Locator Information:
Instructor:
Course Number and Name: SWRK 230: Introduction to Social Work
Semester Hour of Credit: 3
Day/Time Class Meets:
Email:
Class Location Building:
Office Phone:
Fax: (910) 672-1755
Office Location:
Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.
**Course Description:**
This course focuses on the historical development of social welfare, social work and various social services. The course focuses on the nature, causes, and extent of major social problems, and provides examples of how people are affected by such problems. Emphasis is placed on various roles of social workers, the generalist method, cultural competence, ecological and systems theory, the strengths perspective, and responses to the needs of the poor, families, and populations at risk such as the elderly, children, sexual minorities, and people of color. Also addressed are changing trends in society and how they affect social work practice.

**BSW Program Mission:**
The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

**BSW Program Goals:**

<table>
<thead>
<tr>
<th>1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with emphasis on rural and military social work</th>
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<tbody>
<tr>
<td>2. To develop social workers who advance and promote social justice</td>
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<tr>
<td>3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.</td>
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<td>4. To inculcate in students respect diversity and appreciation of difference as they prepare for service in a multicultural society and global community.</td>
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<tr>
<td>5. To produce social workers who will be effective consumers and producers of research for evidence based practice</td>
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<td>6. To produce students who will embrace the concept of lifelong learners</td>
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</table>
### Course Core Competencies and Related Practice Behaviors (Course Outcomes):

<table>
<thead>
<tr>
<th>Competencies (2008 EPAS)</th>
<th>Course Outcomes (Practice Behaviors)</th>
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<tbody>
<tr>
<td>Educational Policy 2.1.1-Identify as a professional social worker and conduct oneself accordingly</td>
<td>1. Practice personal reflection and self-correction to assure continual professional development</td>
</tr>
<tr>
<td></td>
<td>2. Attend to professional roles and boundaries</td>
</tr>
<tr>
<td>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice</td>
<td>1. Recognize and manage personal values in a way that allows professional values to guide practice</td>
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<td>2. Make ethical decisions by applying standards of the National Association of Social Worker Code of Ethics and National Association of Black Social Workers Code of Ethics</td>
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### Required Textbook:


### Supplemental Textbook:


### Course Objectives and Related Course Outcomes (Practice Behaviors):

This course will address the following knowledge, values and skills objectives:

**A. Knowledge Objectives- Students will have knowledge of:**

1. The historical development of social policy, social welfare programs, and the social work profession.

2. The types of social services provided, types of populations served (consumers), source of funding, the service delivery system, and the roles of social workers.

3. Essential features of the social work profession, varied role demands of social workers in our society, and to gain familiarity with the concept of generalist practice.

4. The field of social work and the capacity to arrive at career decisions, and will transfer this information to future social work courses.

5. Different disciplinary approaches to understanding and analyzing a topic or theme.
B. **Values Objectives** - Students will have an appreciation for:

1. The notions of the population at-risk, cultural diversity, as well as the role of the social work profession in promoting social and economic justice.

2. Understand varied dimensions of poverty, inequality, discrimination and their implications for social welfare policy.

C. **Skills Objectives** - Students will be able to:

1. Demonstrate critical thinking capacities by exploring the varied dimensions of critical thinking and their application in any range of subjects related to social welfare.

2. Students will use skills and knowledge from one course to master materials in concurrent and subsequent courses.

3. Students will work collaboratively with other students.

**Course Domain: How this Course Relates to the Rest of the Curriculum**

This course provides a comprehensive introduction to the challenges, demands, opportunities, and benefits associated with the profession of social work. A special focus is placed on the field of social work and how it is inextricably linked with amelioration of social problems at various stages of the history of American social welfare. A brief review of the early ideologies and values that have formed the basis of the American welfare are provided. This course also examines, in a critical manner, the ideological differences between conservatives (including libertarians), liberals, and radicals, and how these have impacted programs and services.

The course looks at the impact of welfare programs and services on such vulnerable groups as the aged, ethnic and racial minorities, women, gays and lesbians, and the poor, as well as children and families. The course also provides students with a framework for understanding the essential features of generalist social work practice. This conceptualization introduces students to the varied role demands of knowledge, skills, and values needed for effective social work practice with individuals, couples, organizations, and communities. Students learn the importance of protecting the collective interests of these vulnerable populations – children, the aged, racial and ethnic minorities, and those who are physically and mentally challenged.
Teaching Strategies:

Research indicates that learning among adults occurs when cognitive, affective and experiential methods are utilized concurrently in the learning process. In order to address all of the domains, the following strategies will be utilized in this course:

A. Cognitive Methods

This course utilizes such methods as assigned readings, classroom handouts, lecture materials, videos, and classroom discussions to foster cognitive student learning.

B. Affective Methods

Strategies such as case studies, in-class discussions, and papers foster the affective learning of students.

C. Experiential Methods

Strategies such as out of class assignments, case studies, and class discussions foster the experiential learning of students.

Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACT) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); (910) 672-1203

Attendance and Class Participation Policy

Please refer to the FSU Student Catalog for the Undergraduate Attendance Policy. Regular class attendance is required, and full participation in all class activities is expected. Participation means that you are engaged with the current task of the class. You are also expected to arrive for class on time. Special policies for tardiness and attendance will be discussed and established on the first day of class. If you miss three classes you will automatically lose five points from your final grade. If you are sick or have any other emergency that causes you to miss class you are to inform the professor by calling before class. If you are sick you should have appropriate official documentation. The same applies for military related absences.

If you must leave class early you must be excused by the professor at the beginning of class. This can count as a portion of a missed class. Portions of missed classes can add up to an entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.
Course Requirements and Evaluation Criteria

Assignments and Exams

1. Volunteer Experience:

The primary purpose of this exercise is to familiarize students with social service organizations, their purpose(s), structure, client populations served, and methods of operation. The secondary purpose of the exercise is to encourage excellent writing skills in describing the volunteer experience.

Volunteer Experience Paper:

Write a paper about your experience. It may include any information you wish, but it must include the following:

a. Name of agency, location, telephone number, name of person who supervised you, and the dates you volunteered.

b. What you did during your time at the agency.

c. Information concerning agency structure: is it a profit or non-profit organization? How are decisions about the structure and function of the agency made? Are MSW or BSW social workers employed there? If so, what does s/he do? If none are employed, why not? What services does the agency provide? Does the agency have an organizational evaluation process? Where does the agency fall on the cultural competency continuum? Does the agency conduct research? If so, what, and how is it used? What kinds of clients are served by the agency: age range, gender, ethnic background, needs of the clients? What additional services might the agency provide? What are the governmental policies that influence the agency operation?

d. What is your opinion about this experience? The agency?

e. Would you be willing to continue to provide services to the agency? Why or why not? Would you be willing to provide services to a different agency?

f. GRADING: This assignment constitutes thirty percent (30%) of your final grade in this class.

g. The maximum number of pages is five, I will not read beyond the fifth page and your grade will be based upon what I have read. Students may also have an opportunity to contribute volunteer services to a university sponsored research project.

2. Article Review:

This is an application of the use of critical thinking. It involves a review of a professional journal article.

- You must choose an article that is concerned with some aspect of agency social work. You might want to discuss your article selection with me.

- Please use the following outline for your review:

  a. *Title of the article and journal including date published.*
b. Name of author(s).

c. The main purpose of this article.

d. The question(s) the author(s) is/are trying to answer.

e. Outline very briefly the author(s) argument

f. The main conclusions of the article or book

g. Briefly outline any special or specific concept(s) or theories used by the author.

h. What are the assumption(s) underlying the author’s thinking?

i. What are the main point(s) of view presented in the paper?

j. The page limit is 5 pages. I will not read beyond the 5th page, thus you will be graded on what I have read.

k. This assignment is worth thirty percent (30 %) of your total grade.

All written assignments must be turned in to me the day they are due before the beginning of class on the date specified, and must be presented in a professional fashion (typed or word-processed, double-spaced, grammar-and-spell-checked, properly formatted, written in the accepted American Psychological Association style.

For APA style, consult:


If you have difficulty with grammar and punctuation, please use the services of the Writing Center on campus.
**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>Exceptionally High</td>
<td>92-100</td>
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<tr>
<td>B</td>
<td>Good</td>
<td>83-91</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>73-82</td>
</tr>
<tr>
<td>D</td>
<td>Marginally Passing</td>
<td>64-72</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>Below 63</td>
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<tr>
<td>FN</td>
<td>Failing</td>
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<tr>
<td>W</td>
<td>Withdrew by due date</td>
<td>W</td>
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</table>

**Final Grade is based on:**

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>10%</td>
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<tr>
<td>Article Review</td>
<td>30%</td>
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<tr>
<td>Chapter Quizzes or another evaluation tools. It could be a comprehensive final or a combination/mixture.</td>
<td>30%</td>
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<tr>
<td>Volunteer Experience (including paper)</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading Criteria:**

**A:** Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

**B:** Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

**C:** Meets minimum course requirements.

**D:** Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

**F:** Did not meet minimum course requirements.
Indicators of Exemplar Performance:

With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

Academic Integrity:

The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.

Confidentiality:

Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues, or find personal issues arising, during the course are encouraged to talk with the instructor about available support. Confidentiality, within the above-specified limitations, is guaranteed between the student and faculty member.

Academic Support Resources:

Smart Thinking:

Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish is available. Online tutors are available 24 hours per day, seven days per week. Access Smart Thinking through Blackboard’s home page. Select “Smart Thinking Student Site, then select “Tools” from the menu on the left. Click on” Smart Thinking” login. After logging in, click Smart Thinking Student Handbook for tips on navigating the Website and using the service.

The Writing Center:

Individualized tutoring is available at the Helen Chick building, Room 216-C, 8 AM – 8PM, Monday through Thursday; 8 AM – 5 PM, Friday. Call 910-672-1864 for more information. You may also access the Website at http://www.uncfsu.edu/writingcenter.

Academic Dishonesty:
According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and thoughts of another person without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work, or aids and abets others to cheat). Penalties include failing the course, suspension and/or expulsion.

**Plagiarism:**

Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized, and the reason for such suspicion. If the student chooses to protest the grade on the assignment, he/she will be asked to confer with the instructor first, and if not resolved, confer with the Department Chair.

**Professional Conduct:**

According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”

Examples of improper behavior in the classroom (including the virtual classroom of email, chatrooms, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- use of tobacco products
- monopolizing discussion
- persistent speaking out of turn
- distractive talking, including cell phone usage
- audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
- refusal to comply with reasonable instructor directions
- employing insulting language or gestures
- verbal, psychological, physical threats, harassment and physical violence
Classroom Etiquette

- 1. Students are expected to arrive to class on time. Students may not leave or prepare to leave until dismissed by the instructor.
- 2. Students are not permitted to sleep in class.

Academic Grievance Process

As indicated in the university Student Handbook, a student believing that he/she has been academically unfairly treated or disciplined, may enter into an academic grievance process. A memorandum setting forth the process shall be made available to the student upon request or at the time of formal discipline. The student who has an academic grievance should follow the procedures outlined below.

If the dissatisfaction outlined when initiating the grievance with the instructor or department require action, the student should follow the procedure outlined below:

1. Step One: The student shall first discuss the grievance with the instructor in an informal conference immediately after its occurrence, but no later than one month into the following semester.

2. Step Two: If the student is dissatisfied with the results of Step One, then the student may submit the grievance in writing to the chair of the department and/or program director involved and to the coordinator of the program in which the student is enrolled within seven business days of the informal conference accomplished in Step One.

The chair of the department and/or program director in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.

3. Step Three: If dissatisfied with the results of Step Two, the student may appeal to the dean of the school housing the department within seven days of receipt of the written decision of Step Two and request that the dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean’s decision shall be communicated in writing to the student within three business days after receipt of the committee’s report. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs shall be informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.

NOTE: Unless indicated otherwise, papers will be submitted through the “Turnitin” folder on blackboard.
## Course Outline and Schedule:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
<th>CORE COMPETENCIES</th>
<th>PRACTICE BEHAVIOR</th>
<th>OUTCOME MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction: Social Welfare-Its Business, History, and Future;</td>
<td>Zastrow (Code of Ethics-Appendix) Chapter 1</td>
<td>2.1.1—Identify as a professional social worker and conduct oneself accordingly</td>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
<td>Exams Papers Service learning project</td>
</tr>
<tr>
<td>Week 2</td>
<td>Social Work as a Profession and a Career</td>
<td>Zastrow Chapter 2</td>
<td>2.1.1—Identify as a professional social worker and conduct oneself accordingly</td>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
<td>Exams Papers Discussion Board</td>
</tr>
<tr>
<td>Week 3</td>
<td>Generalist Social Work Practice</td>
<td>Zastrow Chapter 3</td>
<td>2.1.1—Identify as a professional social worker and conduct oneself accordingly</td>
<td>Attend to professional roles and boundaries</td>
<td>Exams Papers Discussion Board</td>
</tr>
<tr>
<td>Week 4</td>
<td>Poverty and Public Welfare</td>
<td>Zastrow Chapter 4</td>
<td>2.1.2—Apply social work ethical principles to guide professional practice</td>
<td>Recognize and manage personal values in a way that allows professional values to guide practice Make ethical decisions by applying standards of the National Association of Social Worker Code of Ethics and National Association of Black Social Workers Code of Ethics</td>
<td>Exams Papers Service learning project Discussion Board</td>
</tr>
<tr>
<td>Week 5</td>
<td>Emotional/Behavioral Problems and Counseling</td>
<td>Zastrow Chapter 5</td>
<td>2.1.1—Identify as a professional social worker and conduct oneself accordingly</td>
<td>Attend to professional roles and boundaries</td>
<td>Exams Papers Discussion Board</td>
</tr>
<tr>
<td>Week 6</td>
<td>Family Problems and Services to Families</td>
<td>Zastrow Chapter 6</td>
<td>2.1.1—Identify as a professional social worker and conduct oneself accordingly</td>
<td>Attend to professional roles and boundaries</td>
<td>Exams Papers Discussion Board</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Zastrow Chapter</td>
<td>Summary</td>
<td>Exams/Papers/Discussion/Board</td>
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<tr>
<td>Week 7</td>
<td>Sexual Orientation and Services to GLBT Individuals</td>
<td>Chapter 7</td>
<td>2.1.2—Apply social work ethical principles to guide professional practice</td>
<td>Make ethical decisions by applying standards of the National Association of Social Worker Code of Ethics and National Association of Black Social Workers Code of Ethics</td>
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<td></td>
<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
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<tr>
<td>Week 8</td>
<td>Drug Abuse &amp; Drug Treatment Programs</td>
<td>Chapter 8</td>
<td>2.1.1—Identify as a professional social worker and conduct oneself accordingly 2.1.2—Apply social work ethical principles to guide professional practice</td>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
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<td></td>
<td></td>
<td>Agency Assignment is Due</td>
<td>Make ethical decisions by applying standards of the National Association of Social Worker Code of Ethics and National Association of Black Social Workers Code of Ethics</td>
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<tr>
<td>Week 9</td>
<td>Crime, Juvenile Delinquency, and Correctional Services</td>
<td>Chapter 9</td>
<td>2.1.1—Identify as a professional social worker and conduct oneself accordingly and 2.1.2—Apply social work ethical principles to guide professional practice</td>
<td>Practice personal reflection and self-correction to assure continual professional development .Make ethical decisions by applying standards of the National</td>
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<tr>
<td>Week 10</td>
<td>Problems in Education and School Social Work</td>
<td>Zastrow Chapter 10</td>
<td>2.1.1-Identify as a professional social worker and conduct oneself accordingly</td>
<td>Association of Social Worker Code of Ethics and National Association of Black Social Workers Code of Ethics</td>
<td>Exams, Papers, Discussion Board</td>
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<td>Week 11</td>
<td>Work-Related Problems and Social Work in the Workplace</td>
<td>Zastrow Chapter 11</td>
<td>2.1.2—Apply social work ethical principles to guide professional practice</td>
<td>Make ethical decisions by applying standards of the National Association of Social Worker Code of Ethics and National Association of Black Social Workers Code of Ethics</td>
<td>Exams, Papers, Service learning project</td>
</tr>
<tr>
<td>Week 12</td>
<td>Racism, Ethnocentrism, and Strategies for Advancing Social and Economic Justice</td>
<td>Zastrow Chapter 12</td>
<td>Educational Policy 2.1.1-Identify as a professional social worker and conduct oneself accordingly 2.1.2—Apply social work ethical principles to guide professional practice</td>
<td>Practice personal reflection and self-correction to assure continual professional development Make ethical decisions by applying standards of the National Association of Social Worker Code of Ethics and National Association of Black Social Workers Code of Ethics</td>
<td>Exams, Papers, Discussion Board</td>
</tr>
<tr>
<td>Week 13</td>
<td>Sexism and Efforts for Achieving Equality</td>
<td>Zastrow Chapter 13</td>
<td>Educational Policy 2.1.1-Identify as a professional social worker and conduct oneself accordingly</td>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
<td>Exams, Papers, Discussion Board</td>
</tr>
<tr>
<td>Week 14</td>
<td>Aging and Gerontological Services Article Assignment is Due</td>
<td>Zastrow Chapter 14</td>
<td>Educational Policy 2.1.1-Identify as a professional social worker and conduct oneself accordingly</td>
<td>Attend to professional roles and boundaries</td>
<td>Exams Papers Discussion Board</td>
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<tr>
<td>Week 15</td>
<td>Health Problems and Medical Social Services</td>
<td>Zastrow Chapter 15 Zastrow Chapter 16</td>
<td>Educational Policy 2.1.1-Identify as a professional social worker and conduct oneself accordingly</td>
<td>Attend to professional roles and boundaries</td>
<td>Exams Papers Discussion Board</td>
</tr>
<tr>
<td>Week 16</td>
<td>Physical and Mental Disabilities and Rehabilitation/ Overpopulation, Misuse of the Environment, and Family Planning</td>
<td>Zastrow Chapter 17</td>
<td>Educational Policy 2.1.1-Identify as a professional social worker and conduct oneself accordingly</td>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
<td>Exams Papers Discussion Board</td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>Final Exam (In Class)</td>
<td></td>
<td>2.1.1-Identify as a professional social worker and conduct oneself accordingly</td>
<td>Attend to professional roles and boundaries</td>
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Suggested Readings:


