



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK


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Brockport, New York 14420  
585-395-2586 \* 585-395-2246 (fax)  
senate@brockport.edu  
brockport.edu/collegesenate

Resolution # 22 2011-12  
**College Senate**

Supersedes Res #:  
\_\_\_\_\_

TO: Dr. John R. Halstead, College President

FROM: The College Senate: 4/30/12

RE:  I. Formal Resolution (*Act of Determination*)  
II. Recommendation (*Urging the Fitness of*)  
III. Other, For Your Information (*Notice, Request, Report, etc.*)


SUBJ: **Masters Project Curriculum Modification** (routing #  
#27\_11-12GC)

Signed:  Date: 5/7/12  
(John P. Daly 2011-2012, College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

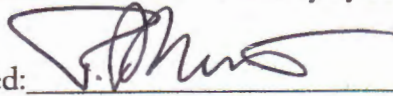
TO: John P. Daly, College Senate President

FROM: John R. Halstead, College President

RE:  I. Decision and Action Taken on Formal Resolution (circle choice)  
a. Accepted - **Implementation Effective Date:** May 1, 2012  
b. Deferred for discussion with the Faculty Senate on \_\_\_/\_\_\_/\_\_\_  
c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI  
a. Received and acknowledged \_\_\_/\_\_\_/\_\_\_  
b. Comment:

Resolution forwarded to Albany by President's Office for final approval.  YES  NO

Signed:  Date: 9/5/12  
(Dr. John R. Halstead, President, The College at Brockport)

**DISTRIBUTION:**

Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE  
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

<b>Routing Number</b> <i>Routing # assigned by Senate Office 2011-2012</i>	<b>#27_11-12GC</b> <i>Use routing number and title in all reference to this proposal.</i>
<b>This Proposal Replaces Resolution</b>	

**INSTRUCTIONS**

Use committee guidelines and General Education forms available at [brockport.edu/collegesenate/proposal.html](http://brockport.edu/collegesenate/proposal.html).  
Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean.

Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.

Do not submit your proposal as a .pdf file unless using Gen Ed forms. They are difficult to merge.

Email completed proposal to [senate@brockport.edu](mailto:senate@brockport.edu). (General Education Proposals go to [dlamphron@brockport.edu](mailto:dlamphron@brockport.edu) first.)

All revisions must be resubmitted to [senate@brockport.edu](mailto:senate@brockport.edu) with the original cover page including routing number.

Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

**PROPOSAL TITLE:** Please be somewhat descriptive, i.e. *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Master's Project Curriculum Modification

**BRIEF DESCRIPTION OF PROPOSAL:**

Proposal describes modifying the 6 credit Master's Project sequence (SWK 630 Master's Project Development—3cr [fall semester] & SWK 631 Master's Project Implementaton—3 cr [spring semester]) into a 3 credit clinical interventions course [fall semester] and a 3 credit Master's Thesis course [spring semester].

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?  NO  YES**  
EXPLAIN YES

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

n/a

5. **HOW WILL THIS EFFECT TRANSFER STUDENTS:**

n/a

6. **ANTICIPATED EFFECTIVE DATE:**

May 1, 2012

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
2-23-12			

8. **SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
<i>Jason Dauenhauer</i>	<i>Social Work</i>	<i>395-5506</i>	<i>jdauenha@brockport.edu</i>

9. **COMMITTEES TO COPY: (Senate office use only)**

<b>Standing Committee</b>	<b>Forwarded To</b>	<b>Dates Forwarded</b>
<input type="checkbox"/> Executive Committee	Standing Committee	2-27-12
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	4/9/12
<input type="checkbox"/> Faculty & Professional Staff Policies	Passed GED's to Vice Provost	
<input type="checkbox"/> General Education & Curriculum Policies	Senate	4/30/12
<input checked="" type="checkbox"/> Graduate Curriculum & Policies	College President	5/1/12
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK  
Department of Social Work

Date: February 27, 2012

To: Lynda Sperazza, Ph.D., Chair, Graduate Curriculum & Policies Committee

From: Jason Dauenhauer, Ph.D., Chair, Department of Social Work

Re: Master's Project Curriculum Redesign

Attached you will find a proposal outlining a request to redesign the 6-credit Master's Project Course sequence within the current Master of Social Work curriculum. In brief, this proposal describes modifying the 6 credit Master's Project sequence (SWK 630 Master's Project Development—3cr [fall semester] & SWK 631 Master's Project Implementaton—3 cr [spring semester]) into a 3 credit clinical interventions course [fall semester] and a 3 credit Master's Thesis course [spring semester]. The proposal format follows SUNY guidelines and includes letters of support from Dr. Douglas Scheidt, Dean, School of Education and Human Services, and Dr. Susan Seem, Assistant to the Provost for Graduate Education and Scholarship. Should you need any further information about this proposal, please feel free to contact me at 395-5506, or by email, [jdauenha@brockport.edu](mailto:jdauenha@brockport.edu). Thank you for taking the time to review this request.

- 1) **The name of the program (by *registered* title), the award, and the SED program code number from the *SED Inventory of Registered Programs*.**

Name: Greater Rochester Collaborative Master of Social Work Program; Award: MSW; SED program code: 22215

- 2) **The rationale or need for the change. The most compelling rationale is grounded academically, often arising from the results of ongoing assessment, changes in quality standards, or comparative market information.**

The MSW curriculum currently requires students to complete a 3-credit Master's Project Development course in the fall semester of their final year (SWK 630) followed by a 3-credit Master's Project Implementation course during their final spring semester (SWK 631). During SWK 630, students formulate a project design and complete a proposal for their Master's Project. In the proposal, students are expected to clearly set forth the nature of the topic, material supporting the importance of the topic, as well as detailed account of the methods employed. Students submit their proposals to the College at Brockport Institutional Review Board and to their respective organization in which the research will be taking place, prior to beginning data collection the following semester. Following approval, students implement and evaluate their project throughout SWK 631 followed by a presentation of the results in paper and poster format at the end of the semester.

Delivery of this curriculum is resource intensive with regard to the one on one instruction required for students to develop an appropriate research project which takes place in conjunction with community organizations (e.,g. social service providers, etc.) . The capacity of community organizations to assist students with data collection, abide by protections for human subjects standards, health privacy laws, and related logistical challenges continue to increase and negatively affect the success of many students' projects. Informal feedback from MSW alumni who are practicing social workers report a growing need for advanced clinical coursework prior to graduation. This is also supported in the social work literature (Ferguson & Woodrow, 2009). These alumni further describe the need to be able to learn and apply evidence-based practice knowledge within various practice settings rather than learning to conduct original research—this is beyond the scope of practice for most clinical social workers.

Following the GRC MSW program's most recent reaccreditation in 2007, the site visit report noted "Master's projects reflect an integration of research knowledge beyond the norm of most MSW programs." In reviewing MSW curricula at the University at Buffalo, Syracuse University, University at Albany, and Stonybrook University, these programs do not offer a sequence similar to the 6-credit master's project, or a cumulative research project of any kind. Instead, course offerings relate to program evaluation or advanced clinical electives.

In 2008, the Council on Social Work Education's (CSWE) passed a new set of competency-based standards for all social work programs. Competencies are described as measurable practice behaviors comprised of knowledge, values, and skills. With regard to research education CSWE's Educational Policy 2.1.6 describes the following (CSWE, 2008, p. 5):

**EP 2.1.6: Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers demonstrate the following practice behaviors:

- use practice experience to inform scientific inquiry and

- use research evidence to inform practice.

This new competency and related practice behaviors, adopted by the GRC MSW program, allows for greater flexibility with regard to curriculum and pedagogical perspectives.

In order to best meet the needs of the social work profession, future practitioners, and in light of the aforementioned factors impacting the current Master's Project curriculum, the Faculty at the GRC MSW program request the following change in the 6-credit sequence:

Combine elements of SWK 630 (MP Development) and SWK631 (MP Implementation) into a new 3-credit Master's thesis course offered in students' final spring semester. This course would focus on a topic relevant to the student and her/his field of practice. Original research would not be the focus of this course. Instead, it would primarily consist of a literature review related to a social work practice issue/topic. As a thesis, students will work to develop, as exhaustively as possible, exploration of their thesis topic. The expectation is that at minimum there will be at least 30 high quality citations, demonstrating both depth and breadth in the subject. The thesis will address all major aspects of the MSW curriculum. In addition the thesis will cover all ten areas of the Programs's accrediting body (Council on Social Work Education) educational standards. The specific competencies and practice behaviors are included at the end of the proposed master's thesis syllabus attached to this proposal. In brief, each thesis must have a section on the following:

- Cultural considerations – with wide coverage i.e. Sexuality, ethnicity, spirituality etc.
- Human Behavior in the Social Environment considerations –across five systems
- Social Welfare Policy considerations
- Practice (field) considerations- across five systems (individual, family, etc.) to the extent this makes sense. This includes coverage of interventions that are widely used or are promising in addressing this social work area.
- Research considerations in the form of demonstrated in-depth analysis of quantitative, qualitative and perhaps mixed methods studies that relate to the topic. The research needs to be presented with a critical eye- specifically the student will need to demonstrate the ability to assess and evaluate the research found in the literature.
- Each student must independently complete and pass the CITI and submit proof of such in an appendix.
- NASW Code of Ethics applications/understandings.
- A section on integration of the above with specific content as it relates to the student's concentration.

The student will be expected to address conclusions drawn from the research and the findings compared to the literature. The students will also be required to make recommendations for the service delivery system and policy makers as well as how will this work directly influence their practice as a social worker.

2. The previous MP Development course (SWK 630) offered during the fall semester would be replaced by a clinical interventions course. The decision to drop the class SWK 630- Master's project development and replace it with a clinical class comes from a combination of data sources. As noted previously, the most recent program review by our accrediting body (CSWE) noted that the program exceeds the amount of research content in the curriculum. Survey from alumni noted a wish for more clinical practice courses and less research. Focus group data from current students and course evaluations of SWK 630 from past the few years noted that the course was not delivering what students believed they needed to be successful in today's workplace—findings supported by recent alumni.

The focus group data noted several topics such as group work and trauma informed practice as areas that there was not enough content on, hence the development of a rotational model in advanced clinical practice.

According to CSWE’s Educational Policy and Accreditation Standards (EPAS) (2008), clinical social work is a “specialty within the practice of social work” and “builds on professional values, ethics, principles, practice methods, and the person-in environment perspective of the profession. It reflects the profession’s mission to promote social and economic justice by empowering clients who experience oppression or vulnerability. Clinical social work requires the professional use of self to restore, maintain, and enhance the biological, psychological, social, and spiritual functioning of individuals, families, and groups. The practice of clinical social work requires the application of advanced clinical knowledge and clinical skills in multidimensional assessment, diagnosis, and treatment of psychosocial dysfunction, disability, or impairment including emotional, mental, and behavioral disorders, conditions, and addictions” (p. 3). It is “grounded in the values of the profession: Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice” (p 3-4). (NASW, 1999).

This proposed course advances the theoretical knowledge and clinical practice skills in a clinical setting. Each semester, topics will be chosen which focus on a specific specialty area within social work practice. While the focus of the course can change to meet the needs of the profession, the faculty would like to begin this new course with a focus on developing skills for creating, facilitating, and maintaining groups in social work practice. The attached syllabus outlines the importance of these skills along with objectives to be attained. Other topics proposed for this course in the future include mental health recovery, interventions with families, and crisis interventions.

**3) Curriculum outline of the current program and of the proposed revised curriculum, with changes in program (e.g., courses added, deleted) clearly noted.**

**The four tables below highlight current and proposed changes during an MSW student’s final two semesters where Master’s Project (SWK 630 and SWK 631) courses are currently offered and the proposed changes. These changes would affect the 39 credit advanced standing program (full & part time) and the 60 credit program (full & part time).**

Current 39-credit Advanced Standing full time [Final 2 semesters]				Proposed 39-credit Advanced Standing full time [Final 2 semesters]			
SWK 601	Social Work Practice III: Family and Community Practice Or	3	Fall (final fall semester)	SWK 601	Social Work Practice III: Family and Community Practice Or	3	Fall (final fall semester)
SWK 602	Social Work Practice III: Interdisciplinary			SWK 602	Social Work Practice III: Interdisciplinary		

	Health Care Practice I				Health Care Practice I		
SWK 610	Field Practicum and Seminar III	4	Fall (final fall semester)	SWK 610	Field Practicum and Seminar III	4	Fall (final fall semester)
SWK 620	Advanced Social Welfare Policy: Families and Communities	3	Fall (final fall semester)	SWK 620	Advanced Social Welfare Policy: Families and Communities	3	Fall (final fall semester)
SWK 621	Advanced Social Welfare Policy: Interdisciplinary Health Care			SWK 621	Advanced Social Welfare Policy: Interdisciplinary Health Care		
SWK 630	Master's Project Development	3	Fall (final fall semester)	<b>SWK ---</b>	<b>Clinical Interventions Course</b>	<b>3</b>	<b>Fall (final fall semester)</b>
	Elective	3	Fall (final fall semester)		Elective	3	Fall (final fall semester)
Total		16	Fall (final fall semester)	Total		16	Fall (final fall semester)
SWK 603	Social Work Practice IV: Family and Community Empowerment, Advocacy and Development	3	Spring (final spring semester)	SWK 603	Social Work Practice IV: Family and Community Empowerment, Advocacy and Development	3	Spring (final spring semester)
SWK 604	Social Work Practice IV: Interdisciplinary Health Care Practice II			SWK 604	Social Work Practice IV: Interdisciplinary Health Care Practice II		
SWK 611	Field Practicum and Seminar IV	5	Spring (final spring semester)	SWK 611	Field Practicum and Seminar IV	5	Spring (final spring semester)
SWK 631	Master's Project Implementation	3	Spring (final spring semester)	<b>SWK 631</b>	<b>Master's Thesis</b>	<b>3</b>	<b>Spring (final spring semester)</b>
	Elective	3	Spring (final spring semester)		Elective	3	Spring (final spring semester)
Total		14	Spring (final spring semester)	Total		14	Spring (final spring semester)
Total		39		Total		39	

Credits				Credits			
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Current 39-credit Advanced Standing part time [Final 2 semesters]				Proposed 39-credit Advanced Standing part time [Final 2 semesters]			
SWK 610	Field Practicum and Seminar III	4	Fall (final fall semester)	SWK 610	Field Practicum and Seminar III	4	Fall (final fall semester)
SWK 630	Master's Project Development	3	Fall (final fall semester)	<b>SWK ---</b>	<b>Clinical Interventions Course</b>	<b>3</b>	<b>Fall (final fall semester)</b>
Total		7	Fall (final fall semester)	Total		7	Fall (final fall semester)
SWK 611	Field Practicum and Seminar IV	5	Spring (final spring semester)	SWK 611	Field Practicum and Seminar IV	5	Spring (final spring semester)
SWK 631	Master's Project Implementation	3	Spring (final spring semester)	<b>SWK 631</b>	<b>Master's Thesis</b>	<b>3</b>	<b>Spring (final spring semester)</b>
Total		8	Spring (final spring semester)	Total		8	Spring (final spring semester)
Total Credits		39		Total Credits		39	

Current 60-credit full time [Final 2 semesters]				Proposed 60-credit full time [Final 2 semesters]			
SWK 601	Social Work Practice III: Family and Community Practice Or	3	Fall (final fall semester)	SWK 601	Social Work Practice III: Family and Community Practice Or	3	Fall (final fall semester)
SWK 602	Social Work Practice III: Interdisciplinary Health Care Practice I			SWK 602	Social Work Practice III: Interdisciplinary Health Care Practice I		
SWK 610	Field Practicum and Seminar III	4	Fall (final fall semester)	SWK 610	Field Practicum and Seminar III	4	Fall (final fall semester)
SWK 620	Advanced Social Welfare Policy: Families and Communities	3	Fall (final fall semester)	SWK 620	Advanced Social Welfare Policy: Families and Communities <i>or</i>	3	Fall (final fall semester)



SWK 621	<i>or</i> Advanced Social Welfare Policy: Interdisciplinary Health Care			SWK 621	Advanced Social Welfare Policy: Interdisciplinary Health Care		
SWK 630	Master's Project Development	3	Fall (final fall semester)	<b>SWK ---</b>	<b>Clinical Interventions Course</b>	<b>3</b>	<b>Fall (final fall semester)</b>
	Elective	3	Fall (final fall semester)		Elective	3	Fall (final fall semester)
Total		16	Fall (final fall semester)	Total		16	Fall (final fall semester)
SWK 603	Social Work Practice IV: Family and Community Empowerment, Advocacy and Development <i>or</i> Social Work Practice IV: Interdisciplinary Health Care Practice II	3	Spring (final spring semester)	SWK 603	Social Work Practice IV: Family and Community Empowerment, Advocacy and Development <i>or</i> Social Work Practice IV: Interdisciplinary Health Care Practice II	3	Spring (final spring semester)
SWK 604				SWK 604			
SWK 611	Field Practicum and Seminar IV	5	Spring (final spring semester)	SWK 611	Field Practicum and Seminar IV	5	Spring (final spring semester)
SWK 631	Master's Project Implementation	3	Spring (final spring semester)	<b>SWK 631</b>	<b>Master's Thesis</b>	<b>3</b>	<b>Spring (final spring semester)</b>
	Elective	3	Spring (final spring semester)		Elective	3	Spring (final spring semester)
Total		14	Spring (final spring semester)	Total		14	Spring (final spring semester)
Total Credits		60		Total Credits		60	

Current 60-credit part time [Final 2 semesters]				Proposed 60-credit part time [Final 2 semesters]			
SWK 610	Field Practicum and Seminar III	4	Fall (final fall semester)	SWK 610	Field Practicum and Seminar III	4	Fall (final fall semester)
SWK	Master's	3	Fall	<b>SWK ---</b>	<b>Clinical</b>	<b>3</b>	<b>Fall</b>

630	Project Development		(final fall semester)		Interventions Course		(final fall semester)
Total		7	Fall (final fall semester)	Total		7	Fall (final fall semester)
SWK 611	Field Practicum and Seminar IV	5	Spring (final spring semester)	SWK 611	Field Practicum and Seminar IV	5	Spring (final spring semester)
SWK 631	Master's Project Implementation	3	Spring (final spring semester)	SWK 631	Master's Thesis	3	Spring (final spring semester)
Total		8	Spring (final spring semester)	Total		8	Spring (final spring semester)
Total Credits		60		Total Credits		60	

**4) Course outlines for new courses. Indicate prerequisites, the frequency with which the course is offered, and the name, faculty rank, and status of the instructor(s).**

1. Draft syllabus for proposed 3-credit Master's Thesis course (SWK 631) to be offered every spring semester starting spring, 2013. Faculty instructors will include Dr. Elizabeth Russell, Dr. Jed Metzger, Dr. Carol Brownstein Evans, all tenured or tenure-track faculty members.

2. Draft syllabus for proposed 3 credit clinical interventions course (SWK ---) to be offered every fall semester starting fall, 2012. Faculty instructors will include Dr. Elizabeth Russell, Dr. Jed Metzger, Dr. Carol Brownstein Evans, all tenured or tenure-track faculty members.

**5) For new faculty teaching new courses, provide brief résumé(s). If no new faculty are required, please state.**

No new faculty required.

**6) Description of any additional costs. If none, please explain.**

No additional resources are required for this proposed change.

**7) Effective date of the change in the program. If the current program needs to remain registered until students have graduated (or have been otherwise accommodated), please indicate the anticipated effective date of discontinuance by which time all matriculants will have cleared the program.**

The effective date of change would be May 1, 2012. This change would affect currently enrolled and incoming advanced standing students during the fall, 2012 semester.

**Supporting documentation:**

- 1. Letter from J. Dauenhauer, Chair, Social Work (cover letter)**
- 2. Letter from D. Scheidt, Dean, School of Education and Human Services**

### **3. Letter from S. Seem, Asst to Provost for Graduate Education and Scholarship**

#### **Other:**

- 1. SWK 631 Master's Thesis syllabus**
- 2. SWK - - Clinical Interventions course (**

Jason Dauenhauer

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Date: Thu, 23 Feb 2012 23:52:16 -0500

From: "Scheidt, Douglas" <dscheidt@brockport.edu>

Subject: RE: Support for MSW master's project curriculum change

To: "Dauenhauer, Jason" <jdauenha@brockport.edu>

Please be aware that I support the revision of the MSW program to align it with CSWE accreditation guidelines and the review of similar MSW programs.

Douglas M. Scheidt, Ph.D.  
Dean, School of Education & Human Services  
SUNY College at Brockport  
350 New Campus Drive  
Brockport, NY 14420

Voice: 585.395.2510

Fax: 585.395.2172

Support from S. Seem



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

**Graduate Education and Scholarship**

Date: 2/23/12

To: Jason Dauenhauer,  
Chair, Social Work

From: Susan Seem,  
Assistant to the Provost for Graduate Education and Scholarship

Re: Proposal for modification of the Master's project sequence

I am in full support of the proposed redesign of the master's project course sequence. The reduction in the research requirement from 6 credits to 3 credits aligns the master's social work program with their accreditation requirements and peer program requirements. The creation of a clinical intervention course for 3 of the 6 credits currently required in research aligns with the program's accreditation requirement of competency based practice and addresses current students and alumni feedback for the need for additional coursework in clinical interventions.

**Greater Rochester Collaborative MSW Program  
SWK 631 Masters Project Thesis  
Spring 2013**

*Professor:*

*Phone:*

*Email:*

*Office Hours: By appt.*

*Meeting Day:*

*Meeting Time:*

## **I. Course Description:**

This course supports students in the implementation and evaluation of their Master's Project Thesis. As a capstone course, students are expected to select a social work practice issue/topic within their concentration (family and community or interdisciplinary health practice) and apply it each of the 10 core competencies as outlined by the Council on Social Work Education. The course will be based on a seminar format with specific tasks and topics to be covered coming from the needs of the class in relation to their selected issues. Students will read and critique the projects of class peers before they are submitted to the faculty. Students will also develop a research colloquium to present their work at the end of the semester.

## **II. Course Rationale:**

Developing, writing, and evaluating projects are critical skills for social workers. This course will help students implement and evaluate their master's thesis.

## **III. Course Objectives:**

Upon completion of the course students are expected to be able to demonstrate ability to:

1. Develop and evaluate a master's thesis in a manner that reflects the values and ethics of the profession (FC & IHC core competencies 2.1.7, 2.1.10(d)).
2. Integrate theory, practice, and research skills in the thesis (FC & IHC core competencies 2.1.7, 2.1.10(d)).
3. Present the core of the proposed thesis in a master's thesis symposium (FC & IHC core competencies 2.1.7, 2.1.10(d)).
4. Work collaboratively with colleagues in reviewing, providing feedback, and engaging in the preparation of the presentation of the thesis (FC & IHC core competencies 2.1.7, 2.1.10(d)).
5. Engage in practice or program evaluation that helps advanced professional practice with an advanced consideration of the impact on historically oppressed people, social and economic justice, community collaboration, empowerment, and integrated practice (FC & IHC core competencies 2.1.7, 2.1.10(d)).

## **IV. Liberal Arts Perspective**

Students are expected to access knowledge acquired throughout their educational experience to guide their involvement in this course. Students will draw on scholarly works across academic disciplines including sociology, philosophy, psychology, history, political science, and economics when completing this project.

#### *V. Professional Purpose & Values*

Developing professional social work values and a professional knowledge base are key goals for this class. These skills include, but are not limited to, application of theory to assessment and intervention and professional presentation of written and verbal material.

#### *VI. Social and Economic Justice*

Students' projects should pay special attention to how intentional and unintentional forms of social and economic injustice impact and influence the topic of their proposal. Students are expected to consider the implications of their project to address or impact issues of social and economic justice.

#### *VII. Human Diversity and Vulnerable Populations*

Students' projects should pay special attention to how diversity and cultural competence issues impact or are a part of the topic of their proposal. Students are expected to consider the implications of their project to address or impact issues of human diversity or services to vulnerable populations.

#### *VIII. Linkages to Other Courses in the Social Work Curriculum*

This course is a capstone course in the student's educational process. It builds upon the foundation year curriculum and integrates the advanced generalist concentration curriculum and field experience of the second year.

#### *IX. Expectations*

Students and Instructor are expected to work together to create an environment conducive for optimal learning. This includes but is not limited to respecting the rights, beliefs, and opinions of each member of the community. One need not agree with each other, and spirited academic debate is encouraged, but it must be conducted in a respectful fashion. Students are expected to come prepared to class having done the reading and considered the material to be explored in class. The teacher is expected to come to class with prepared lecture, exercises, and related teaching materials to involve the students in the course material. Students are expected to take responsibility for their own learning within the context of the syllabus. The teacher is expected to assemble the syllabus and to use this as a framework for the course.

#### *X. Academic Integrity*

Education cannot take place in the absence of trust. Students are expected to abide and conduct themselves by the codes of academic integrity for SUNY Brockport and Nazareth College. The student or students responsible for a paper or presentation must be the sole authors of the assignment. No paper or assignment may be submitted to fulfill the

requirements of more than one course (though ideas from one course may inform assignments for multiple classes). In all assignments students must pay particular attention to proper citation according the APA guidelines. Students unfamiliar with these guidelines are responsible for obtaining them. Papers that contain or are suspected of containing plagiarized material will be penalized and may result in disciplinary action.

## **XI. Teaching Methods:**

Consultation and seminar

## **XII. Students needing Accommodations**

If you have a disability that requires an accommodation or an academic adjustment, please notify the instructor as soon as possible. You may also wish to consult with the Nazareth College Office for Students with Disabilities at

[http://www.naz.edu/dept/students\\_disabilities](http://www.naz.edu/dept/students_disabilities) . Documentation of a disability must be on file with that office before an accommodation can be made.

## **XIII. Required Texts:**

American Psychological Association (2010). *Publication manual of the American psychological association*. (6<sup>th</sup> edition). Washington, DC: APA

Beebe, L. (1993). *Professional writing for the human services*. Washington, DC: NASW Press.

Locke, L. F., Spirduso, W.W. & Silverman, S. J. (2000). *Proposals that work: a guide for planning dissertations and grant proposals*. Thousand Oaks, CA: Sage (Fourth edition)

Additional readings posted on the Angel course site notes as “ERS” in syllabus.

Students are expected to have their poster presentation for the Master’s Thesis Symposium printed through a Nazareth College or SUNY Brockport campus resource or other appropriate site.

## **XIV. Recommended Texts:**

These texts are not required and a student does not need to purchase them. However, students will find these as useful supplemental reading on specific topics.

Abu-Bader, S. (2006). *Using statistical methods in social work practice: A complete SPSS guide*. Chicago: Lyceum.

Creswell, J. W. (2009). *Research design: qualitative, quantitative and mixed method approaches*. Thousand Oaks, CA: Sage (Third edition)

## **XV. Course Content**

There is no specific content for this seminar. The seminar will serve to support students in implementing their projects. Topics will be covered that become relevant to students in the implementation and evaluation of their projects.



## *XVI. Methods of Evaluation*

Each student or student group is expected to submit a final project the faculty for approval. The grade for the course will be determined by the quality of the project and of professional participation.

Project	70% total- individual grade on thesis
Profession contribution to class	10%
Poster	20%

## **XVII. Criteria for Evaluation**

The following criteria can be used by the student as a guideline for self-evaluation as work is being planned and written for either an oral or a written presentation. The instructor in evaluating work, which is submitted for evaluation and feedback, uses these same criteria.

### **A. PRESENTATION AND ORGANIZATION**

Work follows a systematic progression of thought and it follows appropriate rules of presentation such as one inch margins, double-spacing, a title page, proper citations, numbering of pages, complete sentences, proper use of headings and subheadings, and minimum spelling and typographical errors. The degree to which the presentation is imaginative, captivating, and engaging will also be considered.

### **B. CONCEPTUAL CLARITY**

When using theoretical concepts, clear definitions of each concept are given and they are used within a context appropriate for their meaning and purpose. Your Grade will be determined on the basis of your ability to move across a continuum of abstraction to concreteness, dealing systematically with material and dealing with the parts as well as with the whole.

### **C. THEORY/PRACTICE INTEGRATION**

Theoretical discussion and practice illustrations from one's own practice can be found informing each other throughout the paper or presentation. They are woven together rather than presented in separate sections of the paper/presentation. Use your own practice or experience. Refer to other practice examples only when necessary. Make the presentation real for both yourself and the reader.

### **D. USE OF LITERATURE**

All major points and discussions are supported by specific and relevant literature. It is evident that assigned reading for the course has been covered and integrated into the various views of the topic at hand. Evidence of search for literature relevant for the topic has been engaged in. A List of References using APA format is included at the end of the assignment.

### **E. CRITICAL THINKING/ DEPTH OF ANALYSIS/ CREATIVITY**

Information from literature or class is not simply regurgitated but is also used for reflection and is "played" with as to how the ideas influence one's work and one's life. Some discovery of new ideas, challenges to ideas as they are presented by other authors and/or new insights are offered. There is evidence of analytic depth, which captures underlying social work values, beliefs and/or related issues. Grade will be determined by the way you interact with ideas, brings to bear **your** thinking in evaluating ideas, comparing or contrasting ideas, or utilizing conceptual models as a means of evaluating and critiquing ideas.

## F. GRADING

**Letter grades are assigned according to the following scale:**

**A, A-** Superior and exceptional work which meets a level of professional competence and expertise worthy of publication and/or public presentation. All criteria have been met at a high standard.

95-100	A
94-90	A-

**B+, B, B-** Average to above average work demonstrating occasional examples of excellence. At least three of the five criteria have been met at a high level of competence.

89-87	B+
86-84	B
83-80	B-

**C+, C** Barely adequate work which minimally meets professional standards of competence. Some criteria have not been met; others are included at an average or minimal level of competence. Student may have to repeat course.

79-77	C+
76-74	C
Below 74	F

**I** Incomplete work. Due to circumstances beyond the control of the student, course work or assignments are not completed during the quarter. This grade cannot be given to raise a grade. (Time management is considered within the control of the student). This grade is not an automatic process; you must consult with the instructor as soon as you foresee a problem completing the requirements.

**Professional accountability will be based on the following criteria.**

Engagement: The appropriate, respectful, and relevant participation in one's own learning as well as contributions to the learning of others.

Integration: The demonstration of efforts to make connections, both conceptual and practical, between the course curriculum and your experience.

Attendance: It is the policy of the program that attendance is required at all class sessions. Credit will be lost for more than one absence per semester. Participation in class discussions is contingent upon attendance and can be used to affect your grade.

Timeliness: Completion of assignments on date due, including coming to class prepared to discuss and apply assigned readings.

**Academic Standards:** The GRC MSW Program evaluates performance in four general areas: 1) basic abilities to acquire professional skills; 2) mental and emotional abilities; 3) professional performance skills and 4) scholastic performance. Both professional behavior and scholastic performance comprise academic standards. The *Standards for Evaluating Academic Performance* are specified in the Student Handbook. These standards are utilized in assessing student' academic performance in meeting course expectations.

**Class schedule**

<b>Week</b>	<b>Course Content</b>	<b>Activity</b>
<b>1/23</b>	Overview of semester, review of Master's thesis titles	<ul style="list-style-type: none"> <li>• review of Master's thesis titles</li> <li>• Large group discussion defining scope and methods of course</li> </ul>
<b>1/30</b>	<p>First Steps: The Prospectus. Begin to discuss topics and begin to develop sections of prospectus due week 3.</p> <p>Read: Beebe: Part One, Locke: Chap One</p>	<ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Mini-lecture on purpose &amp; content of proposals, formulating questions and problem statements</li> </ul>
<b>2/6</b>	<p>Topic: Literature Review, Tables and References</p> <p style="text-align: center;"><b>PROSPECTUS DUE</b></p> <p>Developing Proposals: 1-3 page prospectus on your proposal. This should include a problem statement and rationale for choosing your topic, an overview of the thesis, a preliminary review of the literature, and the methodology you are considering.</p> <p>Read: Elements of a Proposal (ERS), Locke: Chap three</p>	<ul style="list-style-type: none"> <li>• Lecture: Putting it all together- the proposal</li> <li>• 1:1 consultation to discuss prospectus development and literature review development</li> </ul>
<b>2/13</b>	<u>Meet as class</u> – Topic: Literature	<ul style="list-style-type: none"> <li>• Continued 1:1</li> </ul>

	<p>Review and Next steps</p> <p>By this time, you should have a good beginning on a written <u>Literature Review</u>.</p> <p>Read: Beebe Part Three</p>	<p>consultation to discuss prospectus development and literature review development</p> <ul style="list-style-type: none"> <li>• Work on gathering literature and tables</li> <li>• Lecture- How to determine rigor in literature</li> </ul>
<b>2/20</b>	<p>Protecting Human Subjects CITI certification completed in class following film on use of human subjects</p> <p>Read: Locke Chap. two</p>	<ul style="list-style-type: none"> <li>• Small group feedback process</li> <li>• Mini-lecture on protecting human subjects, securing institutional buy-in, and the necessary resources to implement project</li> </ul>
<b>2/27</b>	<p>Ensuring coverage across all areas of the curriculum Read: Locke: Chap. four</p>	<ul style="list-style-type: none"> <li>• Work on showing integration across curriculum areas</li> </ul>
<b>3/5</b>	<p>individual team meeting time- sign up on faculty door Read: Locke Chap. six</p>	<ul style="list-style-type: none"> <li>• Students should have about ten pages and 15 references</li> </ul>
<b>3/12</b>	No class- spring break ☺	
<b>3/19</b>	Individual –Bring rough draft of thesis	<ul style="list-style-type: none"> <li>• Students should be prepared to show development of thinking and come with questions about areas that they feel need to be strengthened</li> </ul>
<b>3/26</b>	Class- bring 4 copies of the abstract-small group feedback. Cover basics of poster design	<ul style="list-style-type: none"> <li>• Learn to construct a professional poster presentation</li> </ul>
<b>4/2</b>	Final copy of the abstract due for MT booklets. Meet to exchange rough drafts of the paper- bring four copies	<ul style="list-style-type: none"> <li>• Give and accept peer feedback on your thesis</li> </ul>
<b>4/9</b>	Meet as a class - use small groups to give feedback on poster and paper. Bring rough draft of poster.	<ul style="list-style-type: none"> <li>• Give and accept peer feedback on your thesis</li> </ul>
<b>4/16</b>	Draft of paper due, send 8 x 11 of poster to readers	<ul style="list-style-type: none"> <li>• Class discussion regarding elements of the thesis paper and process for having large poster printed</li> </ul>
<b>4/23</b>	Dry run of Symposium in regular classroom and course evaluation	<ul style="list-style-type: none"> <li>• Practice presenting thesis project and role play Q and A</li> </ul>
<b>4/30</b>	Instructor available in class time for	

	any last minute assistance. MP Poster Session !!!! Set up 5pm, class photo 5:30 6-7pm Symposium 7:30 reception ** Final paper due**	
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## **Master's Thesis Poster**

### *Format and Guidelines*

#### **What is a poster presentation?**

A poster presentation is a visual layout of your project that parallels the organization and content that you would present orally or in a formal journal submission. Most regional and national organizations are more likely to accept individual studies/projects for presentation during poster sessions than during a panel sessions or symposia.

#### **What is included in a poster?**

The various sections of your paper, namely abstract, introductions, rationale, method/project design, sample/participants, results/outcomes are typed, electronically reproduced and attached to a large (approximately 3 X 5 foot) poster board.

#### **How is a poster session organized?**

Posters are usually grouped around a particular theme (e.g., social work in schools, GLBT issues, qualitative methods in social work, program evaluation). You will be expected to stand beside your poster and discuss it with members of the audience as they wander by. This lasts for about an hour to an hour and a half.

What are some general guidelines for the format?

1. The type size must be readable at a distance of 2-3 feet away.
2. The title and author(s) page should be a type size much larger than the rest of the poster and should be capable of being read at a distance of 15-20 feet away.
3. Handouts of the complete presentation or a summary of the project (1-3 pages) must be available at the poster site.

*Poster preparation pointers:*

1. To decide what goes into your poster, first set some page or word limits. Create it as a power point document.
2. Try to limit your pages to a maximum of one page for the intro and rationale; two pages for the method/project design; one to two pages to discuss your results/outcomes; no more than 2-3 tables or figures; and one page for a discussion. (sometimes results/outcomes and discussion can be combined).
3. As a rule, keep each section (abstract, intro, etc.) on a separate page. Be concise and clear (Your readers will want to walk by, read the paper quickly and get the gist)
4. Prepare your poster elements as typed pages with enlarged print headings. The visual appearance of your poster makes an important statement that complements its written content. Feel free to enhance your poster with color, illustration, quotes/excerpts, and video and/or props from your project (but remember that taste, clarity, and ease of reading are the most important elements).

Master Project Poster Symposium Evaluation Sheet

Student Name(s) \_\_\_\_\_

Reviewer's Name \_\_\_\_\_

Reviewer's phone number or e-mail \_\_\_\_\_

\*\*\*\*\*

Thank you for participating in this collaborative evaluation process. The following criteria will be used in the evaluation of the master project poster session. Feel free to ask presenters questions or provide comments regarding their projects. A total of 100 points can be assigned. Each reviewer should rate the poster session independently. The professor for the course, as well as an additional faculty member or community expert, will also rate the session. If there is significant disagreement between reviewers (more than 10 points), the professor will request a consultation between the reviewers. If the total points assigned are within 10 points, the points will be averaged and the student will be assigned a grade based on the program's grading policy.

**Intro/Problem Statement (10 points)**

- Does the poster clearly reflect what the student(s) explored and evaluated in this thesis?
- Does the author justify the thesis?
  - Why is this an important area in social work?
  - Did they support their statement with previous research?
- Does the poster refer to the agency or community based need the thesis is addressing?
- Are the major concepts of the thesis clearly presented?

Points \_\_\_\_\_

**Specific Aims of Project (15 points)**

- Does the poster highlight how the thesis can contribute to the field (theoretically, empirically or at the practice level)?

Points \_\_\_\_\_

**Literature review (45 points)**

- Does the poster address all aspects of the curriculum?
- Is the review of the research based literature substantial?
- Does the review reflect a comprehensive review of the topic?

Points \_\_\_\_\_

**Discussion (15 points)**

- Were there appropriate conclusions drawn?

- Where there recommendations given to policy makers, administrators, program/service recommendations, practitioners, etc.?
- Were the project's limitations discussed?

Points \_\_\_\_\_

**Critical Thinking/Depth of Analysis/Creativity (15 points)**

- Is there evidence of analytic depth, which captures underlying social work values, beliefs and/or related issues?
- Was there originality in the thesis?

Points \_\_\_\_\_

**TOTAL** \_\_\_\_\_

**Thank you.**

**Please return your evaluation to Dr. Elizabeth Russell, Dr. Carol Brownstein-Evans,  
Dr. Jed Metzger.**

**There is also a drop box at the front table.**



The actual Master's Thesis is a student generated project that performs a comprehensive understanding of an issue related to the wide world of social work. As the scope is large, close work on development with your instructor is essential. Once the topic is selected, the development of the thesis needs to adhere to the format listed below:

### **Format For Final Master's Thesis (After Title Page)**

**The outline below has headings in proper APA levels which you should use as presented.**

***Title Page (per GRCMSW Template for papers)***

#### *Abstract*

The abstract should be approximately 120-150 words. Describe the problem under investigation, pertinent characteristics of your participants, procedures, findings/results, conclusions and implication (about one sentence for each item. The abstract should be written AFTER you have written the paper. The abstract is a few short sentences that are a "brief" comprehensive summary of the contents of the paper (APA, 2010, p. 25). It includes the purpose of the paper and the key concepts and theories that are included in it. It should be no more than 120-150 words, one paragraph, with no indent. The abstract uses a level one heading.

#### *Introduction*

This is the section in which you discuss and clearly define what you investigated. Why do you think it is an important area for social work or human services? What motivated you to investigate this topic?

#### *Literature Review*

Your literature review is where you discuss findings/outcomes and limitations of previous research, what gaps exist in previous research, and how literature assists you in informing your thesis. The literature review is a major part of your final Master's thesis. It should be as close to exhaustive as possible, comprising at least 30 or more citations, depending on your subject area. The review should address all major aspects of the MSW curriculum: The thesis should reflect all ten areas of the E-PAS standards, although does not necessarily have to address each practice behavior. Key terms and concepts should be individual defined and explored. Each thesis must have a section on the following:

- Cultural considerations – with wide coverage i.e. Sexuality, ethnicity, spirituality ect.
- Human Behavior in the Social Environment considerations –across five systems
- Social Welfare Policy considerations
- Practice (field) considerations- across five systems to the extent this makes sense. This includes coverage of interventions that are widely used or are promising in addressing this social work area.
- Research considerations in the form of demonstrated in-depth analysis of quantitative, qualitative and perhaps mixed methods studies that relate to your topic. Your assessment of the available research needs to attend to the material with a critical eye- making comment on the relative strength of the various studies. Specifically you need to demonstrate the ability to assess and evaluate the research related to your topic.
- **Please note**, each student must independently take the Student must also complete and pass the CITI and submit proof of such in an appendix.
- NASW Code of Ethics applications/understandings.
- A section on integration of the above with specific content as it relates to your concentration.

## **Key Informants and Relationship with Agency** *(if agency based)*

Who were the major informants for your project? If they were associated with an agency, what is your relationship with that agency and the population it serves? What agency or community based need is your project fulfilling?

## *Discussion*

### **Conclusions**

What conclusions can be drawn from your research and how do your findings compare to the literature? What are the major findings you have discovered based on analysis of your data? All data presented in your results/findings section is worthy of discussion.

### **Recommendations and Implications**

Here is where you make recommendations to your professional audience about your study. What do your findings potentially mean for the service delivery system, policy makers as well as participants? How will this work directly influence your own practice as a social worker?

### **Limitations**

What are the limitations and weaknesses of your study? What would you do differently, and what recommendations would you have for future researchers? How would you strengthen the validity of your study? Provide a critique of the process as a whole.

## **References**

Follow APA format for all references. All references to citations in your proposal are listed here, APA style. You may well have more references than you had in your fall proposal. You should make sure your literature review is complete and your findings might suggest that you examine a bit more literature.

## **Appendices**

Attach a copy of the instrument of interview guide, consent form, budget and any other pertinent materials). Sometimes you will put some of your data tables here after reporting the results in the text earlier in the proposal, and reference the Appendix.

## **APA Headings:**

### *Level*

1 **Centered, Boldface, Uppercase and Lowercase Heading**

2 **Flush Left, Boldface, Uppercase and Lowercase Heading**

3 **Indented, boldface, lowercase paragraph heading with period.**

4 *Indented, boldface, italicized, lowercase paragraph heading with period.*

5 *Indented, italicized, lowercase paragraph heading with period.*

**Family & Community Concentration Core Competencies**

<b>Core Competency</b>	<b>F &amp; C Knowledge</b>	<b>F &amp; C Practice Behaviors</b>
<b>2.1.1</b> Identify as a professional social worker	Recognize the importance of the therapeutic and collaborative relationship, the person-in-environment and strengths perspectives, the professional use of self across the five client systems, and adherence to ethical guidelines of professional behavior	<ul style="list-style-type: none"> <li>• Demonstrate professional use of self.</li> <li>• Utilize and identify professional strengths, limitations, and challenges.</li> <li>• Develop, manage and maintain therapeutic and collaborative relationships with clients within the person-in-environment and strengths perspectives.</li> <li>• Work effectively within an interprofessional team.</li> </ul>
<b>2.1.2</b> Apply social work ethical principles to guide professional practice	Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers at the concentration level of practice can provide leadership from an ethics-based perspective.	<ul style="list-style-type: none"> <li>• Employ strategies of ethical reasoning to address dilemmas in F &amp; C practice.</li> <li>• Effectively manage professional boundaries.</li> </ul>
<b>2.1.3</b> Apply critical thinking to inform and communicate professional judgments.	Social workers are able to integrate multiple forms of data into their professional roles, including theoretical perspectives and research findings. Social workers can effectively communicate psychosocial, clinical and evaluative data.	<ul style="list-style-type: none"> <li>• Evaluate, select and implement appropriate multidimensional assessment, intervention strategies and evaluation practice skills.</li> <li>• Integrate and communicate professional judgments to other social workers and to professionals from other disciplines in both verbal and written formats.</li> </ul>
<b>2.1.4</b> Engage diversity and difference in practice.	Social workers develop knowledge about diversity that increases their expertise and ability to work effectively with clients in ways tailored to specific needs. Social workers practice multidimensionally in policy, practice and other settings. Social workers recognize that no single solution may work equally well for all clients and therefore seek and integrate many facets of difference in	<ul style="list-style-type: none"> <li>• Address the cultural, spiritual and ethnic values and beliefs of client systems.</li> <li>• Translate cultural competence into practice skills of assessment, treatment planning &amp; intervention to enhance client well-being.</li> </ul>

	planning and practice.	
<b>2.1.5</b> Advance human rights and social and economic justice	Social workers advocate for inclusion of clients and convening of stakeholders to plan and develop programs, policies and laws related to serving clients and their families. To effect advocacy and needed change, social workers communicate effectively with multiple audiences in the community.	<ul style="list-style-type: none"> <li>• Understand the potentially challenging effects of economic, social, environmental and cultural factors in the lives of clients and client systems.</li> <li>• Understand strategies for advancing human rights and social and economic justice in domestic and global contexts.</li> <li>• Advocate at multiple levels for economic, employment, health, education and housing equality for diverse populations.</li> </ul>
<b>2.1.6</b> Engage in research-informed practice and practice-informed research.	Social workers use practice experience to inform research; employ evidence-based interventions; evaluate their own practice; and use research findings to improve practice, policy and social service delivery.	<ul style="list-style-type: none"> <li>• Conduct community assets and needs assessments.</li> <li>• Competently complete literature reviews.</li> <li>• Promote the use of research (including evidence-based practice, qualitative and quantitative studies) to evaluate and enhance the effectiveness of social work practice.</li> </ul>
<b>2.1.7</b> Apply knowledge of human behavior and the social environment	Social workers understand how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, cultural and spiritual). Social workers are familiar with diagnostic classification systems used in the formulation of a comprehensive assessment. Social workers understand how socio-cultural contexts influence the social construction of psychopathology and wellness.	<ul style="list-style-type: none"> <li>• Synthesize and differentially apply theories of human behavior and the social environment to guide social work practice.</li> <li>• Apply theories of human behavior and the social environment to guide social work in family and community practice settings.</li> </ul>
<b>2.1.8</b> Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	Social workers analyze, formulate, and advocate for policies that advance social well-being and collaborate with colleagues and clients for effective policy action on behalf of clients. Social workers know advocacy methods that contribute to	<ul style="list-style-type: none"> <li>• Identify the connection between clients, practice and both public and organizational policy in the lives of clients.</li> <li>• Advocate with and inform administrators and legislators to influence policies that affect clients and services.</li> </ul>

	effective policies that promote social and economic well-being.	
<b>2.1.9</b> Respond to contexts that shape practice	Social workers are familiar with specific aspects of relevant services and provide leadership to promote sustainable changes in the service delivery system and practice to meet the emerging needs of clients and client systems. Social workers address and proactively respond to evolving trends in cultural, technological, geographical, political, legal, economic and environmental contexts.	<ul style="list-style-type: none"> <li>• Work collaboratively with others to effect systemic change that is sustainable.</li> <li>• Advocate and engage with service providers, community organizations, policy makers, and the public to meet the current social context needs of clients and client systems.</li> </ul>
<b>2.1.10 (a-d)</b> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities		
<b>2.1.10 (a)</b> Engagement	Social workers integrate theoretical and empirical knowledge and involve the dynamic, interactive and reciprocal process of engagement with diverse populations.	<ul style="list-style-type: none"> <li>• Develop culturally responsive therapeutic and collaborative relationships.</li> <li>• Manage the dynamics and contextual factors that both strengthen and potentially threaten the working relationship.</li> <li>• Maintain a rapport that encourages client (s) to be equal participants in the working relationship.</li> </ul>
<b>2.1.10 (b)</b> Assessment	Social workers have the knowledge and skills to use multidisciplinary and multidimensional assessment methods. Advanced-level professionals select the most appropriate assessment tools and methods and also evaluate, adapt, and modify assessment tools and methods to enhance their validity in working with diverse groups across the five client systems.	<ul style="list-style-type: none"> <li>• Conduct comprehensive assessments.</li> <li>• Select and modify appropriate intervention strategies based on continuous assessment.</li> <li>• Administer and interpret standardized assessment and diagnostic tools.</li> <li>• Effectively contribute to interprofessional team practice.</li> </ul>
<b>2.1.10 (c)</b> Intervention	Social workers apply skills and use empirical and	<ul style="list-style-type: none"> <li>• Critically evaluate, select, and apply best practices and evidence-based interventions.</li> </ul>

	<p>theoretical knowledge when intervening with client systems using multiple modalities and strategies, and can match the intervention to the assessed needs.</p>	<ul style="list-style-type: none"> <li>● Collaborate with other professionals to coordinate interventions.</li> <li>● Effectively mobilize resources and assets to enhance client system capacity.</li> </ul>
<p><b>2.1.10 (d) Evaluation</b></p>	<p>Social workers apply skills to establish evidence-based evaluations founded on measurable goals, objectives and outcomes. Whether working collaboratively with or independently of other practitioners, social workers aim to ascertain the intended and unintended effects of interventions. Social workers apply multidisciplinary research skills to analyze, monitor and evaluate interventions across the five client systems. They communicate and disseminate evaluation results to intended audiences.</p>	<ul style="list-style-type: none"> <li>● Develop clear, timely, and appropriate intervention plans with measureable objectives and outcomes.</li> <li>● Based upon the results of evaluation, adjust interventions plans on a continuing basis and appropriately disseminate findings.</li> </ul>

Interdisciplinary Health Care Concentration Core Competencies

Core Competency	IDH Knowledge	IDH Practice Behaviors
<p><b>2.1.1</b> Identify as a professional social worker</p>	<p>Recognize the importance of the therapeutic and collaborative relationship, the person-in-environment and strengths perspectives, the professional use of self across the five client systems, and adherence to ethical guidelines of professional behavior</p>	<ul style="list-style-type: none"> <li>• Know, understand and operate within the professional social work scope of practice.</li> <li>• Demonstrate professional use of self with client systems.</li> <li>• Understand and identify professional strengths, limitations, and challenges.</li> <li>• Develop, manage and maintain therapeutic and collaborative relationships with clients within the person-in-environment and strengths perspectives.</li> <li>• Understand the perspective and values of social work in relation to working effectively with other disciplines in interdisciplinary team practice.</li> </ul>
<p><b>2.1.2</b> Apply social work ethical principles to guide professional practice</p>	<p>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers at the concentration level of practice can provide leadership from an ethics-based perspective.</p>	<ul style="list-style-type: none"> <li>• Apply ethical decision-making skills to issues specific to clinical social work in relation to all five client systems.</li> <li>• Employ strategies of ethical reasoning to address dilemmas in IDH practice.</li> <li>• Identify and use knowledge of relationship dynamics, including power differentials.</li> <li>• Recognize and manage professional boundaries, personal values and experiences as they affect the professional relationship in service of the clients' well-being.</li> </ul>
<p><b>2.1.3</b> Apply critical thinking to inform and communicate professional judgments.</p>	<p>Social workers are able to integrate multiple forms of data into their professional roles, including theoretical perspectives and research findings. Social workers can effectively communicate psychosocial, clinical and evaluative data.</p>	<ul style="list-style-type: none"> <li>• Engage in reflective practice.</li> <li>• Identify and articulate client strengths and vulnerabilities.</li> <li>• Evaluate, select and implement appropriate multidimensional assessment, intervention and practice evaluation tools.</li> <li>• Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</li> <li>• Communicate professional judgments to other social workers and to professionals from other disciplines in both verbal and written formats.</li> </ul>
<p><b>2.1.4</b> Engage diversity and difference in practice.</p>	<p>Social workers develop knowledge about diversity that increases their expertise and ability to work</p>	<ul style="list-style-type: none"> <li>• Address the cultural, spiritual and ethnic values and beliefs of client systems.</li> <li>• Research and apply knowledge of diverse populations to enhance client well-being.</li> <li>• Work effectively with diverse populations.</li> </ul>



	effectively with clients in ways tailored to specific needs. Social workers practice multidimensionally in policy, practice and other settings. Social workers recognize that no single solution may work equally well for all clients and therefore seek and integrate many facets of difference in planning and practice. Social workers know about the ways in which various dimensions of diversity affect a) explanations of illness, b) help-seeking behaviors and c) healing practices.	<ul style="list-style-type: none"> <li>• Identify and use practitioner/client differences from a strengths perspective in the working relationship.</li> </ul>
<b>2.1.5</b> Advance human rights and social and economic justice	Social workers advocate for inclusion of clients and convening of stakeholders to plan and develop programs, policies and laws related to serving clients and their families. To effect advocacy and needed change, social workers communicate effectively with multiple audiences in the community. Social workers understand the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations.	<ul style="list-style-type: none"> <li>• Understand the potentially challenging effects of economic, social, environmental and cultural factors in the lives of clients and client systems.</li> <li>• Understand strategies for advancing human rights and social and economic justice in domestic and global contexts.</li> <li>• Use knowledge of the effects of oppression, discrimination and historical trauma in global and domestic contexts on client and clients systems to guide treatment planning and intervention.</li> <li>• Advocate at multiple levels for economic, employment, health, education and housing equality for diverse populations.</li> <li>• Respect and promote clients rights to dignity and self-determination.</li> <li>• Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.</li> </ul>
<b>2.1.6</b> Engage in research-informed practice and practice-informed	Social workers use practice experience to inform research; employ evidence-based interventions; evaluate their own practice; and	<ul style="list-style-type: none"> <li>• Conduct community needs assessments that include the needs of the consumers of the services.</li> <li>• Complete literature reviews of the evidence base of the subject.</li> <li>• Evaluate the effectiveness of practice and programs in achieving intended outcomes.</li> </ul>

research.	use research findings to improve practice, policy and social service delivery.	<ul style="list-style-type: none"> <li>Promote the use of research) including evidence-based practice, qualitative and quantitative studies) to evaluate and enhance the effectiveness of social work practice.</li> </ul>
<b>2.1.7</b> Apply knowledge of human behavior and the social environment	Social workers understand how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, cultural and spiritual). Social workers are familiar with diagnostic classification systems used in the formulation of a comprehensive assessment. Social workers understand how socio-cultural contexts influence the social construction of psychopathology and wellness.	<ul style="list-style-type: none"> <li>Synthesize and differentially apply theories of human behavior and the social environment to guide social work practice.</li> <li>Be knowledgeable about assessment tools, their use and how to interpret results to effectively inform practice.</li> <li>Demonstrate understanding and the ability to critique practice assumptions which emerge from theoretical perspectives.</li> </ul>
<b>2.1.8</b> Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	Social workers analyze, formulate, and advocate for policies that advance social well-being and collaborate with colleagues and clients for effective policy action on behalf of clients. Social workers know advocacy methods that contribute to effective policies that promote social and economic well-being.	<ul style="list-style-type: none"> <li>Communicate to stake holders the implications of policies and policy change in the lives of clients.</li> <li>Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being.</li> <li>Advocate with and inform administrators and legislators to influence policies that affect clients and services.</li> </ul>
<b>2.1.9</b> Respond to contexts that shape practice	Social workers are familiar with specific aspects of relevant services and provide leadership to promote sustainable changes in the service delivery system and practice to	<ul style="list-style-type: none"> <li>Assess the quality of client interactions within their social contexts.</li> <li>Work collaboratively with others to effect systemic change that is sustainable.</li> <li>Advocate and engage with service providers, community organizations, policy makers, and the public to meet the needs of clients and client systems.</li> </ul>

	meet the emerging needs of clients and client systems. Social workers address and proactively respond to evolving trends in cultural, technological, geographical, political, legal, economic and environmental contexts.	
<b>2.1.10 (a-d)</b> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities		
<b>2.1.10 (a)</b> Engagement	Social workers integrate theoretical and empirical knowledge and involve the dynamic, interactive and reciprocal process of engagement with diverse populations.	<ul style="list-style-type: none"> <li>• Develop a culturally responsive therapeutic relationship.</li> <li>• Attend to the dynamics and contextual factors that both strengthen and potentially threaten the working relationship.</li> <li>• Establish and maintain a rapport that encourages client (s) to be equal participants in the working relationship.</li> </ul>
<b>2.1.10 (b)</b> Assessment	Social workers have the knowledge and skills to use multidisciplinary and multidimensional assessment methods. Advanced-level professionals select the most appropriate assessment tools and methods and also evaluate, adapt, and modify assessment tools and methods to enhance their validity in working with diverse groups across the five client systems.	<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment.</li> <li>• Select and modify appropriate intervention strategies based on continuous assessment.</li> <li>• Administer and interpret standardized assessment and diagnostic tools.</li> </ul>
<b>2.1.10 (c)</b> Intervention	Social workers apply skills and use empirical and theoretical knowledge when intervening with client	<ul style="list-style-type: none"> <li>• Critically evaluate, select, and apply best practices and evidence-based interventions.</li> <li>• Collaborate with other professionals to coordinate interventions.</li> <li>• Mobilize resources and assets to enhance capacity</li> </ul>

	systems using multiple modalities and strategies, and can match the intervention to the assessed needs.	across the five client systems.
<b>2.1.10 (d)</b> Evaluation	Social workers apply skills to establish evidence-based evaluations founded on measurable goals, objectives and outcomes. Whether working collaboratively with or independently of other practitioners, social workers aim to ascertain the intended and unintended effects of interventions. Social workers apply multidisciplinary research skills to analyze, monitor and evaluate interventions across the five client systems. They communicate and disseminate evaluation results to intended audiences.	<ul style="list-style-type: none"> <li>• Develop clear, timely, and appropriate intervention plans with measurable objectives and outcomes.</li> <li>• Based upon the results of evaluation, adjust interventions plans on a continuing basis and appropriately disseminate findings.</li> </ul>

# GREATER ROCHESTER COLLABORATIVE MSW PROGRAM

Nazareth College/College at Brockport

SWK \_\_\_: Clinical Interventions

The Process and Practice of Social Work Groups

<b>Professor:</b>		<b>Term:</b>	
<b>Office:</b>		<b>Meeting Day:</b>	
<b>Office Hours:</b>		<b>Meeting Time:</b>	
<b>Telephone:</b>		<b>E-mail:</b>	

## I. Course Description:

This course advances the theoretical knowledge and clinical practice skills in a clinical setting. Each semester, topics will be chosen which focus on a specific specialty area within social work practice. This course will focus on developing skills for creating, facilitating, and maintaining groups in social work practice. It provides preparation for use of clinical group work methods with client populations across the life cycle. This class will have an experiential component (in class), as well as an online hybrid component. This is an intensive two week course. Students will be in class 5 days and be expected to complete online assignments and group work the other 5 days. This course complements and builds upon group leadership skills obtained in previous foundation and concentration practice level courses.

The course will discuss the various kinds of task and individual change groups (e.g. teams, committees, consciousness raising, support, treatment, developmental, social action, self-help, internet, etc.) found in current social work practice. The course will assess and model groups at different stages of group development, challenges for group leaders, and practical skill building for facilitating groups in a variety of social work practice areas. The factors associated with group effectiveness will be examined in treatment settings. Various models of stages of group development in both task and individual change groups and in both open-ended and closed-ended groups will be presented. The implications for leadership styles, the kinds of group dynamics, and the kinds of group interventions in each stage will be discussed.

## II. Course Rationale:

Upon completion of the course students are expected to:

### Objectives:

1. Describe and distinguish among the different types of Social Work groups (including tasks, individual change, prevention, treatment, and rehabilitation) and how these groups are work in social work practice (EPAS 2.1.1)
2. Formulate researchable questions for advancing the knowledge of group work in social work supported by empirically supported, evidenced based practice & peer reviewed sources. (EPAS 2.1.6; EPAS 2.1.7)
3. Operationalize various models of group development in both open and closed groups. (EPAS 2.1.7)
4. Recognize how stages of group development impact group dynamics. (EPAS 2.1.10)
5. Identify common problems that emerge in group facilitation & practice. (EPAS 2.1.2)
6. Learn intervention techniques and develop leadership skills to help resolve issues that arise in groups. (EPAS 2.1.10 a-c)
7. Plan and carry out various structured activities and group interventions that take into account the phases of group development and the special needs of group members. (EPAS 2.1.10 a-b)
8. Recognize and explore the impact of the key diversity issues such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status,

national origin, race, religion or spirituality, sex, and sexual orientation on the dynamics of group structure and process in small groups. (EPAS 2.1. 2a-c; EPAS 2.1.4)

## **Objectives:**

### *IV. Liberal Arts Perspective*

Students are expected to access knowledge acquired throughout their educational experience to guide their involvement in this course. Students will draw on scholarly works across academic disciplines including sociology, philosophy, psychology, history, political science, and economics, when completing assignments. Students' liberal arts experience is expected to enrich their appreciation for the rich diversity of human experience.

### *V. Professional Purpose & Values*

Developing professional social work values and a professional knowledge base are key goals for this class. The professional skills needed to understand and work with and within the context of families and communities are emphasized in this course. These skills include, but are not limited to, application of theory to assessment and intervention, professional presentation of written and verbal material, increased cultural competence.

### *VI. Social and Economic Justice*

This course pays special attention to how intentional and unintentional forms of social and economic injustice impact and influence mental health consumers and their families as well as the consumers functioning within communities. Attention is given to those individuals and families who are dealing with multiple needs related to poverty, oppression, and social isolation.

### *VII. Human Diversity and Vulnerable Populations*

Readings, lectures, class discussions and assignments include content on vulnerable populations. Vulnerable persons are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses which are not valued by the dominant society. Vulnerable persons are at-risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. This course will include content on variations in individuals, families, and groups arising from diversity.

### *VIII. Linkages to Other Courses in the Social Work Curriculum*

This course prepares the concentration level students for advanced group practice. Students have completed foundation level group work in previous coursework and will be expected to expand upon this knowledge to develop, facilitate, and participate in group work. This course provides the theoretical concepts required for the understanding and assessment of groups and well as providing practice knowledge and skills for use in practice. The course provides the theoretical context for practice skill development to occur, using a strengths-based ecological systems perspective focusing on empowerment, collaboration, and evidence based practice models.

### *IX. Expectations*

Students and Instructor are expected to work together to create an environment conducive for optimal learning. This includes but is not limited to respecting the rights, beliefs, and opinions of each member of the community. One need not agree with each other, spirited academic debate is encouraged, but it must be conducted in a respectful fashion. Students are expected to come prepared to class having done the reading and considered the material to be explored in class. The instructor is expected to come to class with prepared lecture, exercises, and related teaching materials to involve the students in the course material. Students are expected to take responsibility for their own learning within the context of the syllabus. The instructor is expected to assemble the syllabus and to use this as a framework for the course.

As a student you are expected to come to class on time and be prepared by having completed the reading and at-home assignments, considered the material to be explored in class, and be willing to participate in discussions and class activities. In general, you are expected **to take responsibility for your own learning** within the context of the syllabus. In addition, I see the classroom environment as a place for learning; pagers, cellular phones and related electronic devices interrupt the thoughts and comments of both students and professor. As a result, I would appreciate that anyone with these devices **please turn them off before our class**.

As the professor, I have assembled the syllabus to be as helpful and straightforward as possible. I will use this as a framework for the course. I will also take time to prepare before coming to class and will make every effort to make this information interesting and applicable to your lives and careers.

This is a unique course, as it has a hybrid component. Our class is scheduled every day from 9:00 am to 1:15 pm. On the days scheduled to be completed on the computer, you are not required to be at your computer during that time, but the work due must be completed before the next class. Having a computer at home is not a requirement for this class, as you may use the computers on Nazareth's campus during the scheduled course times if needed. Not having a computer at home is not an acceptable excuse for not completing assignments on time. This is an intensive two week course that will take the same amount of time to complete as any other semester long course.

Finally, this is a Master's level course for students preparing to enter the profession of social work. As such it is expected that all students attend all classes. Professional respect and confidentiality for your in-class colleagues is also required. These factors will facilitate this class being a positive learning environment for everyone.

#### *X. Academic Integrity*

Education cannot take place in the absence of trust. Students are expected to abide and conduct themselves by the codes of academic integrity for SUNY Brockport College and Nazareth College. The student or students responsible for a paper or presentation must be the sole authors of the assignment. No paper or assignment may be submitted to fulfill the requirements of more than one course (though ideas from one course may inform assignments for multiple classes). In all assignments students must pay particular attention to proper citation according to the APA guidelines. Students unfamiliar with these guidelines are responsible for obtaining them. Plagiarizing of any amount (sentences, paragraphs, entire works) will not be tolerated. Papers that contain, or are suspected of containing, plagiarized material will be penalized and may result in disciplinary action.

#### **XI. Teaching Methods:**

Lecture, discussion, experiential exercises, videos, role-play, guest speakers, group projects, online assignments and submissions

#### **XII. Students Needing Accommodations**

If you have a disability that requires an accommodation or an academic adjustment, please notify the instructor as soon as possible. You may also wish to consult with the Nazareth College Office for Students with Disabilities at

[http://www.naz.edu/dept/students\\_disabilities](http://www.naz.edu/dept/students_disabilities) . Documentation of a disability must be on file with that office before an accommodation can be made.

#### **XIII. Texts and Readings**

Each day you will be responsible for readings from both text(s) and scholarly journals. Any journal articles are available on Moodle through our course page. You will be expected to sign onto Moodle each day of the course and complete work online. Projects and papers, as well as many discussions will take place online through our

course page. A basic Moodle tutorial will occur in our first class together on January 3<sup>rd</sup>, 2011. You are expected to complete the required readings for each day and are encouraged to also read the recommended reading. This professor is aware that your time is valuable and as such, has carefully selected readings that will be useful in meeting the objectives stated in the beginning of the syllabus that are applicable to your clinical practice. Completing the readings prior to class is imperative to success in this course.

### **Required Texts:**

It is expected that students will purchase these texts and will complete assigned readings prior to class sessions:

Corey, G., Corey, M.S., & Haynes, R. (2000). *Evolution of a Group: Student Video & Workbook*. Belmont, CA: Brooks/Cole Publishers

Zastrow, C. (2009). *Social work with groups: A comprehensive workbook* (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole Publishers.

### **Recommended Readings:**

Jacobs, E.E., Masson, R.L., Harvill, R.L., & Schimmel, C. J. (2011). *Group Counseling: Strategies & Skills* (7<sup>th</sup> edition). Belmont, CA: Brooks/Cole Publishers.

*XIV. Course Content: See attached handout*

**Readings Note:** This is a graduate level course and class time will not be used to cover the material in the readings/ textbooks. It is assumed that students are able to read and understand the material presented in the texts. The class sessions will build upon the reading material assigned. It is the responsibility of the student to ask questions when the reading assignments are not clear to them. Reading should be done prior to coming to class.

### **XV. Assignments:**

**Assignment #1:** Investigate Online Groups (Support Groups etc.)- Discuss process and content issues pertaining to a self help group topic online. Why and how do members become active? What are some of the pros and cons of utilizing these supports? Using what you have read and know about group development, discuss the group development process of these sources. Create a two page resource regarding available website/ internet information regarding your specific topic. (2 page resource creation for other group members. To be posted online on January 10 by 5:00 pm) (20 points)

**Assignment #2:** Integrative Journal: Utilizing your readings and class activities, write an integrative journal for each Zastrow chapter regarding salient points for you as a practitioner and future group worker. Entries are to be submitted online and a minimum of two pages per chapter is required. (40 points)

**Assignment #3:** Online Poster of a group curriculum for chosen special population (and class viewing online). Details to be posted online. (50 points)

**Assignment #4:** Group Video creation, transcription of video, 5 page group analysis of process, and class presentation. Details to be discussed in class. (50 points)

**Assignment #5:** Group Process Analysis Paper: The focus is the analysis of the groups' development and the members' behavior. The objective of the group process analysis is to help the student develop the ability to remember what s/he observes, separate out her/his thoughts and feelings from the observed behavior and begin



to relate theory to observations and practice. Utilize readings, class handouts and lectures regarding small group experiences built into the class and your small group activities. The following outline should be used as a guide. Student should incorporate theories/concepts from the reading assignments in the analysis using APA citation style. (40 points)

#### Assessment

- What is the significance of each session to the group's development as a whole and to the members?
- How did the group change as a result of this group session?
- Was the change a positive one in terms of the group's development?
- Group Dynamics evident in these sessions
- Group goals and hidden agendas
- Group norms
- Level of cohesiveness
- Group climate
- Group culture

#### Impressions

- What do you think and feel about what transpired in each group session?

#### Plan of Action

- How did you plan to change your group behavior?
- What needed to happen for your group to be more effective?

#### Phases of Development

- Choose a group development theory discussed in your reading and give examples of your group in each phase.
- How was your group started? Maintained? Terminated?

#### *Assignment #6: Professional Accountability Participation (in class & online)/ Professional Accountability*

- Students are expected to attend all classes
- Students are expected to take risks in discussion and class activities, to share ideas, reflect, give feedback, and demonstrate a commitment to their own professional development

Assignment Note: The use of non-sexist and professional language is expected in written and oral assignments and in class discussions. Guidelines regarding non-sexist language are available in the *Publication Manual (6<sup>th</sup> ed.)* of the American Psychological Association.

**Class: 50 points** (participates in discussions, contributes to class skill building, timeliness, etc)

1. Attends all classes and actively participates
2. Completes lab assignments and facilitates discussions
3. LAB participation

**Online: 50 points** (complete work on time, is appropriate, completes workbook and video viewing)

1. Workbook completed
2. Additional questions in word format using supplemental sources (min of 2 other sources)
3. Answer specific reflections on videos (2 pages)

4. Completes other discussions/ activities on time and appropriately

## **Total Points for Class: 300**

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### **XVI. Criteria for Evaluation**

The following criteria can be used by the student as a guideline for self-evaluation as work is being planned and written for either an oral or a written presentation. The instructor in evaluating work, which is submitted for evaluation and feedback, uses these same criteria.

#### **A. PRESENTATION AND ORGANIZATION**

Work follows a systematic progression of thought and it follows appropriate rules of presentation such as one inch margins, double-spacing, a title page, proper citations, numbering of pages, complete sentences, proper use of headings and subheadings, and free of spelling and typographical errors. The degree to which the presentation is imaginative, captivating, and engaging will also be considered.

#### **B. CONCEPTUAL CLARITY**

When using theoretical concepts, clear definitions of each concept are given and they are used within a context appropriate for their meaning and purpose. Your grade will be determined on the basis of your ability to move across a continuum of abstraction to concreteness, dealing systematically with material and dealing with the parts as well as with the whole.

#### **C. THEORY/PRACTICE INTEGRATION**

Theoretical discussion and practice illustrations from one's own practice can be found informing. Each other throughout the paper or presentation. They are woven together rather than presented in separate sections of the paper/presentation. Use your own practice or experience. Refer to other practice examples only when necessary. Make the presentation real for both yourself and the reader.

#### **D. USE OF LITERATURE**

All major points and discussions are supported by specific and relevant literature. It is evident that assigned reading for the course has been covered and integrated into the various views of the topic at hand. Evidence of search for literature relevant for the topic has been engaged in. A List of References using APA format is included at the end of the assignment.

#### **E. CRITICAL THINKING/ DEPTH OF ANALYSIS/ CREATIVITY**

Information from literature or class is not simply regurgitated, but is also used for reflection and is "played" with as to how the ideas influence one's work and one's life. (discovery of new ideas, challenge to ideas as they are presented by other authors and/or new insights is offered). There is evidence of analytic depth, which captures underlying social work values, beliefs and/or related issues. Grade will be determined by the way you interact with ideas, bring to bear **your** thinking in evaluating ideas, comparing or contrasting ideas, or utilizing conceptual models as a means of evaluating and critiquing ideas.

### **F. GRADING**

**Letter grades are assigned according to the following scale:**

A, A- Superior and exceptional work which meets a level of professional competence and expertise worthy of publication and/or public presentation. All criteria have been met at a high standard.

95-100	A
94-90	A-

B+, B, B- Average to above average work demonstrating occasional examples of excellence. At least three of the five criteria have been met at a high level of competence.

89-87	B+
86-84	B
83-80	B-

C+, C Barely adequate work which minimally meets professional standards of competence. Some criteria have not been met; others are included at an average or minimal level of competence.

79-77	C+
76-74	C
Below 74	F

**Professional accountability will be based on the following criteria.**

Engagement: The appropriate, respectful, and relevant participation in one's own, as well as contributions to the learning of others, both in class and online.

Integration: The demonstration of efforts to make connections, both conceptual and practical, between the course curriculum and your experience.

Attendance: It is the policy of the program that attendance is required at all class sessions. Credit will be lost for each unexcused absence. It is the responsibility of the student to discuss missed class sessions and to make arrangements on how to make up the missed class time. Participation in class discussions is contingent upon attendance, students may not miss more than one class as this is an intensive group work class that is contingent upon being in class. If a student finds that they need to withdraw from the class, please see the instructor as soon as possible.

In the event that the student need to miss class or a portion of class, it is required that the student contact the instructor before or immediately after class via email. The rationale for this policy is that professionalism is an essential component to social work practice; clients and employers require notification of emergencies, illness, religious holiday or obligations and missed appointments therefore you need to be accountable for your absence.

Timeliness: Completion of assignments on date due, including coming to class prepared to discuss and apply assigned readings. Late class-based online assignments will NOT be accepted and students will receive a failing grade for that assignment.

Deadlines: All assignments are to be submitted on time. Papers and assignments are given with adequate time for students to complete and hand in on the assigned date. Extensions are rarely, if ever, given. Submission of late assignments will also result in a lowering of your professional accountability grade. Professor reserves the right not to accept papers.

**Academic Standards:** The GRC MSW Program evaluates performance in four general areas: 1) basic abilities to acquire professional skills; 2) mental and emotional abilities; 3) professional performance skills and 4) scholastic performance. Both professional behavior and scholastic performance comprise academic standards. The *Standards for Evaluating Academic Performance* are specified in the Student Handbook. These standards are utilized in assessing student' academic performance in meeting course expectations.