

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**  
**SCHOOL OF SOCIAL WORK**  
**910:332 Professional Development Seminar, Master Syllabus**

Instructor:

Tel:

E-mail:

Office Hours:

**Catalog Course Description**

Professional skills necessary for baccalaureate-level generalist practitioners. This course emphasizes development of a professional social work identity and the skills needed to work within an organizational context.

**Course Overview**

To equip and prepare students for social work practice with diverse and vulnerable populations within a variety of social work settings, this course will focus on issues and skills essential in the development of a professional identity including: the professional use of self; the ability to apply social work values and ethics in practice; the differential use of communication skills in practice; the use of supervision appropriate to generalist practice; the professional role within an organizational setting; awareness of organizational dynamics and change; and understanding the need for continued professional growth.

**Place of Course in Program**

This course is restricted to social work majors in the spring semester of their junior year and is a requirement of the major. It is required that all social work majors complete 910:220 as a prerequisite to this course.

Course 910:332 is one of the required courses for the Social Work & Social Justice Minor that is offered to all Rutgers Camden undergraduate students. Please see the following link for other information on the Social Work & Social Justice minor:  
<https://socialwork.rutgers.edu/academics/bachelor-arts-social-work-basw>

**Program Level Learning Goals and the Council on Social Work Education's Social Work Competencies**

The BASW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) for accreditation of baccalaureate social programs. These accreditation standards can be reviewed at [www.cswe.org](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its

curriculum. *These competences serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individuals, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to advance human rights and social, economic, and environmental Justice, it has been selected be to part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that one of the course assignments, the final project, has been designed to assess your attainment of these competencies.

### **Course Learning Goals**

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses ethical and professional behavior, diversity and difference in practice, as well as human rights and social, economic and environmental justice through the study of the history of social work and social services in the United States and the evolution of the social work profession.

Upon completion of this course, students will be able to:

1. The ability to define one's role as a helping professional and generalist practitioner.
2. Understanding of how to apply social work values and ethics in a practice situation.

3. Knowledge of social work skills for generalist practice.
4. The ability to identify and differentiate the appropriate communication skills needed in work with clients, colleagues, supervisors, and members of the community.
5. An understanding of, and familiarity with, the field work experience.
6. An understanding of the multiple goals and potential uses of supervision.
7. An understanding of the dynamic nature of social welfare organizations.
8. An understanding of the dynamic nature of contextual systems and potential ways to promote social change.

### **School of Social Work Mission Statement and School Wide Learning Goals**

The mission of the Rutgers School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

### **Academic Resources**

#### **Library Research Assistance**

**Dr. Karen Hartmann** is the social work librarian on the New Brunswick Campus: [karen.hartman@rutgers.edu](mailto:karen.hartman@rutgers.edu) p. 848-932-6104; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830. They are available to meet with students.

#### **Writing Assistance**

Success in undergraduate education and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

#### **New Brunswick Campus**

All New Brunswick BASW students are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

## **Camden Campus**

The Camden learning center provides writing assistance for BASW students on the Camden Campus: <http://learn.camden.rutgers.edu/writing-assistance>

## **Additional Online Resources**

### *APA Style*

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>  
APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization  
<https://owl.english.purdue.edu/owl/section/1/>

### *Email Etiquette for Students*

<https://owl.english.purdue.edu/owl/resource/694/01/>

## **8. Office on Violence Prevention and Victim Assistance:**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **732.932.1181**, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs. /day, 7 days a week.

## **9. Active Shooter Resources:**

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

## **Required Texts**

*NASW Code of Ethics* (approved by 1996 NASW Delegate Assembly and revised by the

1999 NASW Delegate Assembly). Available online at: [www.naswdc.org](http://www.naswdc.org)

Kirst-Ashman, K.K., & Hull, G.H. (2016). Understanding generalist practice 8<sup>th</sup> ed.). United States: Cengage Learning.

### **Course Requirements**

It is expected that students will attend class sessions having read the assigned material and prepared for class discussion. It is also expected that students will attend class regularly and remain for the entire class period. If you miss more than 3 classes without a doctor's note your grade will be deducted by one letter grade. All assignments are to be completed by the scheduled due dates. Extensions will only be granted in extreme circumstances and must be planned ahead of time with the professor.

### **Grading**

<u>Grading Scale</u>			
A	90-100	C+	75-79
B+	85-89	C	70-75
B	80-84	F	Below 70

- **30% for quizzes**
- **60% final project –broken down as 10%, 25%, 25%**
- **10% class attendance and participation**

### **Attendance**

This course will be based on a partnership between instructor and students in collaboration and commitment to mutual learning. Students may not miss class without a valid excuse. Valid excuses include illness with medical documentation or death of a loved one.

If you miss a class, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

### **Written Assignments**

Throughout this course you have learned about the basic practice and professional skills in social work. Items such as attending behaviors, interviewing skills, engagement, and the importance of building a strong, collaborative, and empowering working relationship with your client have been discussed.

In this three part project students will demonstrate ethical and professional behavior by:

- a. Completing a role play script (10%) due week 9
- b. Completing a video demonstrating this role play (25%) due week 12
- c. Writing a reflection and analysis paper on the role play experience (25%) due week 13

### **Course Evaluation**

There will be two evaluations. At mid-term and at the end of the semester, feedback from students will be requested through the University's anonymous evaluation system.

### **Policy on Academic Integrity**

All work submitted in an undergraduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style, which is described in the Publication manual of the American Psychological Association, 6<sup>th</sup> edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution."

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is **Laura Curran, at [lacurran@ssw.rutgers.edu](mailto:lacurran@ssw.rutgers.edu)**. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination.***

### **Disability Accommodation**

"Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>."

### **Attendance/Participation Policy:**

Although this is an online class, students are expected to attend all classes; that is, posting and completing work on time. If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. Please note: The policy for late or missing work and exams is included in the Course Requirements section above.

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions... In addition, students are expected to take leadership roles in class discussions and exercises.

## Course Outline

- Week 1**      **Course and Assignments Overview**  
Introduction to Social Work - defining social work
- Week 2**      **What is Generalist Practice?**  
Kirst-Ashman and Hull (2016), chap 1
- Week 3**      **Values and Ethics for Social Workers**  
NASW Code of Ethics  
(available at <http://www.naswdc.org/pubs/code/code.asp>)  
Kirst-Ashman and Hull (2016), chap 11
- Week 4**      **Cultural Competence**  
**Kirst-Ashman and Hull (2016), chaps 12 and 13**
- Week 5**      **Practice Skills with Individuals**  
Kirst-Ashman and Hull (2016), chap 2  
Cummins, Sevel, & Pedrick (2012), chp 5
- Week 6**      **Practice skills with Individuals**  
Cummins, Sevel, & Pedrick (2012), chp 7
- Week 7**      **Engagement**  
Continue with Kirst-Ashman and Hull (2016), chap 2  
Cummins, Sevel, & Pedrick (2012), chp 8
- Week 8**      **Engagement and Assessment**  
Kirst-Ashman and Hull (2016), chap 5

**NO CLASS - ENJOY SPRING BREAK!**

- Week 9**      **Planning**  
Kirst-Ashman and Hull (2016), chap 6
- Week 10**     **Implementation/Intervention and Theoretical Frameworks**  
Kirst-Ashman and Hull (2016), chap 7  
Sheafor and Horejsi (2015), Chap 6
- Week 11**    **Implementation/Intervention- Advocacy and Case Management**

Kirst-Ashman and Hull (2016), chaps 14 and 15

- Week 12**      **Working with Families**  
Kirst-Ashman and Hull (2016), chaps 9 and 10
- Week 13**      **Evaluation, Termination, and follow up**  
Kirst-Ashman and Hull (2016), chap 8
- Week 14**      **Wrap up**