

UNIVERSITY OF NEVADA, LAS VEGAS
School of Social Work

Capstone Senior Seminar: Components of Social Work
SW 495 - Fall 2016

Instructor: _____

Course time and location: Thursdays from 11:30 p.m. - 2:20 p.m. in GUA 3217
School of Social Work office phone: 702-895-3311
School of Social Work office fax: 702-895-4079
Instructor's office phone: 702-895-2898
Instructor's office location: GUA 3134
E-mail address: _____

Office Hours: Wednesdays 2:30 pm - 5:30 pm and Thursdays 2:30 - 4:30. Telephone conferences and e-mail correspondences are also welcome. Please be sure to be specific in your email and voicemail messages left for me, and include this social work course number (SW 495) in the subject heading section of any emails that you send to me so that they will not be overlooked.

Course Description

Each program of study at UNLV requires a capstone experience and this course is the capstone course of the social work major. It is designed to integrate the components of social work into an effective and comprehensive theory of generalist practice for the beginning social work practitioner. Integration of the social work curriculum will emphasize four major content areas: (1) direct practice; (2) research and statistics; (3) policy planning and administration; and (4) human behavior in the social environment.

This course will include a case study method of teaching students about the process of doing social work. Significant importance will be placed on stimulating students to think critically, analytically, and objectively about the components of social work. It will examine the range and diversity of the social work profession, various fields of practice, organizational settings, and the roles of a social worker. This course will also help students prepare for the Nevada Board of Examiners for Social Workers Basic Social Work Licensing Exam.

Program Competencies

The program competencies for the B.S.W. program flow from the mission, goals, and objectives of the School of Social Work and reflect the standards of the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS)

Competency 1: Demonstrate ethical and professional behavior

Competency 2: Engage diversity and difference in practice

Competency 3: Advance human rights and social, economic, and environmental justice

Competency 4: Engage in practice-informed research and research-informed practice

Competency 5: Engage in policy practice

Competency 6: Engage with individuals, families, groups, organizations, and communities

Competency 7: Assess individuals, families, groups, organizations, and communities

Competency 8: Intervene with individuals, families, groups, organizations, and communities

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

Course Competencies and Practice Behaviors

SW 495 is the capstone experience for the undergraduate social work program at UNLV, and the course is intended to complete the University Undergraduate Learning Objectives (UULO's): (1) intellectual breadth and lifelong learning; (2) inquiry and critical thinking; (3) communication; (4) global/multicultural knowledge and awareness; and (5) citizenship and ethics. These UULO's are further defined by the program and course competencies of the BSW Program. As the Capstone Seminar of the BSW Program, the course material, instruction, and assignments will allow students the opportunity to demonstrate the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior. Students will:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
 - use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
 - demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
 - use technology ethically and appropriately to facilitate practice outcomes; and
 - use supervision and consultation to guide professional judgment and behavior.
- Practice behavior: Apply strategies of ethical reasoning to arrive at principled decisions.
 - o Measured through classroom discussions, individual and group assessments and exercises, and oral presentations.

Competency 4: Engage in Practice-informed Research and Research-informed Practice.
Students will:

- use practice experience and theory to inform scientific inquiry and research;
 - apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
 - use and translate research evidence to inform and improve practice, policy, and service delivery.
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- Practice behavior: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
 - Measured through classroom discussions, mock social work licensing exams, oral presentations, group portfolio essays, and the Social Problem Paper.

Competency (EP 2.1.4): Engage diversity and difference in practice

- Practice behavior: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Measured through classroom discussions, oral presentations and the Social Problem Paper.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.
Students will:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
 - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
 - use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
 - negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
 - facilitate effective transitions and endings that advance mutually agreed-on goals.
- Practice behavior: Critique and apply knowledge to understand the person and environment
 - Measured through classroom discussions, oral presentations and the Social Problem Paper
 - Measured through classroom discussions, oral presentations, mock licensing exams, and Social Problem Paper.

UNLV Criteria for Syllabus

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy - Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The makeup will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit:

<http://catalog.unlv.edu/content.php?catoid=6&navoid=531>

Transparency in Learning and Teaching - The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895- 3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

School of Social Work Writing Center is in room 4118 on the 4th floor of GCUA building. Their hours vary each semester. No appointment is required, but appointments are suggested.

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Other class specific information - (e.g., absences, make-up exams, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.). During class sessions please take handwritten notes and do not take any electronic notes on cell phones or computers or tablets unless you have advance permission from the professor or you have ADA Accommodations or you are a note taker. Please read assigned reading prior to class and do not read materials during class from paper or electronic textbooks. Please remove from your and my sight all cell phones, tablets, computers, and other electronic devices during the class sessions. Daily interactive participation is mandatory from each student and will be graded as to frequency and insight and quality.

Textbooks and UNLV Library Resources

Students shall use the various textbooks required in their previous courses in the baccalaureate social work program. These texts form the basis of the review lectures. If you have sold or misplaced your previously required texts, you will have to re-purchase or borrow such texts in order to complete the required reading and presentation assignments. Supplemental readings that help students apply critical thinking, self-awareness, and an intergenerational and cross-cultural lens to course content will be distributed during class for reading and integration into topical discussions. Additionally, Susie Skarl, the UNLV Urban Affairs Librarian, has provided you with a guide to UNLV library databases, select websites related to social work, citation formatting resources, key word searching tips, and other useful information to assist you in completing the assignments for this course. Please go to Guides.library.unlv.edu and you will see a list of the most popular guides, scroll down to Social Work and look for a course page related to SW 495.

Type of Instruction

The methods of instruction may include professionally didactic and Socratic presentations by the instructor, class discussions, audio-visual presentations, special projects, guest speakers, community learning trips/tours, interactive experiences, small group work, role play, use of case examples, debate, and student-to-student teaching via discussions, student individual and group presentations. The professor will discuss the learning goals, design rational and grading criteria related to the various class assignments. The professor will also discuss and provide examples of exemplary graded assignments and tests so that students can evaluate and compare their work to the work of other students in the course.

Course Requirements/Plan for Evaluation of Assignments

Specific Expectations

- a. Students are expected to attend all classes. Attendance will be taken each week.
- b. Students are expected to actively participate in the class process each session. Non-participation will be noted and factored into a lowered final grade.
- c. Students are expected to complete all assigned readings prior to each class.
- d. Students are expected to submit written assignments on time.
- e. No racist, sexist, or offensive language is permitted in class discussions or in written assignments.
- f. Professional, ethical, and considerate conduct is expected at all times.

If these expectations are violated, the professor will convene a committee (i.e., at minimum the committee will consist of the student, the professor, and the student's advisor or the BSW program coordinator) to review the matter. The professor will use fair and consistent methods to deduct points for absences, non-participation, inappropriate participation, late or missing assignments, etc.

Assignments

There are four major requirements that must be satisfactorily completed in order for the student to receive a passing grade in the course. Overall student performance will be evaluated according to the quality of work on the following assignments:

Participation	20 points
Social Problem Paper	30 points
Student Group Presentation	30 points
Social Work Portfolio	<u>20 points</u>
Total Possible Points:	100 points
1. Class Participation - 20 points	

Students are expected to attend class each week (attendance will be taken). Students seeking the maximum learning experience from this course will fully engage themselves in the class by actively and constructively participating in each class session. During the semester students will be required to complete quizzes, discuss lecture topics, participate in role-play exercises, and to make several oral presentations both individually and in small groups. Four or more absences may result in failing the course.

2. Social Problem Paper - 30 points

As social workers we often observe individuals, families and communities as they experience specific social, emotional, biological or environmental problems and challenges. Each student will identify such a social problem, survey the literature and resources related to that problem, and then write a research paper about what should be done by social workers to solve or to at least lower the existence of that specific social problem. You must select existing social problems relevant to the clients you have served or potentially will serve as a social worker in Las Vegas. Please do not select social problems that other professionals typically treat or solve but select problems and programs that social workers currently focus on. And, during this assignment do not let money, time or effort limit your creativity and optimism as you propose new, improved and innovative solutions to social problems. Be thoughtful and make your proposals detailed and logical and realistic.

I will provide you with a written handout regarding this overarching purpose of this assignment, the tasks you must complete for the assignment, and the criteria that are used to grade the finished product. I will show to you an example of an excellent social problem paper, and discuss how an excellent work differs from an adequate work. You will have the opportunity in class, and not before or after class, to ask any questions that you have about this assignment, and thus everyone in the class will benefit from hearing my responses to all questions about the assignment. You will also have the opportunity to provide your feedback (via an electronic survey and via your class reflection essay) about this assignment and what you have learned and practiced regarding critical thinking and inquiry. You will give a 5-minute oral presentation to the class regarding the specific solutions of the social problem you have selected, and you will answer questions that the class and professor have regarding your proposed solutions.

The social problem paper will be no longer than 20 typewritten, double-spaced pages using 12-point font size and 1-inch margins. The citations in your paper, and the reference list for your paper must follow American Psychological Association (APA) reference style. I will return your papers to you with your grade and my suggestions for improving (if necessary) your final grade on the assignment, and tips for giving a great oral presentation of your proposed solutions.

3. Student Group Presentation - 30 points

Each student group will research, present, and discuss one of the following four social work content areas: (1) human development, diversity and behavior in the environment; (2) assessment; (3) direct and indirect practice; and (4) professional relationships, values and ethics. The students will use textbooks, handouts, and journal articles from previous and current social work courses to retrieve relevant information for the presentation. Creative use of visual aids, interactive activities, additional panelists/presenters, and case examples are welcome and will improve your grade. Please include in your group presentation only material that is relevant to generalist social work practice at the baccalaureate level. Student presenters will distribute to the professor (**prior to beginning the presentation**) and the other students (after completion of the presentation) a complete copy (electronic and/or hard copy) of the social work content material presented to the class, and it will include all references in an APA style reference list. Students will be assigned to groups based on the areas that they show a marked need for improved study. Students will in most cases receive the same grade as other members of their group, however if any group member does not contribute equally to the group effort then that student will receive a lower grade than the other group members. Please inform the instructor as soon as possible if a student is not forthcoming with material and ideas during the regularly scheduled group preparation sessions.

4. Student Portfolio - 20 points

Students enrolled in the Capstone seminar are in their final semester of undergraduate education and this assignment is designed to help students integrate the knowledge, values and skills necessary to be a competent, professional social worker. Each week during class session students will review and discuss social work curriculum material, complete quizzes and inventories, write essays, and analyze case examples and personal experiences related to various core competencies of social workers. Students will complete resumes, cover letters, employment applications, and also engage in mock social work interviews and licensing examinations. You will also write a reflection essay that chronicles your experiences, achievements, competencies and goals regarding your undergraduate education as a soon to be graduate of the UNLV School of Social Work. Students will use the assignments in this seminar to help you develop a comprehensive senior portfolio that will be indicative of your competence, skills and abilities as a beginning generalist social work practitioner.

Grading Scale

97 + points = A+
 93-96 points = A-
 90-92 points = A-
 87-89 points = B+
 83-86 points = B
 80-82 points = B-
 77-79 points = C+

73-76 points = C
 70-72 points = C-
 67-69 points = D+
 63-66 points = D
 60-62 points = D-
 59 or fewer points = F

Course Outline of Dates and Topics of Sessions

<u>Session</u>	<u>Date</u>	<u>Topics</u>
1	9/1	Introductions and overview of the course
2	9/8	Professional identity, social work licensing, social work organizations, and social work career organizations, & social work career building (Bring your updated resume)
3	9/15	Research, policy and evidence-based practice
4	9/22	Critical thinking, ethical dilemmas in practice
5	9/29	Social justice, distributive justice, advocacy
6	10/6	Human rights, welfare, immigration reform
7	10/13	SW Guest speakers, social problem papers due
8	10/20	Human development, diversity and behavior in the environment (Group 1)
9	10/27	Assessment (Group 2)
10	11/3	Guest Speaker and Library Day

11	11/10	Direct and indirect practice (Group 3)
12	11/17	Professional relationships, values and ethics (Group 4)
13	11/24	Thanksgiving Holiday
14	12/1	SW licensing test, social problem paper oral presentations
15	12/8	Social problem paper oral presentations
16	12/15	Student Capstone Seminar Portfolios due

CONGRATULATIONS GRADUATES!! STAY IN TOUCH...