**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**

##### **SCHOOL OF SOCIAL WORK**

**Course Syllabus**

# Foundations of Professional Development

**(Formerly the Professional Development Seminar)**

**Spring 2024**

Course: 09:910:332

Time:

Location:

Instructor:

Phone:

Email:

Office Hours:

## Catalog Course Description

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

## Course Overview

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

## Place of Course in Program

This course is restricted to social work majors in the spring semester of their junior year and is a requirement of the major.

## Course Objectives

The objectives of the course are to provide students with:

1. Define the role of the helping professional and generalist practitioner.
2. Identify social work values and ethics in a practice situation.
3. Apply social work skills for generalist practice from an antiracist perspective.
4. Recognize the significance of the field work experience.
5. Describe the multiple goals and potential uses of supervision.
6. Define the dynamic nature of social welfare organizations.
7. Describe a professional profile that illustrates a trajectory that encompasses

a social justice lens.

## Program Level Learning Goals and the Council on Social Work Education’s Social Work Competencies

The BASW and MSW programs at Rutgers are accredited by the Council on Social Work Education (CSWE). CSWE uses the Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at cswe.org.

The Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. This course will assist students in developing the following specific two competencies:

### Competency 1: Demonstrate Ethical and Professional Behavior

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

## Required Texts

*NASW* *Code of Ethics* (approved by 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly). Available online at: [www.naswdc.org](http://www.naswdc.org)

**The course readings will be open sourced and listed from week to week. There are no texts required for this course.**

Other required readings can be accessed through the RU Libraries electronic reserve system at:<https://www.libraries.rutgers.edu/>. In the QuickSearch box on the [Libraries homepage](https://www.libraries.rutgers.edu/), type the Course NAME or the Course Number (Social Welfare Policy and Service 1 19:910:504) and select Course Reserves in the autofill drop down).

## Course Requirements

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

## Assignments & Grading

A 90-100

B+ 85-89

B 80-84

C+ 75-79

C 70-75

F Below 70

### Written Assignments

Throughout this course you will be learning about the basic practice and professional skills in social work. Skills such as attending behaviors, interviewing skills, engagement, and the importance of building a strong, collaborative, and empowering working relationship with your client(s) will be discussed.

**In this two-part project** students will demonstrate ethical and professional behavior by:

**Part** I- Students will screen/view a video of social worker/client interview /exchange and

produce a process recording of the session (100 points) **due module 9**

**Part II**- Write a reflection/ analysis paper that focuses on the Role of the

Social Worker/Counselor illustrated in the video; the ***skills of the GIM present in the***

***client -worker exchang***e, and howsocial work values and ethics were in implicitly or explicitly enacted during the video. (100 points) **due module 13**

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| --- | --- |
| **Attendance/Participation** | 20% |
| **Exam/Quizzes** | 30% |
| **Final Project**   * Final Project Part One Process Recording –   (Complete a process recording from an approved video of a counseling  Session).   * Final Project Part Two Reflection Paper –   Formal paper that is a reflection and analysis on the role of social worker  and practice skills of the Video Session viewed. | 25%  25% |

## Attendance

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

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

## Academic Resources

### Library Research Assistance

**Julia Maxwell** is the social work librarian on the New Brunswick Campus [jam1148@libraries.rutgers.edu](mailto:jam1148@libraries.rutgers.edu) p. 848-932-6124

**Natalie Borisovets** is at Newark, Dana Library

**Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830

They are all available to meet with students.

### Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong

writing skills. Several resources are available to help students strengthen their professional

and academic writing skills. Writing assistance is available to all MSW students as described

below.

#### All MSW SSW students

New Brunswick, Camden, Newark, Intensive Weekend, online and blended students are eligible to access writing assistance at the New Brunswick Learning Center.

Online tutoring may also be available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

#### Newark Campus

The Newark writing center is available for MSW students on the Newark campus by

appointment.

<http://www.ncas.rutgers.edu/writingcenter>

### Additional Online Resources

#### APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>

APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization

<https://owl.english.purdue.edu/owl/section/1/>

#### Email Etiquette for Students

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

## Course Evaluation

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

## Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for

understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](https://global.rutgers.edu/academic-integrity-rutgers) in its entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“**Plagiarism**: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“**Cheating**: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved**;** Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

**Use of artificial intelligence (AI)** such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy.

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Patricia Findley at [pfindley@ssw.rutgers.edu](mailto:pfindley@ssw.rutgers.edu)). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](https://global.rutgers.edu/academic-integrity-rutgers) and [Procedures for Adjudicating Academic Integrity Violations](https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2021/06/Procedures-for-Adjudicating-Alleged-Academic-Integrity-Violations.pdf)

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

## Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus’ disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/getting-registered>

## Other Resources

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

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

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

## Course Outline

**Module 1: Introductions; Overview of Course and Assignments**

**Learning Objectives**

* Define Social Work
* Describe the different levels of Social Work
* Identify the diversity of roles those social workers engage in as part of professional practice.

**Required Readings:**

Hare, I. (2004). Defining social work for the 21st century: The International Federation of Social Workers' revised definition of social work. International social work, 47(3), 407-424.

**Module 2: Understanding the Concepts of Profession and Professional**

**Learning Objectives**

* Identify and acknowledge alternative forms of social work
* Discuss why and what makes Social Work a profession
* Define what is meant by Generalist Social Work Practice

**Required Readings:**

Halbert, L.A. - What is Professional Social Work?

<https://socialwelfare.library.vcu.edu/social-work/what-is-professional-social-work-by-l-a-halbert/>

Kowal, E., & Paradies, Y. (2005). Ambivalent helpers and unhealthy choices: public health practitioners’ narratives of Indigenous ill-health. Social Science & Medicine (1982), 60(6), 1347–1357. <https://doi.org/10.1016/j.socscimed.2004.07.009>

Selwyn, S., & Bhuvaneshwari, M. G. (2018). Personality Attributes of Social Work Students: An Assessment of Empathy, Emotional Intelligence, and Resilience. Social Work Chronicle, 7(1), 85.

**Module 3: The Values and Ethics of Social Work Practice**

**Learning Objectives**

* Understand the significance of the NASW Code of Ethics
* Identify the Core Social Work Values
* Analyze the difference between Values and Ethics.

**Required Readings:**

NASW Code of Ethics (available at <http://www.naswdc.org/pubs/code/code.asp>)

Reamer, F. (2013). Social work in a digital age: Ethical and risk management challenges. S*ocial work, 58* 2, 163-72. <https://pdfs.semanticscholar.org/37df/7d016464d8b3ffd00562b939d5e81d59ad08.pdf?_ga=2.261433677.1500276664.1607704395-2002664395.1607704395>

Watson, A.M. (2019). Collision: An opportunity for growth? Māori social workers’ collision of their personal, professional, and cultural worlds and the values and ethical challenges within this experience. *Journal of Social Work Values and Ethics,* 16(2).

**Module 4: Understanding the Role of Cultural Humility in Social Work Practice**

**Learning Objectives**

* Distinguish social and cultural competence vs cultural humility.
* Understanding the role of personal bias and self-awareness
* Explore the impact of implicit bias in Social Work practice.
* Identify the impact of Intersectionality/Oppression and Privilege in the context of social and culturally competent practice.

**Required Readings/Videos:**

Buddington, S. A., & Esmail, A. M. (2017). Ethnicity: Cultural Competence and Social Work Practice Among College and University Students. Race, Gender & Class, 24(1), 160-171. [https://login.proxy.libraries.rutgers.edu/login?url= ?url=https://www-proquest-com.proxy.libraries.rutgers.edu/docview/2119845713?accountid=13626](https://www-proquest-com.proxy.libraries.rutgers.edu/docview/2119845713?accountid=13626)

TEDx: Cultural Humility, Juliana Mosley, Ph.D. <https://www.youtube.com/watch?v=Ww_ml21L7Ns>

Cultural humility- What does this mean? <https://www.youtube.com/watch?v=16dSeyLSOKw&feature=youtu.be>

**Module 5: Overview of Relevant Social Work Theories and Practice**

**Learning Objectives**

* Understand the role of Empowerment/Strengths based Theories.
* Identify and discuss the role of Social Justice Theories in Social Work
* Analyze the role of theory to Social Work Practice

**Required Readings:**

Carr, E. S. (2003). Rethinking Empowerment Theory Using a Feminist Lens: The Importance of Process. Affilia, 18(1), 8–20. <https://doi.org/10.1177/0886109902239092>

Howard, C., T., & Navarro, O. (2016). [Critical Race Theory 20 years later: Where do we go from here?](https://login.proxy.libraries.rutgers.edu/login?url=http://dx.doi.org/10.1177/0042085915622541) *Urban Education, 51(3*), 253 – 273*.*

Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837 – Chapter 1.

**Module 6: Engagement**

**Learning Objectives**

* Understand the Generalist Intervention Model
* Identify the Skills of Engagement
* Apply the skills of engagement to all levels of Social Work
* Discuss the connection between engagement and relationship building.

**Required Readings:**

Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. Chapter 2.

Cummins, L. K., Sevel, J. A., & Pedrick, L. (2013). Social Work Skills for Beginning

Direct Practice: Pearson New International Edition: Text, Workbook, and Interactive Web Based Case Studies. Pearson Higher Ed.

Singer, J. (2017) The Arc of therapy *The Social Work Podcast* <https://socialworkpodcast.blogspot.com/2017/06/beginning.html>

**Module 7: Assessment**

**Learning Objectives**

* Define the Skills of Assessment
* Understand how assessment is applied in all levels of Social Work
* Discuss the connection between assessment and relationship building

**Required Readings:**

Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837 – Chapter 5

Jones, S. (2012). Working with Immigrant Clients: Perils and Possibilities for Social Workers

Singer, J. (2017). Cont’d - The Arc of therapy *The Social Work Podcast* <https://socialworkpodcast.blogspot.com/2017/06/beginning.html>

**Module 8: Planning**

**Learning Objectives**

* Define the Skills of Planning
* Understand how Planning is applied on all levels of Social Work
* Discuss the connection between Planning and relationship building

**Required Readings:**

Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837 - Chapter 6.

The Hill: Mitigating the Pandemic, Social Work Was Built for This <https://thehill.com/opinion/healthcare/501474-mitigating-the-pandemic-social-work-was-built-for-this>

**Module 9: Implementation**

**Learning Objectives**

* Define the Skills of Implementation and the overlap with intervention.
* Understand how Implementation is applied on all levels of social work
* Identify how theory becomes practice.

**Required Readings:**

Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837; Chapter 7.

Nuwer, R. (2020). How a bench and a team of grandmothers can tackle depression <https://www.bbc.com/future/article/20181015-how-one-bench-and-a-team-of-grandmothers-can-beat-depression>

**Module 10: Advocacy, Case Management and Community Based Work**

**Learning Objectives**

* Define the Skills of Advocacy
* Understand the role of Advocacy in all levels of social work
* Discuss the role of Advocacy and Community Organizing

**Required Readings:**

Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837; Chapter(s) 14- 15

Ungar, M., Manuel, S., Mealey, S., Thomas, G. & Campbell, C. (2004). A Study of Community Guides: Lessons for Professionals Practicing with and in Communities, *Social Work*, 49(4), p. 550–561. https://doi-org.proxy.libraries.rutgers.edu/10.1093/sw/49.4.550

**Module 11: Evaluation**

**Learning Objectives**

* Define the Skills of Evaluations
* Understand the role of Evaluation in all levels of social work
* Discuss the Impact of Evaluation in developing social work programs and policy

**Required Readings:**

Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837; Chapter 8

**Module 12: Termination and Follow-up**

**Learning Objectives**

* Define the process of Termination
* Understand the role of Termination/ending at all levels of social work
* Discuss the significant or termination/endings in the Helping Relationship

**Required Readings:**

Gelman, C. R. (2009). MSW students’ experience with termination: Implications and suggestions for classroom and field instruction. *Journal of Teaching in Social Work*, 29(2), 169-187. <https://www.tandfonline.com/doi/pdf/10.1080/08841230802238328>

Swift, J.K., Greenberg, R. P, Whipple, J.L., & Kominiak, N. (2012). Practice recommendations for reducing premature termination in therapy, Professional Psychology: Research and Practice, 43(4), 379-387.

<https://psycnet.apa.org/doi/10.1037/a0028291>

**Module 13: The Social Work Professional**

**Learning Objectives**

* Developing your professional footprint
* Identify the skills of establishing a professional network
* Discuss the skills of creating a professional portfolio

**Required Readings:**

Sobočan, A. M., Banks, S., Bertotti, T., Strom, K., de Jonge, E., & Weinberg, M. (2020). In Conversation with a Case Story: Perspectives on Professionalism, Identity and Ethics in Social Work. Ethics and Social Welfare, 14(3), 331-346.

<https://doi.org/10.1080/17496535.2020.1726982>

Sweitzer, H. F., & King, M. A. (2013). The successful internship. Cengage Learning.

**Module 14: Course Wrap-up**

**Learning Objectives**

* Discuss course content and future professional practice.

**Required Readings:**

Wright, D. E. (2018). From Good to Great: An Innovative Bridge Program Developing Professionalism and Self-Reflection in Social Work Students Entering the Field. Field Educator, 8(2).