

UNIVERSITY OF NEVADA, LAS VEGAS
School of Social Work
Capstone Senior Seminar: Components of Social Work
SW 495 MASTER SYLLABUS

Instructor:	
Time:	
Class Location:	
Office:	
Phone:	
Canvas:	https://unlv.instructure.com/login/ldap
Email:	

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.

PREREQUISITES: Enrollment in the BSW Program and in last semester.

PROGRAM COMPETENCIES

The program competencies for the BSW 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 Standard Competencies:

- 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. This 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	
	Practice behaviors:	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;
	Measurement:	Classroom discussions, individual and group assessments and exercises, and oral presentations.
Competency 4:	Engage in Practice-informed Research and Research-informed Practice	
	Practice behaviors:	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
	Measurement:	Classroom discussions, mock social work licensing exams, oral presentations, group portfolio essays, and the Social Problem Paper
Competency 8:	Intervene within Individuals, Families, Groups, Organizations, and Communities	
	Practice behaviors:	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
	Measurement:	Classroom discussions, oral presentations, mock licensing exams, and Social Problem Paper.

COURSE REQUIREMENTS

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:

ASSIGNMENT	Points
Participation 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	20

<p>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.</p>	
<p>Social Problem Paper</p> <p>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 one or more social problems, survey the literature and resources related to that problem, and then write a paper about what should be done by BSW and MSW 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. Select problems and programs that social workers currently focus on, during this assignment please be creative in your suggested solutions and do not let lack of funding limit your creativity and optimism as you propose new, improved and innovative solutions to social problems.</p> <p>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 brief (between 3 and 5 minutes) 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.</p> <p>The social problem paper will be no longer than 15 typewritten, double-spaced pages using 12point font size and 1-inch margins. There is no minimum length to your paper but it must be of the quality of a senior level college paper. This paper is not a review of the literature, and thus the Majority of the pages of your paper must be dedicated to a description of how BSW and MSW social workers will help solve the social problems that you identify. The citations in Your paper, and the reference list for your paper must follow American Psychological Association (APA) reference style,</p>	<p>20</p>
<p>Student Group Presentation</p> <p>Each student group will research, present, and discuss of 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</p>	<p>40</p>

<p>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) 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 groups 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 is a student is not forthcoming with material and ideas during the regularly scheduled group preparation sessions.</p>	
<p>Social Work Portfolio 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 engage in mock social work interviews and mock 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 senior portfolio that will be indicative of your competence, skills and abilities as a beginning generalist social work practitioner.</p>	20
TOTAL POSSIBLE	100

Grading Scale

97+	A+	73-76	C
93-96	A	70-72	C-
90-92	A-	67-69	D+
87-89	B+	63-66	D
83-86	B	60-62	D-
80-82	B-	59-	F
77-79	C+		

UNIVERSITY POLICIES

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health](#)

[directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We 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 to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

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 [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will

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.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s

GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

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, please visit the [ASC website](https://www.unlv.edu/asc), <https://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 SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

PLAGIARISM – Proper credit must be given to others' ideas. They must be cited within the text (author(s) and page #'s) and in the references on a separate page at the end of the assignment (see Publication Manual of the American Psychological Association, 4th edition). Direct quotes must begin and end with quotation marks. Plagiarism will result in a failing grade.

ETHICAL GUIDELINES AND PROFESSIONAL BEHAVIOR – Professional social work education is an opportunity to learn, practice, and teach the professional principles necessary for ethical social work practice. You are expected to be on time for class; come prepared; exercise courtesy and respect towards your classmates. You are expected to engage in respectful and thoughtful discussions in class, deepening and broadening your repertoire of knowledge and skills in the interaction with others with different perspectives. Although our discussions necessarily involve our own experiences, please remember that the class situation is not a professional setting in regard to confidentiality. If you or someone you know requires assistance or counseling, please contact an appropriate agency, or for referral, contact the social work office #702-895-3311, or my office, #702-895-____.

Consensual Relationships – UNLV prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. For further information, see <http://hr.unlv.edu/policies/consensual.html>.

Classroom Conduct - Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

Classroom Surveillance - Nevada Revised Statutes (State Law) 396.970 Surreptitious electronic surveillance on campus, exceptions. [Effective January 1, 2017.]

1. Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the State without the knowledge of the person being observed.
2. Subsection 1 does not apply to any electronic surveillance:
 - (a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance;
 - (b) by a law enforcement agency pursuant to a criminal investigation;
 - (c) By a peace officer pursuant to NRS 289.830;
 - (d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety pursuant to NRS 480.365;
 - (e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on the campus; or
 - (f) Of a class or laboratory when authorized by the teacher of the class or laboratory. (Added to NRS by 1993, 2138; A 2015, 575, 3668, effective January 1, 2017)

COURSE SPECIFIC NOTICES

Daily interactive participation is mandatory from each student and you will be graded as to frequency and insight and quality. 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 textbook or electronic textbooks, Please remove from your desk and lap all cell phones, tablets, computers, and other electronic devices during the class sessions. If any student sees any other student using a cell phone or computer or tablet during this class then please tell me. I will keep your name confidential. You can also email me or dial *67 to call me anonymously on my cell phone 702-612-6371 if you prefer.

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, keyword 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 cast 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.
Nonparticipation 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.

REQUIRED TEXTS

COURSE SCHEDULE

WEEK	DATE	READINGS (Instructor reserves the right to change, however students will be notified of any adjustments)
------	------	--

1		Introductions and overview of the course
2		TOPIC: Professional identity, social work licensing, social Work organizations, resumes and cover letters, social work organizations, social work career building, and social work mock licensing exam
3		TOPIC: Assignment to presentation groups, discuss research, policy and evidence-based practice, human rights, welfare, immigration reform
4		TOPIC: Critical thinking, ethical dilemmas in practice
5		TOPIC: Social justice, distributive justice, advocacy
6		TOPIC: Human development, diversity and behavior in the environment (Group 1)
7		TOPIC: Assessment (Group 2)
8		TOPIC: Direct and indirect practice (Group 3)
9		TOPIC: Professional relationships, values and ethics (Group 4)
10		TOPIC: Social work professionals guest lectures
11		TOPIC: Library Day
12		TOPIC: Social Problem Paper due Social Work Mock Licensing Exam
13		TOPIC: Discuss SW mock licensing exam answers Social problem paper oral presentations
14		TOPIC: Social problem paper oral presentations Student Capstone Seminar Portfolios due
15		FINAL EXAM WEEK

BIBLIOGRAPHY