

University of Houston Graduate College of Social Work
Foundation Syllabus ~ Fall 2014

[REV 2014 09 25]

I. Course Description: The Foundation Curriculum consists of six interconnected modules in Practice, Policy, HBSE, Research, Practice Skills Lab, and Field Practicum. [NOTE: Full-time students must complete all components of Foundation in the Fall 2014 semester. Part-time students will take Practice Skills Lab and Field Practicum in the Spring 2015 semester].

II. Module Content and Descriptions: listed below.

III. Course Structure: This is a hybrid course; content will be delivered in face-to-face meetings and on Blackboard.

IV. Required Books*:

Cournoyer, B.R. (2013). The social work skills workbook (7th Edition). Belmont, CA: Brooks/Cole.

Ehrenreich, B. (2001/2008). Nickel and Dimed: On (Not) Getting By in America. New York: Holt and Co.

Hepworth, D.H., Rooney, R.H., Dewberry Rooney, G. & Strom-Gottfried, K. (2013). Direct social work practice (9th Edition). Belmont, CA: Brooks/Cole.

Rank, M. R. (2005). One Nation, Underprivileged: Why American Poverty Affects Us All. New York: Oxford University Press.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). Contemporary human behavior theory: A critical perspective for social work. (3rd Edition) Boston: Allyn & Bacon.

Rubin, A. & Bellamy, J. (2012). Using research for evidence-based practice (2nd Ed.). Hoboken, NJ: John Wiley & Sons, Inc.

***Additional required readings can be found on Blackboard in the weekly folders as .pdf files or web links. For week 1, the following journal article and film are required as part of the Summer Writing Assignment:**

Murray, C. J. L., Kulkarni, S. C., Michaud, C., Tomijima, N., Bulzacchelli, M. T., et al. (2006). Eight Americas: Investigating mortality disparities across races, counties, and race-counties in the United States. PLoS Medicine 3(9): e260. DOI: 10.1371/journal.pmed.0030260

Film: Dallas Buyer's Club, 2013.

V. Recommended Books:

Holosko, M. (2006). *Primer for critiquing social research: A student guide*. Belmont, CA: Brooks/Cole.

Rubin, A. & Bellamy, J. (2012). *Using research for evidence-based practice* (2nd Ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Specht, H. & Courtney, M.E. (1995). *Unfaithful angels: How social work has abandoned its mission*. NY: Free Press.

Yegidis, B., Weinbach, R., & Myers, L. (2012). *Research methods for social workers* (7th Edition). Boston: Allyn & Bacon.

Tavris C. and Aronson, E. (2008). *Mistakes were made (but not by me): Why we justify foolish beliefs, bad decisions, and hurtful acts*. N.Y.: Mariner Books.

VI. Reading Assignments, Papers and Exams: listed below.

- A. All readings are required as described in the syllabus below. Weekly "readings" may include both written reading assignments and videos. All readings and videos are expected to be completed prior to the class session for which they are assigned.
- B. Readings have been purposefully selected to strengthen students' critical thinking and to encourage healthy classroom debate; it is not expected that students (or the professors) will agree with all perspectives presented.
- C. All assignments are due at the date and time specified on this syllabus. A late assignment is a failed assignment. With all failed assignments, it is entirely up to the module Instructor whether to allow the student to redo the assignment or not. Instructors can also choose to reduce late or failed assignments to a lesser letter grade or by a specified percentage.

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- D. Students are expected to conduct themselves as professionals in all modules. Distractions should be kept to a minimum. Cell phones should be silenced and put away before class. Use of laptops and other technology are up to the discretion of individual module Instructors.
- VII. Foundation Writing Program.** The GCSW has developed a Foundation Writing Program in coordination with the UH Writing Center to support students who wish to improve their writing or have been identified as requiring additional supports in this area. Students will be enrolled in the Writing Program based on five criteria: Self-referral; the Summer Writing Assignment; a Writing Self-Assessment that is available in the “Getting Started” tab on the Foundation Blackboard Shell and **MUST** be completed by **Sunday August 31st at 11:59 pm**; a rating of 3 or lower in Writing on the GCSW Admissions Review Form (on a scale of 1-5, with 5 being the highest score); and a GRE Writing Score of a 3 or lower (on a scale of 1–6, with 6 being the highest score). Students will be notified by mid-September if they have been referred to the Writing Program. If selected for participation in the Foundation Writing Program, participation is mandatory. All questions about the Writing Program should be referred to the Foundation Coordinator.
- VIII. Evaluation and Grading:** The five Foundation Modules that are 6 weeks in duration (SOCW 6202: Practice; SOCW 6203: Policy; and SOCW 6204: HBSE) and 14 weeks in duration (SOCW 6305: Research, and SOCW 6306: Practice Skills Lab) will have letter grades. Within these modules, **PASSING** will be defined as obtaining a grade of “C-” or better. These modules will be subject to the University’s 3-C rule. The remaining two modules, SOCW 6201: Foundations of the Social Work Profession, and SOCW 6194: Field Placement I, are graded as **PASS/FAIL**. Please refer to Foundation policies for more detailed information, including information about grades of Incomplete.
- IX. Attendance:** Students are expected to attend all classes and arrive to class on time, barring unforeseen, documented emergencies. On the first occasion that a student is more than 15 minutes late to class, the faculty member will have a conversation with the student. If the student is more than 15 minutes late more than once, the student will be referred to the academic advisors for a formal action plan. Students who are absent more than one time from the Policy, HBSE, or Practice modules (which meet only 6 weeks) or absent more than two times from the Research module or from the Practice Skills Lab module (which meet from week 2 through week 15) will be in violation of Foundation policies. Please see the Foundation Policies for full information about attendance.

X. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F (if graded) or FAIL (if PASS/FAIL) be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

- XI. Addendum:** Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with DisAbilities.

WEEKLY Objectives, Content, Readings, and Assignments

Foundation 2014 Week 1 Schedule

August 21st and 22nd 2014

First Floor Auditorium, Social Work Building Room 101

Week 1 Objectives. At the conclusion of week 1, students will be able to:

1. Explicate the history and mission of social welfare and the social work profession.
2. Identify and discuss the dilemmas of the social work profession and professionalism as they relate to the pursuit of social, economic and political justice.
3. Delineate the goals, methods and fields of social work practice and the roles of social work practitioners.
4. Understand the process of scientific inquiry - what are research methods, why do research?
5. Identify a social work question that will become the focus of an individual integrated research project.

Thursday, August 21, 2014

9:00-9:15 Welcome, Overview of Week 1 and of Foundation—Dr. Luis R. Torres

9:15-10:15 Overview of Social Work—Dean Paul Raffoul (Objectives 1, 2, 3) (Professional identity; Social Work values; Social Work Education in the nation; EPAS)

10:15-11:00 History of Social Work—Dr. Allen Rubin (Objectives 1, 2, 3)

11:00-11:15 Break

11:15-12:30 *Social Work and Social Justice: A Panel of Faith-Based Leaders*

- Rev. Hannah E. Atkins, Trinity Episcopal Church of Midtown
- Imam Ali K. Civelek, Houston Institute of Islam
- Father Alvaro Interiano, St. Francis de Sales, Archdioceses of Houston-Galveston
- Rabbi Samantha Kahn, Congregation Emanu El
- Rev. Pedro Suarez, Evangelical Lutheran Church of America, Texas-Louisiana Synod

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- 12:30-1:30 LUNCH (GCSW Student Groups will be selling food)
- 1:30-2:15 Strengths Perspective in Social Work, Prof. Donna Amtsborg (Objectives 2, 3, 4)
- 2:15- 3:15 Social Work Practice: Context & Culture, Dr. Jodi Cardoso (Objectives 1, 2, 3, 4)
- 3:15-3:30 Break
- 3:30–4:50 Students break into groups by cohorts, with Faculty Mentors, to discuss the *Summer Writing Assignment* (Objectives 3 and 4).
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|----------|---------|---|
| Cohort 1 | SW-231 | Prof. Yi Ren/Dr. Sarah Narendorf |
| Cohort 2 | SW-229 | Prof. Mike Taylor/Dr. Suzanne Pritzker |
| Cohort 3 | SW-219 | Dr. Jodi Berger Cardoso/Prof. Donna Amtsborg |
| Cohort 4 | SW-107B | Prof. Roberta Leal/Dr. Ada Cheung |
| WEC | SW-107A | Prof. Christine Bakos-Block /Dr. Luis R. Torres |
- 4:50-5:00 Faculty mentors distribute and collect Evaluation for day 1 in their small groups; End of Day One

Friday, August 22, 2014

- 9:00-9:05 Welcome—Dr. Luis R. Torres
- 9:05-9:20 Foundation Writing Program, Steve Liparulo, PhD & David Sylvia, MA
- 9:20-10:20 *Workforce Issues in Social Work: Addressing the Needs of Clients with Co-Occurring Mental Health and Substance Use Disorders from both Micro and Macro Perspectives*—Panel Presentation by William Schnapp, PhD, Mental Health Advisor to County Judge Ed Emmett, and Mary Beck, Chief Operations Officer, The Council on Alcohol and Drugs Houston (Objectives 2, 3)
- 10:20-10:35 BREAK
- 10:35-11:05 *What Does It Mean To Be A Social Worker Or A Social Worker-In-Training: Expectations for Graduate Student Behavior and Professionalism*—Dr. Sheara Jennings (Objectives 2, 3)

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11:05-12:05 Critical Thinking and the Evidence-Based Process in Social Work—Dr. Danielle Parrish and Dr. Sarah Narendorf (Objectives 2, 3, 4)

12:05-1:00 Lunch (Bring your own brown bag)

1:00-2:00 *Research-Informed Practice: A Panel of Social Work Practitioners Discussing How they Use Research in their Practice* (Objectives 3, 4)

- Clinical Practitioner: Sandra Lopez, LCSW
- Macro Practitioner: Januari Leo, LMSW, NASW Houston and Legacy
- Organizational Level: Jacinda Tucker, PhD, Outcomes Analyst, MHMRA

2:00-3:00 Research at the GCSW—Faculty Researchers discuss their research (Objectives 3, 4, 5)

- Dr. Patrick Bordnick, ADR/ Center Director (Overview and VR Research; 15 minutes)
- Dr. McClain Sampson (Interventions for Post-Partum Depression; 15 minutes)
- Dr. Suzanne Pritzker (Civic Engagement/Positive Youth Development; 15 minutes)
- Dr. Sarah Narendorf (Homeless Youth Count; 15 minutes)

3:10- 4:10 Building on the information presented thus far, students will break into groups by cohorts, with their Faculty Mentors, to begin discussing their end-of-semester research projects (Objectives 2, 4, 5)

Cohort 1	SW-231	Prof. Yi Ren/Dr. Sarah Narendorf
Cohort 2	SW-229	Prof. Mike Taylor/Dr. Suzanne Pritzker
Cohort 3	SW-219	Dr. Jodi Berger Cardoso/Prof. Donna Amtsberg
Cohort 4	SW-107B	Prof. Roberta Leal/Dr. Ada Cheung
WEC	SW-107A	Prof. Christine Bakos-Block /Dr. Luis R. Torres

4:15 – 4:45 Do you want to change the world? *Play to your strengths!*—Luis R. Torres, PhD

4:45 – 5:15 Q & A, Overview of Semester, Evaluation & Closure—Dr. Torres and Prof. Leger

SOCW 6201 (Foundation Week 1) Requirements:

1. Attendance both days.
2. Summer Writing Assignment Paper due on Day 1.
3. Participation in Foundation Writing Program if referred.

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NOTE: In this master syllabus, Research and Practice Lab content is given in brief and at-a-glance. The overall Research and Practice Skills Lab syllabi are included as attachments 1 and 2 at the end of this Master Syllabus. Please refer to your individual cohort's Research and Practice Skills Lab syllabi for more details. Practice, Policy, and HBSE Instructors may also have addendums to this Master Syllabus. If so, these addenda are also included at the end.

WEEK 2

Oppression Lens: Addresses power, diversity, global justice (social, economic, political), and human rights
 Integrated content on oppression as it relates to HBSE, Policy, Practice, and Research

Week 2 Objectives. At the conclusion of week 2, students will be able to:

1. Discuss the underlying assumptions about social, economic, and political justice, oppression, empowerment, and social change from various theoretical perspectives, including systems and conflict
2. Demonstrate an understanding of how race, ethnicity, culture, gender, social class, age, sexual orientation, religious/spiritual beliefs, and physical/mental abilities are used as bases for oppression
3. Explain how social, political, and economic contexts affect the opportunities and limitations of social work practice
4. Understand how social welfare policy formulation and program development may exclude oppressed groups from participation
5. Understand how social welfare policy analysis may be used to advance or hinder the pursuit of social, economic or political justice

WEEK 2 Aug 27- 28-30	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Practice	Dynamics of diversity in the helping relationship (BaFa BaFa Cultural Simulation)	Torres	Ch. in Colby (Ed) <i>Comprehensive Hand-book of SW & S Welfare</i> NASW Cultural Competence Standards	Discussion Board posting required	Blackboard Discussion Board Postings Due Sunday September 7th at 11:59 pm	See Week 2 Practice Rubrics	Dynamics of diversity in the helping relationship BaFa BaFa simulation

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WEEK 2 Aug 27- 28-30	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
HBSE	Assumptions about human behavior, structural barriers & diversity; Critical thinking and its application to assumptions about diversity, oppression & structural barriers	Bakos-Block & Leal	Complete prior to class: 1. Robbins et al., Preface and Ch. 1; 2. Batts: pp. 1-16 <i>Modern Racism</i> ; 3. Berzoff, J. (2011). Smith College Studies in Social Work, 81(2-3), 132-166.	Print the Nguyen family case study, review it and bring it to class.	Two page paper- Discussion of Underlying Assumptions about Human Behavior Due date Sept 7th, 2014 @ 11:59 pm uploaded to Blackboard	Rubric attached to paper	In-class group case analysis assignment on critical thinking, assumptions, & cultural context (ungraded)
Policy	Social work, social policy, and social justice	Pritzker	Complete prior to class: American Academy of Social Work and Social Welfare. (2013, November). <i>Grand Accomplishments in Social Work</i> . (Grand	"Who Represents Me in Government" exercise	"Who Represents Me in Government" exercise (10 points) - upload onto Blackboard prior to the beginning of your class session this week		A Policy module document will be distributed on Week 2, outlining course-specific information including all assignment point values

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WEEK 2 Aug 27- 28-30	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
			Challenges for Social Work Initiative, Working Paper No. 2). Baltimore, MD: Author.				
<p>NOTE FOR ALL SIX WEEKS OF <u>POLICY</u>:</p> <ol style="list-style-type: none"> 1. Student grade in Policy will include 15 points for Participation, assessed based on class participation, attendance, and active listening. 2. Late assignments will be accepted; however, the grade value will be reduced by 10% for each day late, including turning in an assignment after the time deadline on the day it is due. 3. Cell phones should be silenced and put away before class, and no laptops should be utilized during class sessions, except as permitted by the professors for note taking. 							
Research	The EBP Process and Searching for Evidence [Refer to Full Research Class Syllabus as well]	Cheung Narendorf Ren Tucker	Rubin & Bellamy, Chapter 2 (posted on Blackboard)	Readings Posted on Blackboard	DUE THIS WEEK: Hand in one paragraph about a target problem or target popu- lation in micro or macro social work practice of interest to you (perhaps one that you think you might like to work with in your professional practice) that		FOR NEXT WEEK: Revisit and revise your target pro- blem/target population. Identify 3 databases you can search and potential search terms prior to coming to class. You will turn this in

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WEEK 2 Aug 27- 28-30	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
					<p>might be used for your final assignment. Write a few sentences about the problem and its importance for social work. This paragraph, while ungraded, will be handed in to the instructor so you should bring something in writing.</p>		at the end of class.
Practice Skills Lab	<p>Introduction to Social Work Practice Lab</p> <p>Practice Activity: Participant Establishment of Guidelines</p>	Berger-Cardoso Lucas Taylor	Cournoyer Ch. 1	<p>Characteristic of Social Work;</p> <p>DOL Social Worker;</p> <p>Is Social Work a Profession;</p> <p>Yale Address</p>			

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WEEK 3

Values lens – Addresses Values and Ethics

Integrated content on values and ethics as related to practice, HBSE, policy, and research

Week 3 Objectives. At the conclusion of week 3, students will be able to:

1. Delineate the value base of social work including the dignity and worth of all people, the right to self-determination, confidentiality, client participation, respect for differences among people, and protection of human and civil rights
2. Examine the changing values in social welfare and how they are affected by the changing political, economic, and social contexts
3. Explain how social values, ideology, and social policy have affected women, persons of color and others who have been targets of discrimination
4. Critically examine value and ethical issues as they relate to the poor and disenfranchised populations
5. Delineate ethical concerns with attention to the various social work codes of ethics

WEEK 3 Sept. 3, 4 & 6	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Practice	Values and ethics; NASW Code of Ethics; differentiation between values and ethics	Amtsberg	Hepworth et al., Ch. 1- <i>The Challenges of Social Work</i> ; Ch. 4: <i>Operational- izing the Cardinal SW Values</i>	Access & review links for NASW Code of Ethics & Texas State Board Code of Ethics	In class exercise & case review Paper – Defining the Social Work Profession Due 9/14 @ 11:59 pm via Blackboard ONLY	See Week 3 Practice Rubrics on Blackboard	
HBSE	Star Power simulation; Discussion of personal and social values that perpetuate	Bakos- Block & Leal	Complete prior to class: 1. Robbins et al., Ch4, pp. 87-90; and	Discussion board on Star Power	Discussion board on Star Power Opens on 9/6 and closes on	Discussion board rubric posted on Blackboard	Star Power simulation; Discussion of personal and social values that

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	discrimination and injustice; values & ethical issues related to structural poverty & disenfranchisement		Ch 6, pp. 138-140; 2. Goldenberg, Ch. 1: pp. 1-28, Definition of Oppression & Social Intervention		9/14 at 11:59 pm		perpetuate discrimination and injustice; values & ethical issues related to structural poverty & disenfranchisement
Policy	Children and youth policy: Examining underlying tensions; Small group court case analysis discussion	Pritzker	Complete prior to class: Supreme Court of New Jersey. (1972). State in the Interest of S.H., 293 A.2d 181. [edited version] New York Court of Appeals. (1992). Robert O. v. Russell K. 604 N.E.2d 99. [edited version] UNICEF. (2014). <i>Convention on the Rights</i>	"Examining Values Through Court Rulings" assignment description	"Examining Values Through Court Rulings" assignment (25 points) - upload onto Blackboard by the beginning of your class session this week.	See assignment description and rubric posted on Blackboard	

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			<p><i>of the Child: FAQs and resources.</i> (down to “Who has not ratified the Convention on the Rights of the Child and Why”)</p> <p>UNICEF. (n.d.) <i>Fact sheet: A summary of the rights under the Convention on the Rights of the Child.</i></p>				
Research	Searching for evidence and Types of Research Designs	Cheung Narendorf Ren Tucker	Rubin & Bellamy, Chapter 3		<i>DUE TODAY: Bring and hand in your search terms and potential databases you can search</i>		
Practice Skills Lab	Self Exploration, Social Work Professionalism & Ethics	Berger-Cardoso Lucas Taylor	Cournoyer Chs. 2 & 5 BB readings on Genogram development and intergenerational patterns of behavior	Professionalism and Boundaries; Ethics Handout; Boundaries	Assignment Due: Genogram and description must be uploaded to BB by Tuesday, 9/2 @ 11:59 pm		Practice Activity: 1. Boundaries Self-Assessments 2. Defining Professional Behavior Exercise 3. Reviewing Ethical Case Scenarios

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Week 4

Theory Lens

Integrated content on theory as it relates to practice, HBSE, policy, and research

Week 4 Objectives. At the conclusion of week 4, students will be able to:

1. Delineate the philosophical bases of selected social theories as they relate to understanding social conditions and confronting oppression
2. Discuss selected practice theories and their application to different client populations
3. Use critical thinking skills to analyze a single case using selected practice theories
4. Discuss selected human behavior theories and their application to different client populations
5. Use critical thinking skills to analyze a single case from a human behavior perspective
6. Discuss selected social and political theories and their application to social policy
7. Discuss the way in which theory can be used to inform research

WEEK 4 Sept. 10, 11 & 13	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Practice	Theory for Practice: Common Helping Factors, Empowerment, Feminist & Psychodynamic Theory	Torres	Robbins et al., Ch. 4, <i>Empowerme nt Theory & Ch. 5 Feminist Theory</i> , pages 110- 119; <i>Psycho- dynamic Theory</i> , Ch. 7 pages 169- 186				

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WEEK 4 Sept. 10, 11 & 13	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
HBSE	Systems, conflict, cultural conflict & liberation theories and how to apply them to various social problems, client populations & systems levels	Bakos-Block	Complete prior to class: Robbins et al., Ch 2: <i>Systems Theory</i> , pp. 25-28, 32-43, & 46-58; Ch. 3: <i>Conflict Theory</i> , pp. 59-65, 69-71, & 75-84	HBSE Quiz #1	HBSE Quiz #1 opens on 9/13 and closes on 9/28. It covers Robbins et al., Ch. 1; Ch 2, pp. 25-28, 32-43 & 46-48; Ch. 3 pp. 59-65; 69-71; 75-84 and articles by Goldenberg and Batts TV show assessment using one of the theories; See instructions on BB; DUE 10/28 @ 11:59 pm	HBSE Quiz #1	In-class small group case application & analysis; Discussion of community systems and conflict related to the case (ungraded)
Policy	Supporting families: theory and policy	Pritzker	Complete prior to class: Elliott, A. (2013). <i>Invisible Child: Girl in the Shadows: Dasani's Homeless Life</i> . <i>New</i>				

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WEEK 4 Sept. 10, 11 & 13	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
			<p><i>York Times</i>. [Read all 5 “chapters” of this <u>longform</u> <u>newspaper</u> <u>story</u>]</p> <p>Lee, Helena. (2013). Why Finnish babies sleep in cardboard boxes. <i>BBC</i> <i>News</i> <i>Magazine</i>.</p> <p>VIDEO (17:11): Slaughter, Anne Marie. (2013, June). TED Talk: Can we all “have it all”?</p>				
Research	<p>Library Visit Meet in UH Library 10F (Librarian: I. Ke)</p> <p>Cohort Schedule 3: Wed 9/10 4-6 1/2: Thu 9/11 4-6 4/WEC: Sat 9/13 1-3</p>	Cheung Narendorf Ren Tucker	Rubin & Bellamy, Chapter 8	Review Online Content posted in Blackboard	DUE TODAY: <i>Short quiz at the end of class</i>		FOR NEXT WEEK: Finalize your EBP question and bring it to class along with an iden- tification of the types of research

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WEEK 4 Sept. 10, 11 & 13	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
							studies you found to answer it
Practice Skills Lab	Basic Interpersonal Communication Skills	Berger- Cardoso Lucas Taylor	Counoyer Ch. 6	Nonverbal Communica- tion	<p>Video Assignment #1 Due by Tuesday 9/9 @ 11:59 pm</p> <p>Videos should be uploaded to YouTube by the date set by the course instructor</p> <p>Selected Videos will be reviewed in class.</p> <p>Assignment for Next Week: Quiz #1 Due</p>		<p>Practice Activity:</p> <p>1. Assessment of Commu- nication Skills – Identifying Areas of Strengths and areas for Improvement</p> <p>2. Use of role play scena- rios for practi- cing atten- ding, provi- ding feed- back, etc.</p>

WEEKS 5-7

Specific content in HBSE, Policy, and Practice

Weeks 5-7 Practice Objectives. At the conclusion of weeks 5 through 7, students will be able to:

1. Apply the knowledge and skills of integrated, contextualized practice with individuals, groups, families, community groups and organizations;
2. Use the problem solving process for systems of all sizes in engaging clients, data gathering, defining the problem, assessment; goal setting, implementation of intervention(s), evaluation, termination and future planning;
3. Use critical thinking skills to demonstrate an understanding of the social dimensions of client problems;
4. Demonstrate beginning skills in assessment, intervention planning, and advocacy for systems of all sizes;
5. Demonstrate knowledge about culturally competent practice with oppressed groups; and
6. Demonstrate an understanding of issues related to community control, power relations, and social justice in relation to practice with minorities of color, women, gay, lesbian, bisexual and transgendered persons, and those most economically disadvantaged.

Weeks 5-7 HBSE Objectives. At the conclusion of weeks 5 through 7, students will be able to:

1. Describe the physical, cognitive and social changes in human development from the prenatal period throughout the lifespan;
2. Discuss the role of critical periods in human development;
3. Describe the research techniques that are used to gather data on the developmental process;
4. Use critical thinking skills to demonstrate understanding of how the changing forms and functions of families and social institutions affect human growth and development;
5. Demonstrate understanding of the influences and effects of culture, acculturation, assimilation and bicultural socialization and ethnic identity on human development;
6. Identify how gender, age, social class, sexual orientation, religious/spiritual beliefs and physical/mental abilities affect growth, development and personality.
7. Discuss the influence of technology on quality of life and longevity.

Weeks 5-7 Policy Objectives. At the conclusion of weeks 5 through 7, students will be able to:

1. Delineate major social service delivery systems and social welfare policies in the United States.
2. Describe how political and legislative processes influence social welfare policy and program development;
3. Discuss how social work professionals can affect the formulation, implementation and modification of social policies and service delivery systems;

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4. Use critical thinking skills in examining social policies;
5. Examine social welfare policy analysis from a social and economic justice perspective; and
6. Identify sources that can be used in social policy research.

WEEK 5 Sept. 17, 18, & 20	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Practice	Integrated Contextualized Social Work Practice (Beginning Phase)	Amtsberg	Complete prior to class: Hepworth et al., Ch. 3 <i>Overview of the Helping Process</i> ; Ch. 8 <i>Assessment: Exploring & Understanding Problems & Strengths</i>	Access & read Hepworth et al., Chs. 3 and 8; PowerPoint lecture & Duty to Warn handout	In-class exercise & case review Practice Quiz #1 Opens 9/20 and closes 9/28 @ 11:59 pm. It covers Robbins et al., Ch. 4 and Ch. 5, pp. 110-119; &,Ch. 7 pages 169-186		
HBSE	Lifespan Development: Birth, Infancy and Childhood	Leal	Complete prior to class: 1. Cheung (2006). on Blackboard Figure 1 and Table 1;	Review PowerPoints for class	Developmental Stages assignment (IN CLASS) Family/child Assessment; See		

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WEEK 5 Sept. 17, 18, & 20	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
			2. Robbins et al. (201-218; 264-267; 380-382) 3. Review – Development Assets Lists- 3-5, 5-9, & 8-12 years of age		instructions on BB; DUE 10/5 @ 11:59 pm		
Policy	Policies addressing poverty in the U.S.; But why activity – case study from previous reading	Brown	Complete prior to class: Aron, L., Jacobson, W., Turner, M.A. (2013). <i>Addressing deep and persistent poverty</i> . Washington, D.C.: Urban Institute. Hartmann, Heidi & Sunhwa Lee (2003, Apr). <i>Social Security: The Largest Source</i>	See “But Why” template			Will learn “But Why” process of reasoning in class this week in preparation for the Policy Paper Part 1: “But Why” diagram due on Week 7.

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WEEK 5 Sept. 17, 18, & 20	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
			<p><i>of Income for Both Women and Men in Retirement.</i> Institute Women's Policy Research, Pub D455 (6pgs)</p> <p>VIDEO (11:11): The Crisis of Credit Visualized:</p>				
Research	Key Criteria for Inferring Effectiveness: How do we know what works at micro and macro levels of practice?	Cheung Narendorf Ren Tucker	Rubin & Bellamy, Ch. 4, Rubin, A., <i>Statistics for evidence-based practice and evaluation</i> , Ch. 3: Review of Key Research Methodology Concepts and Terms	Rubin reading posted on BB	DUE TODAY: Come to class ready to talk about your EBP question and the types of intervention studies you found		FOR NEXT WEEK: <i>Assignment 2: Annotated Bibliography, see details in the Appendix</i>
Practice Skills Lab	Basic Communication Skills Continued	Berger-Cardoso Lucas Taylor	Cournoyer Ch. 6	12 Roadblocks 8 Barriers 4 Principles Communication Summary	Quiz #1: Due September 16th @ 11:59 pm (BB upload)		Practice Activity: 1. Assessment of Communication Skills

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WEEK 5 Sept. 17, 18, & 20	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
							<p>– Identifying Areas of Strengths and areas for Improvement</p> <p>2. Use of role play scenarios for practicing advanced communication skills</p>

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WEEK 6 Sept. 24, 25, & 27	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Practice	Problem-solving process at all systems level; Middle Phase: goal-setting, making goals measurable, development of intervention plan, delimitation of tasks, implementation, on going process evaluation	Torres	Hepworth et al., Chapters 12 and 13 Preview Cournoyer-Chapter on Contracting	Review PowerPoint in week 6 folder Review all files in the week 6 folder	In class case study and exercise to develop a S.M.A.R.T. goal statement with action steps. Goal setting assignment due on 10/5 at 11:59 pm	See Rubrics in week 6 practice folder	
HBSE	Lifespan Development: Adolescence and Young Adulthood	Bakos-Block & Leal	Complete prior to class: 1. Robbins et al. Chapter 8 2. Review – Developmental Assets List – 12-18 years of age 3. Cognitive Development Terms Handout	Review PowerPoint slides			

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WEEK 6 Sept. 24, 25, & 27	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Policy	Health and mental health policy; But Why activity – case study from previous reading	Brown	<p>Complete prior to class:</p> <p>VIDEO (6:52): Kaiser Family Foundation. (2013). TheYou Toons Get Ready for Obamacare.</p> <p>U.S. Department of Labor - Employee Bene Security Administration. (2010). The Mental Health Parity and Addiction Equity Act of 2008 (MHPAEA).</p> <p>National Alliance on Mental Illness. (2013). State Legislation Report, 2013: Trends, Themes and Best Practices in State Mental Health</p>	Policy Paper Part 1: “But Why” Diagram assignment description			

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WEEK 6 Sept. 24, 25, & 27	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
			Legislation. Kaiser Family Foundation. (2013). The uninsured: A primer – key facts about health insurance on the eve of coverage expansions.				
Research	Critically Appraising Experiments	Cheung Narendorf Ren Tucker	Rubin & Bellamy, Chapter 5		DUE TODAY: Assignment #2 – Annotated Bibliography uploaded to Blackboard prior to start of class Bring article (experimental or quasi experimental effectiveness study) you would like to use for Assignment #3 and get instructor approval		FOR NEXT WEEK: <i>Draw up your conceptual framework and bring it in to class</i>

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WEEK 6 Sept. 24, 25, & 27	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Practice Skills Lab	Culture as An Influencing Factor In Social Work Practice	Berger-Cardoso Lucas Taylor	Cournoyer Ch. 4	Cultural Crosswalk	Assignment Due: Journal 1 must be uploaded to BB no later than Tuesday, September 23 rd @ 11:59 pm		Practice Activity: 1.Culture awareness activities 2.Use of role play scenarios for addressing culture

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WEEK 7 Oct. 1, 2, & 4	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Practice	Integrated Contextualized Social Work Practice (Endings)	Amtsberg	Hepworth et al., Chapter. 19 <i>The Final Phase: Evaluation & Termination</i> NASW Professional Self-Care Policy	Access & read Powerpoint lecture	Self Care Plan (due 10/12): MUST submit via Blackboard	See Week 7 Practice Rubrics	
HBSE	Lifespan Development: Middle Adulthood and Older Adulthood	Bakos- Block	Robbins et al., Ch. 8 & Ch. 9 pp. 275-285 Gelfand: Ch. 3 – Ethnic Aged in the US pp. 52- 54 <i>NYT</i> article: “The Short End of the Longer Life”		HBSE Quiz 2 opens on 10/4 and closes on 10/19 @ 11:59 pm. It covers readings in Robbins et al. Chapters 8 & 9, the 40 Assets Website, and the HBSE class lecture in weeks 6 and 7 Asset mapping for older adult case study (group 4 max); 1 page reflec- tion paper over assignment (individual); Due 10/19 @ 11:59 pm		

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WEEK 7 Oct. 1, 2, & 4	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Policy	Social work and policy: A commitment to social justice; <i>Inequality for All</i> viewing	Brown	Complete prior to class: Economic Policy Institute. (2014). The increasingly unequal United States of America. Social Work Policy Institute. (2012). Influencing social policy: Positioning social work graduates for policy careers.	"Policy Paper Part 2" assignment description	Policy Paper Part 1: "But Why" Diagram (20 points) due in hard copy , handed to your professor, in class at the beginning of your class session this week. Policy Paper Part 2 (30 points) due next week, at the time your class session would normally have begun on Week 8 – upload onto Blackboard	See Policy Paper Part 1: "But Why" assignment description and rubric posted on Blackboard See Policy Paper Part 2 assignment description and rubric posted on Blackboard	
Research	Critically Appraising Quasi-Experiments ***Remember that class times change next week***	Cheung Narendorf Ren Tucker	Rubin & Bellamy, Chapter 6				FOR NEXT WEEK: Assignment 3: Critically appraise a published experimental or quasi-experimental effectiveness

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WEEK 7 Oct. 1, 2, & 4	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
							study pertinent to your target problem or target population of interest
Practice Skills Lab	The Social Work Interview & Data Gathering & Documentation	Berger-Cardoso Lucas Taylor	Cournoyer Ch. 7				Practice Activity: 1. Discussion of information gathering and preparing for clients 2. Documentation Exercise for Case Scenarios 3. Identifying key social work terminology and skills

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WEEK 8 Oct. 8, 9, & 11	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
<p>Remember that although Policy ended last week, your Policy Paper Part 2 is due THIS WEEK and must be uploaded to BB prior to the day of the week and time you Policy class session took place (that is, if your Policy class met Wednesdays at 9 am, your paper must be uploaded to BB prior to Wednesday October 9th at 9 am, and so forth).</p>							
Field	Field Practicum begins Week 8						
Research	<p>Ethics in Research</p> <p>***NOTE: Class time increases to 3 hours; some cohorts change time slots.</p>	<p>Cheung Narendorf Ren Tucker</p>	<p>Rubin & Babbie, Chapter 16 (posted on Blackboard)</p> <p>Network Analysis Study, Guest speaker Rebecca Mauldin and data collection for study</p> <p>Online Lecture: Skloot, R. (February, 2010) The miracle woman, O,</p>		<p>Assignment #3 (Article Critique) Due prior to the start of class through BB upload</p>		<p>FOR NEXT WEEK: Assignment #1: Upload prior to the start of class if you haven't done it already</p>

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WEEK 8 Oct. 8, 9, & 11	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
			<p>The Oprah Magazine, http://www.oprah.com/world/Excerpt-From-The-Immortal-Life-of-Henrietta-Lacks_1/print/1 retrieved 7/11/13</p>				
Practice Skills Lab	<p>Developing Skills of Engagement & Establishing Rapport</p> <p>NOTE: In weeks 8-16, the first hour will be devoted to field seminar; hours 2 & 3 will be devoted to continued skill development</p> <p>Field Seminar Topic: Introduction to Field Practicum and Field Seminar</p>	Berger-Cardoso Lucas Taylor	Counoyer Ch. 8	<p>Conscious Use of Self</p> <p>Managing Use of Self</p>	Quiz 2 due October 7th by 11:59 pm		<p>Practice Activity: 1. Discussion of different clients types, client expectations, and initial engagement strategies</p> <p>Discussion of Script Assignment due next week</p>

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WEEK 9 Oct. 15, 16, & 18	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Research	<p>Critically Appraising Systematic Reviews and Meta-Analyses</p> <p>Review for Research Terminology Quiz</p>	Cheung Narendorf Ren Tucker	Rubin & Bellamy, Chapter 8 & Appendix B		DUE TODAY: Assignment #1 – Human Subjects Training Certificate Uploaded to BB		<p>FOR NEXT WEEK: Continue to search for and critically appraise studies pertinent to answering your EBP question and bring questions to class</p> <p>Study for Research Terminology Quiz</p>
Practice Skills Lab	<p>Intensive Practice Skill-Building-Exploring</p> <p>Field Seminar Topic: Developing Educational Contracts and Work Plans</p>	Berger-Cardoso Lucas Taylor	Cournoyer Ch. 9	<p>Motivational Interviewing Summary</p> <p>Appreciative Inquiry for Community Practice</p>			<p>Practice Activity:</p> <p>1. Discussion of different client goals, client needs, SW expectations</p> <p>2. Practice experiential interviewing in class using different techniques</p>

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WEEK 9 Oct. 15, 16, & 18	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
<p>NOTE: In week 10 (NEXT WEEK), we will schedule a 1-hour meeting with each cohort to assist students in “weaving” or integrating what they have learned in weeks 1-7 so that they better understand the ways in which competencies in HBSE, Policy, Practice, and Research fit together. The facilitators of this “weaving” will be the Home Room Teacher. This will be held during an hour of your research class and times will be posted on Blackboard in advance.</p>							

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WEEK 10 Oct. 22, 23, & 25	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Research	Critically Appraising Non-experimental Quantitative Studies	Cheung Narendorf Ren Tucker	Rubin & Bellamy, Chapter 9		DUE TODAY: Research Terminology Quiz, IN CLASS		FOR NEXT WEEK: Keep working on reviewing articles for your poster
Practice Skills Lab	Intensive Practice Skill-Building- Assessing Field Seminar Topic: The Agency Context of Practice *NOTE: Class will only meet for 2 hours; the 3rd hour will be for the weaving session	Berger- Cardoso Lucas Taylor	Cournoyer Ch. 10	Assessment Summary			Practice Activity: 1. Discussion of assessing, balancing expectations 2. Using SMART techniques with clients to set goals
Weaving	Weaving to integrate HBSE, Policy, Practice, and Research	Cohort Mentors will come in during the last hour of class to facilitate		Review weaving questions for week 10 and be prepared to discuss these in class			

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WEEK 11 Oct 29 & 30, Nov 1	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Research	Critically Appraising and Selecting Measurement Instruments	Cheung Narendorf Ren Tucker	Rubin & Bellamy, Chapter 11		DUE TODAY: Nothing ☺		FOR NEXT WEEK: Bring in full draft of your poster for instructor feedback and approval
Practice Skills Lab	Intensive Practice Skill-Building- Contracting Field Seminar Topic: Legal and Ethical Issues in Agency Practice	Berger- Cardoso Leal Leal Lenert Taylor	Cournoyer Ch. 11	Treatment Planning			Practice Activity: 1. Discussion of contracting 2. Review Case Scena- rios to set goals and create action plans 3. In class activities or role plays

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WEEK 12 Nov 5, 6, & 8	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Research	Critically Appraising Qualitative Studies	Cheung Narendorf Ren Tucker	Rubin & Bellamy, Chapter 10 Guest speaker		DUE TODAY: Bring in a full draft of your poster for peer feedback and submit to instructor for approval		FOR NEXT WEEK: Work on writing your final paper that goes along with what you have presented in your poster
Practice Skills Lab	Intensive Practice Skill-Building-Working & Evaluating Field Seminar Topic: The Community Context of Practice	Berger-Cardoso Lucas Taylor	Cournoyer Ch. 12		Quiz #3: Due Tuesday 11/4 @ 11:59 pm in BB Video must be uploaded to YouTube and process recording on Blackboard by 11:59 pm November 4th		Practice Activity: 1. Discussion of working, evaluating 2. Practice documenting a client intervention
Integrative Paper					Integrative paper due on Blackboard on 11/9/13 @ 11:59 pm.		

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WEEK 13 Nov. 12, 13, & 15	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Research	What You Do and Do Not Need to Know About Statistics When Critically Appraising Studies	Cheung Narendorf Ren Tucker	Rubin & Bellamy, Appendix B		DUE TODAY: Nothing ☺		FOR NEXT WEEK: Continue working on writing your final paper that goes along with what you have presented in your poster
Practice Skills Lab	Intensive Practice Skill-Building-Ending Field Seminar Topic: Handling Interpersonal Conflict within the Agency	Berger-Cardoso Lucas Taylor	Cournoyer Ch. 13		Journal #2 Due by Tue 11/11 @ 11:59 pm (BB upload)		Practice Activity: 1. Discussion and practice of termination with clients

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WEEK 14 Nov. 19, 20, & 22	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Research	Critically Appraising Time-Series designs and single case designs	Cheung Narendorf Ren Tucker	Rubin & Bellamy, Chapters 7 & 12				FOR NEXT WEEK: Make revisions to your poster and turn in to instructor for printing before Thanksgiving Turn in extra credit if you did it
Practice Skills Lab	Intensive Practice Skill-Final Touches & Video Presentations Field Seminar Topic: Micro and Macro Practice Within the Agency	Berger- Cardoso Lucas Taylor			Video-Client Contracting and Quiz 3 due via Blackboard on Tue 11/18 @ 11:59 pm		

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WEEK 15 Nov 26, 27, & 29 Thanks- giving Recess	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
	NO CLASSES						

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WEEK 16 Dec 3, 4, & 6	Lecture Content	Instructors	Readings	Blackboard	Assignments and Quizzes (with Due Dates)	Grading Rubrics	Other
Research	Research Conference: Friday Dec 5 & Saturday Dec 6, 2014 Location TBA	Cheung Narendorf Ren Tucker			Poster presentations and paper due		
Practice Skills Lab	Becoming a Professional Social Worker & Video Presentations Field Seminar Topic: The Self Assessment Process: Professional and Personal Growth	Berger-Cardoso Lucas Taylor			Journal #3 Due by Tue 12/2 @ 11:59 pm (BB upload)		