional instructions for this section.**

**11. REVIEW OF THE LITERATURE – GCCR PAPER**

(overall section: 2.1.3.1)

Briefly review the **scholarly** literature and studies related to your question/hypothesis and cite at least 5 references on the topic from the professional literature. The literature review must include empirical

research studies. When relevant, theoretical and historical perspectives of the problem or program that you are planning to study can be used (2.1.7.1; 2.1.3.1). The literature review should summarize findings of recent studies related to the topic, and each study should be tied into the current study proposed; the literature review should lead the reader to see the need for the proposed research. The literature review should also reflect an awareness of the impact of diversity on the research subject, construction of the research question, and proposal (Length: 3-4 pages.) (2.1.4.1-4; 2.1.6.1-2; 2.1.9.1)

\*\*\* This section should not read as a summary of one article after another. Read your articles and think about your research question. How can the articles you chose (1) help build the case for the importance of your study or the need for your study, (2) help the reader understand what is already known in the area you intend to research, or (3) identify gaps in what we know in the area you intend to research. Build this section so that you are using the information you learn to answer these questions rather than just reporting a summary of one article after another. \*\*\*

## 12. **PROPOSED RESEARCH METHODOLOGY AND STUDY IMPLICATIONS:**

(overall section: 2.1.3.1-2; 2.1.6.1-2; 2.1.9.1)

Describe how you would conduct research to examine the question or hypothesis identified in #11. Using appropriate subheadings for each, you should address these components (2.1.10Ev1:

Use sub-headings for each of the following sections. Be sure that all components outlined below are included in your methodology.

- Research evaluation and design:
  - Type of category of the study or evaluation design? (Exploratory, descriptive, explanatory)
  - Type of design? (Cross-sectional survey, single system design, etc)
- Restate hypothesis or question
- Dependent variable:
  - What is it and how are you defining it? (Cite a source if you are constructing your definition using ideas from a publication).
  - How are you operationalizing it? In other words, how are you measuring your dependent variable? (scale, question, etc).
- Independent variable:
  - What is it and how are you defining it? (Cite a source if you are constructing your definition using ideas from a publication).
  - How are you operationalizing it? In other words, how are you measuring your dependent variable? (scale, question, etc)
- Sampling procedures
  - Who will be your sample?
  - Size of your sample?
  - Type of sampling procedure/design? (snowball, convenience, random, etc)
- Data collection:
  - How will you collect your data? What is your method?

- What are your specific measures or data collection tools? (Describe the ones you have listed in the dependent and independent variable sections)
- Protection of human subjects: (2.1.2.1-2; 2.1.4.1-2)
  - Ethical aspects of research: How will you ensure confidentiality, anonymity, and voluntary participation? How will you protect vulnerable populations?
- Data analysis:
  - What relationships are you interested in exploring among your variables? What do you want to know about your data sets
  - How will you analyze your data? What tests would you use? \*\* (some of you may not have learned about specific statistical tests that you might need to carry out to complete your study-consult your instructor if this is the case with a summary of answers to the rest of these questions)
- Expected results
  - What findings are you expecting based on your knowledge of the area/prior research?
- Limitations of the study
  - What are the weaknesses of your study? What limitations does the reader need to remember when interpreting your results so they can be understood accurately?
- Implications
  - How is your study important for future practice and/or policy? How could expected findings be applied to and inform social work practice?

After the reader has read this section, he/she should be able to carry out your study. (It needs to be detailed enough that this would be possible). It would be helpful to refer to an article from a refereed journal that reports research findings as a guide.

Your methodology should demonstrate your knowledge of the steps of the scientific process through application ( 2.1.3.2; 2.1.10EV1; 2.1.2.1; 2.1.4.1; 2.1.6.1-.2). Demonstrate that you can apply what you have learned in your research class. (Length: 4 – 6 pages.)

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### **SELF-REFLECTION (1<sup>st</sup> person) (1-1.5 page)**

Reflect back on your work and your experience through the progression of completing this integrative assignment (2.1.1.2). Conclude this project by addressing the following points:

- Summarize what the experience of these assignments/this course has been like for you (what has been most challenging and of what you are most proud).
- Summarize any growth you have experienced regarding your ability to understand, integrate, and carry out the competencies and practice behaviors addressed within the papers. Highlight the areas you assess to be most significant in preparing you for future practice and most powerful in your development.

- Summarize your reflections about areas in which you would focus future professional development efforts in order to further improve your ability to understand and carry out the expected practice behaviors associated with being a social worker. (The areas you choose could include those in which you feel you personally need further development or those in which you think it will be important to stay current or to continually keep in mind as you practice).
- Conclude by sharing some strategies that you can employ in the future to continue your commitment to learning as a social worker. (2.1.1.5)

### **Attachment A: SW 470 Student Outcomes**

**(Bolded lines = Competencies; Numbered items = Practice behaviors)**

#### **2.1.1 Identify oneself as a professional social worker and conduct oneself accordingly**

1. Advocate for client access to the services of social work.
2. Practice personal reflection and self-correction to assure continual professional development.
3. Identify and practice within professional roles and boundaries.
4. Demonstrate professional demeanor in behavior, appearance, and communication.
5. Develop a commitment to engage in career long learning.
6. Effectively use supervision and consultation.

#### **2.1.2 Apply social work ethical principles to guide professional practice**

1. Recognize and manage personal values so that professional values guide practice
2. Make ethical decisions by applying standards of the NASW and other social work code of ethics
3. Tolerate the uncertainty and ambiguity that accompanies resolving ethical conflicts.
4. Apply strategies of ethical reasoning to arrive at principled decisions.

#### **2.1.3 Apply critical thinking to inform and communicate professional judgments**

1. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom.
2. Analyze models of:
  - a. Prevention
  - b. Assessment
  - c. Intervention
  - d. Evaluation
3. Demonstrate effective oral and written communication in professional settings.

#### **2.1.4 Engage diversity and difference in practice.**

1. Recognize personal biases and values to manage their influence in working with diverse groups.
2. Recognize the extent to which a culture's structure and values may influence marginalization, privilege, power, and the forms and mechanisms of oppression.
3. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences.
4. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences.

#### **2.1.5 Advance human rights and economic justice**

1. Understand the forms and mechanisms of oppression and discrimination
2. Advocate for human rights and social and economic justice.
3. Engage in social work practices that advance social and economic justice.

#### **2.1.6 Engage in research-informed practice and practice-informed research.**

1. Use practice experience to inform scientific inquiry.
2. Use research evidence to inform practice.

#### **2.1.7 Apply knowledge of human behavior and the social environment.**

1. Utilize theoretical conceptual frameworks to guide the processes of:



- Assessment
  - Intervention
  - Evaluation.
2. Critique and apply knowledge to understand person and environment

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

1. Analyze policies that advance social well-being.
2. Formulate policies that advance social well-being.
3. Advocate for policies that advance social well-being.
4. Collaborate with colleagues and clients for effective policy action.

**2.1.9 Respond to contexts that shape practice.**

1. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services).
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**2.1.10 Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.**

***Engagement:***

1. Substantively and affectively prepare for action with clients
2. Use empathy and other interpersonal skills
3. Develop a mutually agreed upon focus of work and desired outcomes.

***Assessment:***

1. Collect, organize, and interpret client data.
2. Separate fact from opinion in data presentation.
3. Assess client's strengths and limitations.
4. Develop mutually agreed upon intervention goals and objectives.
5. Select appropriate intervention strategies.

***Intervention:***

1. Initiate action to achieve organizational goals.
2. Implement prevention interventions that enhance client capacities.
3. Help clients resolve problems
4. Negotiate, mediate, and advocate for clients
5. Facilitate transitions and endings.

***Evaluation:***

1. Critically analyze and evaluate interventions

## SW 470 Grading Rubric for Integrative Paper

Date \_\_\_\_\_ Name \_\_\_\_\_

**Rating scale utilized for evaluating the competency level of performance of each practice behavior or outcome:**

**NA = No opportunity to observe practice behavior**

**1 = Inadequate performance- fails to meet basic requirements of practice behavior** (has not demonstrated the ability to apply the knowledge, values, or skills necessary to perform the practice behavior)

**2 = Inconsistently meets basic requirements of practice behavior** (at times is able to demonstrate the ability to apply the knowledge, values, or skills necessary to perform the practice behavior at the expected level at a beginning skill level but does not do so consistently)

**3 = Consistently meets basic requirements of practice behavior** (consistently demonstrates the ability to apply the knowledge, values, or skills necessary to perform the practice behavior at a beginning or foundational skill level)

**4 = Consistently meets basic requirements of practice behavior and occasionally exceeds expectations** (Demonstrates the ability to apply the knowledge, values, or skills necessary to perform the practice behavior at a foundational skill level and occasionally exceeds basic performance standards)

**5 = Consistently exceeds basic requirements of practice behavior** (Consistently demonstrates ability to comprehensively apply the knowledge, values, or skills necessary to perform the practice behavior beyond basic performance standards)

### MODULE I. PAPER CONTENT (55%)

#### 1. Presentation of the case: Introduction of client as outlined in assignment instructions. \_\_\_\_\_

A. *Agency Description:* agency's mission and purpose, type of clients served, scope of services, role of social work and focus of assessment fully described. \_\_\_\_\_

B. *Preparing for Engagement:*

##### **a. Engage with individuals or families** \_\_\_\_\_

- Substantively and affectively prepares for action with the client prior to the assessment (2.1.10E1)

##### **b. Apply social work ethical principles to guide professional practice** \_\_\_\_\_

- Recognizes and manages personal values so that professional values guide practice (2.1.2.1)

C. *Written Assessment:*

##### **a. Engage and assess with individuals or families (2.1.10)** \_\_\_\_\_

- Develops a mutually agreed upon focus or work and desired outcomes (E3)
- Collects, organizes, and interprets client data for assessment (A1)
- Separates fact from opinion in data presentation (A2)
- Assesses the client's strengths and limitations (A3)

##### **b. Apply critical thinking to inform and communicate professional judgments (2.1.3)** \_\_\_\_\_

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (.1)

##### **c. Engage diversity and difference in practice(2.1.4)** \_\_\_\_\_

- Recognize personal biases and values to manage their influence in working with diverse individuals or groups (2.1.4.1)

- Discusses how the structure and values of the client’s culture may influence marginalization, privilege, power, and mechanisms of oppression (.2)
- Identifies diversity factors relating to the case and how they may have shaped or contributed to life experiences (.3)
- Views him or herself as learners and describes ways in which he/she engages with clients to understand the clients’ lives, cultures, and experiences (.4)

***d. Advance human rights and economic justice(2.1.5)*** \_\_\_\_\_

- Identifies and discusses sources of oppression and discrimination relevant to the case (.1)

**Total** \_\_\_\_\_

**2. Individual and family issues: Identification and description of issues relevant to the case.**

***a. Engage and assess with individuals or families(2.1.10)*** \_\_\_\_\_

- Develops a mutually agreed upon focus or work and desired outcomes (E3)
- Collects, organizes, and interprets client data for assessment (A1)
- Separates fact from opinion in data presentation (A2)
- Assesses the client’s strengths and limitations (A3)

***a. Apply social work ethical principles to guide professional practice (2.1.2)*** \_\_\_\_\_

- Recognize and manage personal values so that professional values guide practice (.1)

***b. Apply critical thinking to inform and communicate professional judgments(2.1.3)*** \_\_\_\_\_

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (.1)

***c. Engage diversity and difference in practice (2.1.4)*** \_\_\_\_\_

- Recognizes personal biases and values to manage their influence in working with diverse groups (.1)
- Identifies diversity factors relating to the case and how they may have shaped or contributed to life experiences (.3)

**Total** \_\_\_\_\_

**3. Macro-system issues: Identification of major relevant social problems, policies and public issues associated with your case.**

***a. Engage and assess with groups, organizations, and communities(2.1.10)*** \_\_\_\_\_

- Develops a mutually agreed upon focus or work and desired outcomes (E3)
- Collects, organizes, and interprets client data for assessment (A1)
- Separates fact from opinion in data presentation (A2)
- Assesses the client’s strengths and limitations (A3)

***b. Apply social work ethical principles to guide professional practice (2.1.2)*** \_\_\_\_\_

- Recognize and manage personal values so that professional values guide practice (.1)

***c. Apply critical thinking to inform and communicate professional judgments(2.1.3)*** \_\_\_\_\_

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (.1)

***d. Engage diversity and difference in practice (2.1.4)*** \_\_\_\_\_

- Recognizes personal biases and values to manage their influence in working with diverse groups (.1)

- Discusses how the structure and values of the client’s culture may influence marginalization, privilege, power, and mechanisms of oppression (.2)

***e. Advance human rights and economic justice (2.1.5)*** \_\_\_\_\_

- Identifies and discusses sources of oppression and discrimination relevant to the case (.1)

***f. Respond to contexts that shape practice.(2.1.9)*** \_\_\_\_\_

- Continuously discovers, appraises, and attends to contextual changes that influence social problems, public issues, and policy(.1)

**Total** \_\_\_\_\_

## MODULE II

### **4. Theoretical orientation: Selection and application of a minimum of three human behavior theories and two diversity factors relevant to the case.**

***a. Apply knowledge of human behavior and the social environment (2.1.7)*** \_\_\_\_\_

- Utilizes 2-3 theoretical conceptual frameworks to guide the process of assessment and intervention in this case (.1)
- Critiques and applies human behavior knowledge to understand the client and his/her environment (.2)

***b. Apply critical thinking to inform and communicate professional judgments(2.1.3)*** \_\_\_\_\_

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (.1)

***c. Engage diversity and difference in practice(2.1.4)*** \_\_\_\_\_

- Recognizes personal biases and values to manage their influence in working with diverse groups (2.1.4.1)
- Discusses how the structure and values of the client’s culture may influence marginalization, privilege, power, and mechanisms of oppression (2.1.4.2)
- Recognizes and communicates understanding of the importance of differences in the shaping of an individual’s life experiences in relation to theory application (2.1.4.3)

***d. Advance human rights and economic justice(2.1.5)*** \_\_\_\_\_

- Identifies and discusses sources of oppression and discrimination related to application of theory to the case (2.1.5.1)

***e. Engage in research-informed practice and practice informed research (2.1.6)*** \_\_\_\_\_

- Uses research evidence to inform practice (.2)

***f. Assess with individuals or families (2.1.10)*** \_\_\_\_\_

- Select appropriate intervention strategies (A5)

**Total** \_\_\_\_\_

### **5. Micro-problem solving process: Identification of problem and application of the problem solving process applied to the case.**

***a. Identify oneself as a professional social worker and conduct oneself accordingly (2.1.1)*** \_\_\_\_\_

- Advocate for client access to the services of social work (.1)
- Identify and practice within professional roles and boundaries (.3)

***b. Apply social work ethical principles to guide professional practice (2.1.2)*** \_\_\_\_\_

- Recognize and manage personal values so that professional values

guide practice (.1)

**c. Apply critical thinking to inform and communicate professional judgments (2.1.3)** \_\_\_\_\_

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (.1)
- Critically analyzes policy models of prevention, assessment, intervention, and/or evaluation (.2)

**d. Engage diversity and difference in practice(2.1.4)** \_\_\_\_\_

- Recognizes personal biases and values to manage their influence in working with diverse groups (.1)

**e. Engage, assess, intervene, and evaluate with individuals or families(2.1.10)**

**Engagement** \_\_\_\_\_

- Utilizes empathy and interpersonal skills to engage your client (E2)
- Develops mutually agreed upon focus of work and desired outcomes (E3)

**Assessment** \_\_\_\_\_

- Separate fact from opinion in data presentation (A2)
- Assess client's strengths and limitations (A3)
- Develops mutually agreed upon intervention goals and objectives (A4)
- Selects appropriate client intervention strategies (A5)

**Intervention** \_\_\_\_\_

- Engages and assists the client in resolving problems (I3)
- Describes ways in which you did or could negotiate, mediate, and advocate for your client during the implementation phase of the problem solving process (I4)
- Facilitates transitions or ending of contact according to client needs (I5)

**Evaluation** \_\_\_\_\_

- Critically analyzes and evaluates practice interventions (Ev1)

**6. Ethical issues: Identified of an ethical issue and a detailed description of resolution of the ethical issue or dilemma identified as relevant to the case.** \_\_\_\_\_

**a. Identify oneself as a professional social worker and conduct oneself accordingly (2.1.1)** \_\_\_\_\_

- Identify and practice within professional roles and boundaries (.3)
- Demonstrate professional demeanor in behavior, appearance, and communication (.4)
- Effectively use supervision and consultation (.5)

**b. Apply social work ethical principles to guide professional practice (2.1.2)** \_\_\_\_\_

- Recognize and manage personal values so that professional values guide practice (.1)
- Makes ethical decisions by applying standards of the NASW and other social work code of ethics (.2)
- Tolerates the uncertainty and ambiguity that accompanies resolving ethical conflicts (.3)
- Applies strategies of ethical reasoning to arrive at principled decisions (.4)

**c. Apply critical thinking to inform and communicate professional judgments (2.1.3)** \_\_\_\_\_

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (.1)

**d. Engage diversity and difference in practice(2.1.4)** \_\_\_\_\_

- Recognizes personal biases and values to manage their influence in working with diverse groups (.1)

**Total** \_\_\_\_\_

**MODULE III****7. Social policy history and NASW position: Identification and description of a major social policy related to the macro social problem identified in the case.*****a. Apply social work ethical principles to guide professional practice (2.1.2)*** \_\_\_\_\_

- Recognize and manage personal values so that professional values guide practice (.1)
- Makes ethical decisions by applying standards of the NASW and other social work code of ethics (.2)

***b. Apply critical thinking to inform and communicate professional judgments (2.1.3)*** \_\_\_\_\_

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (.1)

***c. Engage diversity and difference in practice(2.1.4)*** \_\_\_\_\_

- Recognizes personal biases and values to manage their influence in working with diverse groups (.1)
- Discusses how the structure and values of the client's culture may influence marginalization, privilege, power, and mechanisms of oppression (.2)

***d. Advance human rights and economic justice (2.1.5)*** \_\_\_\_\_

- Identifies and discusses sources of oppression and discrimination related to implementation of pollicy (.1)

***e. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)*** \_\_\_\_\_

- Analyzes policies that advance social well-being (.1)

***f. Respond to contexts that shape practice.(2.1.9)*** \_\_\_\_\_

- Continuously discovers, appraises, and attends to contextual changes that influence social problems, public issues, and policy(.1)

**Total** \_\_\_\_\_**8. Macro/political process model: Detailed analysis of identified social policy relevant to case.*****a. Apply critical thinking to inform and communicate professional judgments (2.1.3)*** \_\_\_\_\_

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (.1)
- Critically analyzes policy models of prevention, assessment, intervention, and/or evaluation (.2)

***c. Engage diversity and difference in practice(2.1.4)*** \_\_\_\_\_

- Recognizes personal biases and values to manage their influence in working with diverse groups (.1)
- Discusses how the structure and values of the client's culture may influence marginalization, privilege, power, and mechanisms of oppression (.2)

***d. Advance human rights and economic justice (2.1.5)*** \_\_\_\_\_

- Identifies and discusses sources of oppression and discrimination related to implementation of policy (.1)

***e. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)*** \_\_\_\_\_

- Analyzes policies that advance social well-being (.1)

- Formulates policies that advance social well-being (.2)

***.f. Respond to contexts that shape practice.(2.1.9)*** \_\_\_\_\_

- Continuously discovers, appraises, and attends to contextual changes that influence social problems, public issues, and policy(.1)

**Total** \_\_\_\_\_

**9. Macro-problem solving process: Description of application of a macro system intervention process to address one of the social problems associated with the case.**

***a. Identify oneself as a professional social worker and conduct oneself accordingly (2.1.1)*** \_\_\_\_\_

- Advocate for client access to the services of social work (.1)
- Identify and practice within professional roles and boundaries (.3)

***b. Apply social work ethical principles to guide professional practice (2.1.2)*** \_\_\_\_\_

- Recognize and manage personal values so that professional values guide practice (.1)
- Makes ethical decisions by applying standards of the NASW and other social work code of ethics (.2)

***c. Apply critical thinking to inform and communicate professional judgments (2.1.3)*** \_\_\_\_\_

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (.1)

***d. Engage diversity and difference in practice(2.1.4)*** \_\_\_\_\_

- Recognizes personal biases and values to manage their influence in working with diverse groups (.1)
- Discusses how the structure and values of the client's culture may influence marginalization, privilege, power, and mechanisms of oppression (.2)

***e.. Advance human rights and economic justice (2.1.5)*** \_\_\_\_\_

- Identifies and discusses sources of oppression and discrimination related to implementation of policy (.1)
- Advocates for human rights and social and economic justice (.2)

***f.. Apply knowledge of human behavior and the social environment (2.1.7)*** \_\_\_\_\_

- Utilizes theoretical conceptual frameworks to guide the process of macro level assessment and intervention in this case (.1)

***g. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)*** \_\_\_\_\_

- Formulates policies that advance social well-being (.2)
- Advocates for policies that advance social well-being (.3)
- Describes methods of collaboration with colleagues and clients for effective policy action or macro level change (.4)

***f. Respond to contexts that shape practice.(2.1.9)*** \_\_\_\_\_

- Continuously discovers, appraises, and attends to contextual changes that influence implementation of macro level change (.1)
- Describes leadership efforts made to promote sustainable changes in service delivery and practice to improve the quality of social services (.2)

***e. Engage, assess, intervene, and evaluate with groups, organizations, communities(2.1.10)***  
***Engagement*** \_\_\_\_\_

- Substantively and affectively prepares for action with the client prior to the assessment (E1)

	• Develops mutually agreed upon focus of work and desired outcomes (E3)	_____
<b>Assessment</b>		
	• Separate fact from opinion in data presentation (A2)	
	• Assess client's strengths and limitations (A3)	
	• Develops mutually agreed upon intervention goals and objectives (A4)	
	• Selects appropriate client intervention strategies (A5)	
<b>Intervention</b>		_____
	• Initiate action to achieve organizational goals (I1)	
	• Helps clients in resolving problems (I3)	
	• Describes ways in which you did or could negotiate, mediate, and advocate for your client during the implementation phase of the problem solving process (I4)	
	• Facilitates transitions or ending of contact according to client needs (I5)	
<b>Evaluation</b>		_____
	• Critically analyzes and evaluates practice interventions (Ev1)	
	<b>Total</b>	_____

## Module IV

### 10. Research question or hypothesis

#### ***c. Apply critical thinking to inform and communicate professional judgments (2.1.3)*** \_\_\_\_\_

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (.1)

#### ***d. Engage diversity and difference in practice(2.1.4)*** \_\_\_\_\_

- Recognizes personal biases and values to manage their influence in working with diverse groups in forming research questions and outcomes expected (.1)
- Discusses how the structure and values of the client's culture may influence marginalization, privilege, power, and mechanisms of oppression in forming research questions and outcomes expected (.2)
- Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences in forming research questions and expected outcomes (.3)

#### ***e. Advance human rights and economic justice (2.1.5)*** \_\_\_\_\_

- Identifies and discusses sources of oppression and discrimination related to formulation of research questions and outcomes expected (.1)

#### ***f. Engage in research-informed practice and practice informed research (2.1.6)*** \_\_\_\_\_

- Uses practice experience to inform scientific inquiry (.1)
- Uses research evidence to inform practice (.2)

#### ***Apply knowledge of human behavior and the social environment (2.1.7)*** \_\_\_\_\_

- Utilizes theoretical conceptual frameworks to guide the process of research (.1)

#### ***f. Respond to contexts that shape practice.(2.1.9)*** \_\_\_\_\_

- Continuously discovers, appraises, and attends to contextual changes to inform research questions and proposals.

**Total** \_\_\_\_\_

## 11. Literature Review

#### ***a. Apply critical thinking to inform and communicate professional judgments (2.1.3)*** \_\_\_\_\_

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (.1)



**b. Engage diversity and difference in practice(2.1.4)** \_\_\_\_\_

- Recognizes personal biases and values to manage their influence in working with diverse groups in forming research questions and outcomes expected (.1)
- Discusses how the structure and values of the client's culture may influence marginalization, privilege, power, and mechanisms of oppression in forming research questions and outcomes expected (.2)
- Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences in forming research questions and expected outcomes (.3).

**c. Engage in research-informed practice and practice informed research (2.1.6)** \_\_\_\_\_

- Uses practice experience to inform scientific inquiry (.1)
- Uses research evidence to inform practice (.2)

**d. Apply knowledge of human behavior and the social environment (2.1.7)** \_\_\_\_\_

- Utilizes theoretical conceptual frameworks to guide the process of research (.1)

**e. Respond to contexts that shape practice.(2.1.9)** \_\_\_\_\_

- Continuously discovers, appraises, and attends to contextual changes to inform research questions and proposals (.1).

**12. Proposed Research Methodology and Study Implications****a. Apply social work ethical principles to guide professional practice (2.1.2)** \_\_\_\_\_

- Recognize and manage personal values so that professional values guide practice (.1)
- Makes ethical decisions by applying standards of the NASW and other social work code of ethics (.2)

**b. Apply critical thinking to inform and communicate professional judgments (2.1.3)** \_\_\_\_\_

- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (.1)
- Analyze models of prevention, assessment, intervention, or evaluation (.2)

**c. Engage diversity and difference in practice(2.1.4)** \_\_\_\_\_

- Recognizes personal biases and values to manage their influence in working with diverse groups in forming research questions and outcomes expected (.1)
- Discusses how the structure and values of the client's culture may influence marginalization, privilege, power, and mechanisms of oppression in forming research questions and outcomes expected (.2)

**d. Engage in research-informed practice and practice informed research (2.1.6)** \_\_\_\_\_

- Uses practice experience to inform scientific inquiry (.1)
- Uses research evidence to inform practice (.2)

**e. Respond to contexts that shape practice.(2.1.9)** \_\_\_\_\_

- Continuously discovers, appraises, and attends to contextual changes to inform research questions and proposals (.1).

**f. Engage, assess, intervene, and evaluate with groups, organizations, communities(2.1.10)** \_\_\_\_\_

- Critically analyzes and evaluates interventions (Ev1)

**Total** \_\_\_\_\_

**14. SELF REFLECTION** (5% final module grade in place of peer review)**Identify oneself as a professional social worker and conduct oneself accordingly (2.1.1)** \_\_\_\_\_

- Practices personal reflection and self-correction to assure continual professional development (.2)
- Develops a commitment to engage in career long learning (.5)

**Total** \_\_\_\_\_**V. WRITING ASSESSMENT****Identify oneself as a professional social worker and conduct oneself accordingly (2.1.1)****Apply critical thinking to inform and communicate professional judgments (2.1.3)**

(Demonstrates effective written communication in professional settings (2.1.3.2))

**A. Style and Organization (15%)****1. Development of content:** Main issues are adequately identified and presented in a clear focused way; main points are supported sufficiently with relevant information and details \_\_\_\_\_**2. Organization of content:** Information/ ideas are organized logically and promote understanding; transitions are effectively utilized; paragraphs and sentences are organized to create a cohesive paper \_\_\_\_\_**3. Style of writing:** The paper is written in a professional tone and avoids the use of slang, conversational tone when presenting ideas as well as complicated professional jargon that is not defined for the reader \_\_\_\_\_**Total** \_\_\_\_\_**B. Paper Format (10%)****1. Overall Format:** Paper is in compliance with APA re title page, running head, page numbers, margin settings, paragraph indentation, use of headings. \_\_\_\_\_**2. Citations within the paper:** Sources utilized for ideas, supporting statements and direct quotes are consistently and accurately cited in compliance with APA style specifications. \_\_\_\_\_**3. Reference page:** Demonstrates consistent and accurate compliance with APA guidelines, and reflects sufficient use of relevant, professional sources. \_\_\_\_\_**Total** \_\_\_\_\_**C.. Grammar and Mechanics (15%)****1. Sentence construction:** Writing is readable and contains complete sentences that build on each other and contain few or no grammatical or construction errors (i.e. fragments, run-ons, awkward or improper wording). \_\_\_\_\_**2. Spelling:** Spelling and word choice is accurate with no errors. \_\_\_\_\_**3. Punctuation and capitalization:** Punctuation and capitalization are utilized correctly \_\_\_\_\_**Total** \_\_\_\_\_**D. Peer Review Preparation and Participation (5%)** (Not graded final paper submission)**1. Student's paper was available and complete at the appointed time for peer review.** \_\_\_\_\_**2. Student reviewed others' papers in preparation of the peer review workshop and collaborated with others and participated in peer review** \_\_\_\_\_**3. Demonstrates professional demeanor in behavior, appearance, and communication during peer review activities (2.1.1.4)** \_\_\_\_\_**4. Effectively uses consultation (2.1.1.6)** \_\_\_\_\_**Total** \_\_\_\_\_**Final Grade** \_\_\_\_\_

*Presentation U Oral Communication Rubric (draft)*

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Category	Accomplished (3)	Competent (2)	Needs Improvement (1)	Insufficient (0)
<b>Content</b>				
<i>Evidence</i>	Integrates credible, evidence effectively with accuracy and depth to thoroughly explain and support ideas while considering alternate perspectives	Uses appropriate and credible evidence effectively with accuracy to explain and support ideas	Evidence is used to explain and support ideas but the evidence may not be credible, and/or presented with depth or effectiveness	Evidence to support ideas is lacking, is not credible, is inaccurate or irrelevant to the thesis
<i>Analysis</i>	Presentation reflects analysis, synthesis, assessment, and/or interpretation of ideas and evidence; analysis draws from the evidence and clearly assists readers in understanding meaning; connects to purpose of the paper, reflects original thought and creativity	Uses evidence-formed analysis to assist listeners in understanding meaning and connects to purpose of the talk; presentation reflects original thought	Evidence-formed analysis is used but may have minor flaws or be incomplete; connection to meaning and purpose is not completely clear	Evidence-formed analysis is lacking, inaccurate, disorganized, or otherwise unable to assist listeners in understanding meaning and purpose
<i>Focus and Coverage</i>	Thoroughly fulfills all assignment requirements	Fulfills assignment requirements (but some superficially or without addressing one or two minor parts)	Many requirements fulfilled but assignment incomplete, missing or under exploring major or significant portions	Does not address and/or fulfill assignment requirements
<b>Structure</b>				

<i>Macrostructure</i>	Clearly organized content that reflects purpose and focus of presentation, ideas are clearly connected, information included is important and tied to purpose, assists the listener in developing insight; transitions enhance readability	Content is organized and effectively connects ideas and purpose of the presentation; transitions enhance listener's ability to understand presentation	An attempt is made to organize content but is at times not logically organized; material strays from focus and purpose of presentation; contains somewhat weak transitions.	Content is not organized in a logical way; transitions are lacking or ineffective; material does not reflect purpose or focus of presentation or help listener follow presentation.
<i>Microstructure</i>	Tone and language use clearly appropriate for audience and presentation's purpose	Tone and language mostly appropriate for audience and presentation's purpose, with a few minor gaps	Tone and language somewhat appropriate for audience and presentation's purpose, but inconsistent	Tone and language is not appropriate for audience and presentation's purpose
<i>Style and Conventions</i>	Formatting of content clearly enhances understanding of the message; consistently delivers content using correct grammar;	Formatting of content generally enhances understanding of the message; very minor grammatical inaccuracies that do not negatively impact the presentation	An attempt is made to format content in a way that facilitates understanding of the message which inconsistently supports the communication of the message; grammatical errors are frequent enough to impact listener's experience	Formatting of content is lacking and does not enhance understanding of the message, grammatical errors so frequent that message is obscured
<b>Delivery</b>				
<i>Voice &amp; Body</i>	Exemplary and complex use of voice and body language to engage	Good use of voice and body language to engage audience and	Attempt to use voice and body language to engage audience and	Poor use of voice and body language to engage audience and

	audience and effectively communicate message (e.g., consistent and appropriate eye contact, no fidgetiness, clear voice volume, varies vocals, uses gestures to enhance vocal message, etc.)	effectively communicate message (e.g., eye contact, little fidgetiness, clear volume, vocal variety present, etc.)	effectively communicate message (e.g., some eye contact, some fidgetiness, volume, vocal variety, etc.) but inconsistent; exhibited some behaviors that distracted from presentation (voice and/or body)	effectively communicate message (e.g., little to no eye contact, lots of fidgetiness, low volume, lack of vocal variety, etc.)
<i>Presentational Aids</i>	Exemplary and creative design or choice of visual aids, which are effectively integrated to enhance overall presentation	Presentational aids are well-designed with placement within the presentation that enhances message	Attempt is made to design and integrate presentational aids into overall presentation, with effective results inconsistently achieved	Presentational aids are poorly designed and integrated; do not enhance presentation.