I. COURSE PURPOSE

The four modules in SSS 680-D1 are presented to help Advanced Standing students transition from undergraduate to graduate social work education. It is designed to strengthen the student’s generalist social work practice competencies to enhance their advanced year concentration. In addition, it will help students solidify their understanding of essential concepts from Foundation year courses on Human Behavior and the Social Environment, Human Development and Psychopathology, Diversity in a Multicultural Society, Research, and Policy. The course places an emphasis on human behavior theory, human development, psychopathology, cultural competence, policy agenda setting and anti-oppressive practices, and being an informed consumer of social work research. Strengths and resilience, all forms of diversity and oppression, and the impact of social and economic forces are emphasized as salient influences on social functioning.

II. EDUCATIONAL OBJECTIVES

At the completion of the course, the student should be able to:

1. Differentiate between a "perspective" and a "theory" while connecting theory, research, and social work practice within a multicultural society.
2. Recognize the role of risk and resilience in human development and mental health, and understand how different people react to different life events based on diversity and oppression within their life journeys.

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3. Demonstrate basic knowledge of the experience of oppression in the lives of individuals in American society as defined by race, ethnicity, and immigrant status; religion and spirituality; sex and gender; sexual orientation; disability; age; and socio-economic status, as they relate to the categorization of mental health and illness.

4. Apply culturally sensitive skills including a working knowledge of the NASW Standards for Cultural Competence in Social Work Practice, with a particular focus on using anti-oppressive practices in public policy agenda settings.

III. CSWE Competencies and Practice Behaviors:

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Practice behaviors that are covered this class are indicated by bold. Practice behaviors that are not covered in this class are indicated by grey.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>CSWE Suggested Practice Behaviors</th>
</tr>
</thead>
</table>
| Identify as a professional social worker and conduct oneself accordingly.       | 1.1 advocate for client access to the services of social work  
1.2 practice personal reflection and self-correction to assure continual professional development  
1.3 attend to professional roles and boundaries  
1.4 demonstrate professional demeanor in behavior, appearance, and communication  
1.5 engage in career-long learning  
1.6 use supervision and consultation                                                                                                                                                                                                                                                                   |
| Apply social work ethical principles to guide professional practice.           | 2.1 recognize and manage personal values in a way that allows professional values to guide practice  
2.2 make ethical decisions by applying standards of the NASW Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles  
2.3 tolerate ambiguity in resolving ethical conflicts  
2.4 apply strategies of ethical reasoning to arrive at principled decisions                                                                                                                                                                                                                                     |
| Apply critical thinking to inform and communicate professional judgments.      | 3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom  
3.2 analyze models of assessment, prevention, intervention, and practice evaluation  
3.3 articulate assumptions underlying one’s values and beliefs and the influence they have on practice decisions                                                                                                                                                                                                                                                                 |

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and evaluation
3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

| Engage diversity and difference in practice. | 4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power  
4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences  
4.4 view themselves as learners and engage those with whom they work as informants |
| --- | --- |
| Advance human rights and social and economic justice. | 5.1 understand the forms and mechanisms of oppression and discrimination  
5.2 advocate for human rights and social and economic justice  
5.3 engage in practices that advance social and economic justice |
| Engage in research-informed practice and practice-informed research. | 6.1 use practice experience to inform scientific inquiry  
6.2 use research evidence to inform practice |
| Apply knowledge of human behavior and the social environment. | 7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation  
7.2 critique and apply knowledge to understand person and environment |
| Engage in policy practice to advance social and economic well-being and to deliver effective social work services | 8.1 analyze, formulate, and advocate for policies that advance social well-being  
8.2 collaborate with colleagues and clients for effective policy action |
| Respond to contexts that shape practice. | 9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  
9.2 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |

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

### Engagement

10.1.1 substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;  
10.1.2 use empathy and other interpersonal skills; and  
10.1.3 develop a mutually agreed-on focus of work and desired outcomes.

### Assessment

10.2.1 collect, organize, and interpret client data;  
10.2.2 assess client strengths and limitations;  
10.2.3 develop mutually agreed-on intervention goals and objectives; and  
10.2.4 select appropriate intervention strategies.

### Intervention

10.3.1 initiate actions to achieve organizational goals;  
10.3.2 implement prevention interventions that enhance client capacities;  
10.3.3 help clients resolve problems;  
10.3.4 negotiate, mediate, and advocate for clients; and  
10.3.5 facilitate transitions and endings.

### Evaluation

10.4.1 social workers critically analyze, monitor, and evaluate interventions.

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### IV. COURSE REQUIREMENTS

**A. Required Texts**


**B. Recommended Texts**


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C. Course Assignments
1. Blackboard postings: Students are expected to generate one initial post and responses to at least three postings of their peers each week. Initial postings are due by 11:55pm Thursday and follow up posts are due by 11:55pm Sunday. The schedule for the postings is as follows:

<table>
<thead>
<tr>
<th>Postings</th>
<th>Initial Post Due</th>
<th>Responses Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Post 1</td>
<td>6/2/16</td>
<td>6/5/16</td>
</tr>
<tr>
<td>Module 1 Post 2</td>
<td>6/9/16</td>
<td>6/12/16</td>
</tr>
<tr>
<td>Module 2 Post 1</td>
<td>6/16/16</td>
<td>6/19/16</td>
</tr>
<tr>
<td>Module 2 Post 2</td>
<td>6/23/16</td>
<td>6/26/16</td>
</tr>
<tr>
<td>Module 3 Post 1</td>
<td>6/30/16</td>
<td>7/3/16</td>
</tr>
<tr>
<td>Module 3 Post 2</td>
<td>7/7/16</td>
<td>7/10/16</td>
</tr>
<tr>
<td>Module 4 Post 1</td>
<td>7/14/16</td>
<td>7/17/16</td>
</tr>
<tr>
<td>Module 4 Post 2</td>
<td>7/21/16</td>
<td>7/24/16</td>
</tr>
</tbody>
</table>

2. Papers: Four papers covering the core concepts from each module. Due 6/12/16, 6/26/16, 7/10/16 & 7/24/16.

D. Grading Policy
A. Blackboard Postings/Participation 25%

The posting and participation grade is determined by the instructor’s perception of the student’s activity in Blackboard discussions. Students are expected to engage in lively discussion on Blackboard as it contributes to the learning process and is designed to create a virtual community of your peers. The instructor will not give credit for late postings.

B. Papers 75%

There are four written assignments throughout the course, with each paper due the second week of each module. Each paper is required to be 4-5-pages in length and students are required to use APA style, with references for all material. Each paper is tied to the content for each module and students will be graded on how well they apply the concepts from each module to the assignment. Papers are to be submitted to instructor on the date due. For each day the assignment is

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submitted late, 5 points will be deducted. *The instructor will not grant an extension on the date the assignment is due.* Please refer to the CUA Announcements or MSW Program Handbook for Academic Requirements.

E. **Course and Instructor Evaluation**
NCSSS requires written evaluation of this course and the instructor. This will be addressed at the end of the course. Additional, informal written or verbal feedback to the instructor during the semester is encouraged, and attempts will be made to respond to requests.

IV. **CLASS EXPECTATIONS**

A. **Scholastic Expectations**
Please refer to NCSSS Announcements or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. **Technology Requirements and Expectations**
Students enrolled in this course must utilize computer hardware and software that supports Blackboard technology. Internet connectivity must be arranged so that the student can download the PowerPoint and PDF files, as well as videos and media. The student is expected to have working knowledge of Blackboard and must notify the instructor **IMMEDIATELY** if training or support is needed. Finally, the student is expected to utilize appropriate “netiquette” in all communications via Discussion Board and email.

C. **Academic Honesty**
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. **Accommodations**
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

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CLASS SCHEDULE
Topics and Readings

Module 1: Essentials of Cultural Competence, Oppression and Difference

5/31/16 - Required Readings

         NASW Standards for Cultural Competence in Social Work Practice on NASW’s website: www.naswdc.org
         Rosenblum & Travis (2015):
           • Section I: Constructing categories of difference.
           • Section II: Experiencing difference.
           • Section III: The meaning of difference.

Module 1 Paper Due Sunday, June 12th by 11:55 pm

Module 2: Social Justice, Anti-Oppressive Practices, and Strategies for Policy Change

6/13/16 - Required Readings


Module 2 Paper Due Sunday, June 26th by 11:55 pm

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Module 3: Using Human Behavior Theory to Understand a Complex World

6/27/16 – Required Readings
7/10/16 In Walsh (2015):
   Chapter 1: Thinking About Theory
   Chapter 2: A Social Work Perspective on Theory and Practice
   Chapter 4: Ego Psychology
   Chapter 5: The Relational Theories, with a Focus on Object Relations
   Chapter 6: Family emotional systems theory
   Chapter 7: Behavior Theory
   Chapter 8: Cognitive Theory
   Chapter 9: Structural family theory


Module 3 Paper Due Sunday, July 10th by 11:55 pm

Module 4: Essentials of Human Development and Psychopathology

7/11/16 - Required Readings:
7/24/16 In Corcoran & Walsh (2015):
   Chapter 1: Diagnosis and the social work profession
   Chapter 2: Biopsychosocial risk and resilience and strengths assessment
   Chapter 3: Autism Spectrum Disorder
   Chapter 4: Attention-Deficit Hyperactivity Disorder
   Chapter 12: Alzheimer’s Disease
   Chapter 5: Schizophrenia
   Chapter 6: Bipolar and Related Disorders
   Chapter 7: Depressive Disorders
   Chapter 8: The Anxiety, Obsessive-Compulsive, and Trauma and Stressor-Related Disorders
   Chapter 9: Eating Disorders
   Chapter 11: Substance-Related and Addictive Disorders
   Chapter 13: Borderline Personality Disorders

Module 4 Paper Due Sunday, July 24th by 11:55 pm

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