

SW 387/587 Emerging Issues: Social Work with Children & Youth

Fall 2022

Wednesdays, 4pm – 5:50pm

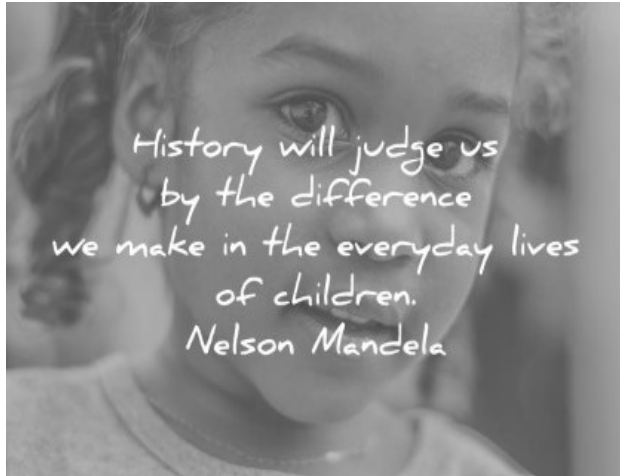
Online via Zoom

Instructor: Margaret Kubek (she, her), MSW, MS

Office Location: Sciences Building, B341

Student Time (In person or Zoom): Thursdays, 10am-1pm or by appointment

Email: mkubek@uwsp.edu



- What are some of the challenging issues faced by children and youth today?
- What are ecological and societal factors that perpetuate or mitigate risk factors for children and youth?
- How do social workers and other professionals determine why and how these issues exist?
- How do we take action at the micro and macro levels to build social work programming or organizational interventions, *and* create meaningful solutions at the policy level to support children and youth?

Course Description

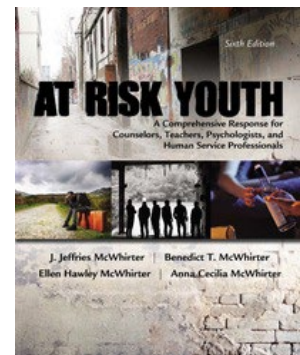
This course provides an overview of emerging issues in the field of social welfare and the helping professions related to children and youth. The course presents an ecological framework for examining risk factors at the societal and environmental level; investigates the impact that families, the school system, and individual factors have in shaping an individual's level of risk; explores common risk categories; and, provides an overview of promising treatment approaches and interventions with children, youth, and their families. Throughout the course you will have the opportunity to explore macro- and micro-level risk factors, categories of risk, and treatment approaches or educational interventions through textbook readings, Zoom discussions with peers, an analysis of a documentary film, and the development of an intervention / prevention program plan.

Course Materials

The following text is required for this class:

McWhirter, J.J, McWhirter, B.T., McWhirter, E.H., & McWhirter, A.C. (2017). *At-Risk Youth: A Comprehensive Response, Sixth Edition*. Boston, MA: Cengage Learning.

Additional multi-media will be posted to Canvas.



Course Format

This course is offered online via Zoom.

The format includes lecture, large and small group discussions in Zoom, reading and reflection, and the use of multi-media to breathe life into topics and concepts.

This course is 30% asynchronous which requires a small amount of independent work outside of the in person class time; this will mainly consist of watching documentaries.

Course Objectives

Students who successfully complete this course will be able to:

1. Identify and assess ecological factors which contribute to challenges, issues, and resiliency for children and youth.
2. Differentiate and discuss family and school factors which contribute to risk and resiliency in children and youth.
3. Examine and outline individual characteristics and skills which contribute to risk and resiliency.
4. Investigate and label risk categories which might lead to challenges and issues for children and youth.
5. Understand and design prevention, intervention, and social work treatment approaches (**SW 387**) and organizational interventions (**SW 587**) for children, youth, and families.
6. Build and apply professional knowledge and skills for working with children and youth in the social work profession (**387**) and in organizational settings (**SW 587**).

<u>Course Requirements</u>	<u>SW 387</u>	<u>SW 587</u>
1. Attendance & Engagement	140 points	140 points
2. COVID-19 discussions	60	60
3. Film analysis paper	60	60
4. Program plan consultation	40	40
5. Program plan presentation	<u>100</u>	100
6. Book review (587 students ONLY).....		<u>100</u>
SW 387 total points possible:	400	
SW 587 total points possible:		500

<u>Grading Scale</u>		
		<u>Percent</u>
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Attendance and Class Participation

- ◆ You are expected to **attend class sessions** and **read all assignments** before the class for which they are assigned. It is important that you **attend every class session** due to the way the course is structured.
- ◆ Our classes will be highly interactive. I may lecture for about 15-20 minutes throughout class, but it will be predominantly discussion based. This will be a space for us to dig into emerging issues related to children and youth.

- ◆ Different students have different learning styles; as such, I take an inclusive view of participation which includes verbal and non-verbal participation, active engagement with all required texts and materials, and participation in small and large group discussions. Participation is more than asking a question or making a comment in the large group discussion. Participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.

Late assignments

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for any alternate due dates; you must do this **BEFORE THE DUE DATE**. Requesting an extension does not automatically mean that you will receive one. No assignments will be accepted if they are turned in more than two weeks past the due date.

With all of this in mind, please note that I am flexible and understanding of people's situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open!

Plagiarism

It is a requirement that all work not original will be properly referenced. Students **MUST CITE ANY AND ALL** work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Professional Communication

Please use professional writing skills when communicating with me by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review. Students who send emails that are received between 8 AM and 4:30 PM, Monday through Friday, can expect a response by the close of the following business day; if you do not receive a response from me after 48 hours, please resend the email. Please keep in mind that I rarely check emails after 4:30 PM on weekdays or over the weekend.

If you would like to chat in Zoom or in person, you may send me an email to set that up. However, if your question is related to a more general matter, consider asking it during class so that all may benefit. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

What is Student Time?

This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. My in person or Zoom

office hours for this semester are Thursdays from 10am - 1pm, but I can meet at other times as well.

Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue in our small and large group discussions, please keep the following in mind:

- Keep an open mind with respect to others' opinions. We want a robust dialogue which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.
- Effective discussions often involve some risk taking. I strive to make the classroom a safe place to practice this kind of risk taking; you are expected to assist in attaining this goal.
- Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ ethical behavior is expected during class and in the completion of assignments. Social workers and human service professionals work with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

There is an expectation that everyone will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups, use the language that is presently acceptable to that group. (you may have to do some research, or connect with me, to achieve this.)
- When referring to people who have intellectual / cognitive and / or emotional challenges, individuals who are homeless, individuals experiencing poverty, etc., present this in a way that does not stigmatize them. Avoid using terms like “the mentally ill”, “the disabled”, “illegal aliens” or “the homeless”. Instead use person-centered language, such as “individuals experiencing mental illness”, “people with disabilities”, undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

Confidentiality

The classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the classroom. Maintaining confidentiality is of utmost importance in the social work and helping professions.

UNIVERSITY POLICIES AND PROCEDURES



First Nation Land Acknowledgement

We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



Beyond this acknowledgement, I encourage you to educate yourself about the indigenous community in Wisconsin and beyond. Resources and weblinks are posted in Canvas.

University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Policy Related to Sexual Violence on the UWSP Campus

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 includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students.

The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

<https://www.uwsp.edu/titleix/Pages/default.aspx>

Support for Students Requiring ADA Accommodations

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or DATC@uwsp.edu. More information about disability services is available at this website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance:

<https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

READING, ASSIGNMENTS, AND CLASS TOPICS

Please be aware that due dates and assignments may need to be changed; you will be made aware of any changes to the course schedule as soon as possible.

Week 1 (September 5 - 11)

TOPIC: Introductions and Course Overview (Competency 1)

TO DO LIST: None	IN CLASS WE WILL: <ul style="list-style-type: none">• Review the syllabus and expectations for class• Complete Information Sheet	DUE: None
---------------------	---	--------------

Week 2 (September 12 – 18)

TOPIC: An Introduction to At-risk Issues (Competencies 1, 2 and 3)

Prior to class on Wednesday, Sept 14 th : <ul style="list-style-type: none">• Read textbook, chapter 1• Watch <i>Dropout Nation</i> (113 min)	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings and doc on your to do list• Free write	DUE: (SW 587 only) Book choice due Sunday, September 18 th
---	--	--

Week 3 (September 19 - 25)

TOPIC: Environmental/Societal Factors (Competencies 1, 2 and 3)

Prior to class on Wednesday, Sept 21 st : <ul style="list-style-type: none">• Read textbook, chapter 2• Watch <i>Understanding the Opioid Epidemic</i> (55 min)	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings and doc on your to do list• Free write	DUE: None
---	--	--------------

Week 4 (September 26 – October 2)

TOPIC: Family Problems (Competencies 1, 2 and 3)

Prior to class on Wednesday, Sept 28 th : <ul style="list-style-type: none">• Read textbook, chapter 3• Watch <i>The Lost Children of Oakdale County</i> (84 min)	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings and doc on your to do list• Free write	DUE: None
---	--	--------------

Week 5 (October 3 - 9)

TOPIC: School Issues (Competencies 5 and 6)

Prior to class on Wednesday, October 5 th : <ul style="list-style-type: none">• Read textbook, chapter 4	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings and doc on your to do list• Free write	DUE: None
---	--	--------------

<ul style="list-style-type: none"> • Watch <i>Girl Trouble</i> (131 min) 	<ul style="list-style-type: none"> • Course check in 	
---	---	--

Week 6 (October 10 - 16)

TOPIC: Individual Characteristics (Competencies 5 and 6)

Prior to class on Wednesday, October 12 th : <ul style="list-style-type: none"> • Read textbook, chapter 5 • Watch <i>Chazz Petrella : The Boy Who Should Have Lived</i> (41 min) 	IN CLASS WE WILL: <ul style="list-style-type: none"> • Discuss readings and doc on your to do list • Free write 	DUE: Documentary Film Analysis due October 16 th
--	---	--

Week 7 (October 17 - 23)

TOPIC: At-risk Category: School Dropout (Competencies 5 and 6)

Prior to class on Wednesday, October 19 th : <ul style="list-style-type: none"> • Read textbook, chapter 6 • Watch <i>Growing Up Trans</i> (83 min) 	IN CLASS WE WILL: <ul style="list-style-type: none"> • COVID-19 Discussions • Discuss readings and doc on your to do list • Free write 	DUE: COVID-19 small group facilitation notes due October 18 th (if you are facilitating)
--	---	--

Week 8 (October 24 – 30)

TOPIC: At-risk Category: Substance Use and Addiction (Competencies 5 and 6)

Prior to class on Wednesday, October 26 th : <ul style="list-style-type: none"> • Read textbook, chapter 7 • Schedule consultation with me 	IN CLASS WE WILL: <ul style="list-style-type: none"> • COVID-19 Discussions • Discuss readings on your to do list • Free write 	DUE: COVID-19 small group facilitation notes due October 25 th (if you are facilitating)
---	---	--

Week 9 (October 31 – 6)

TOPIC: At-risk Category: Teen Pregnancy, STIs, Risky Sexual Behavior (Competencies 5 and 6)

Prior to class on Wednesday, November 2 nd : <ul style="list-style-type: none"> • Read textbook, chapter 8 	IN CLASS WE WILL: <ul style="list-style-type: none"> • COVID-19 Discussions • Discuss readings on your to do list • Free write 	DUE: COVID-19 small group facilitation notes due October November 1 st (if you are facilitating)
--	---	--

Week 10 (November 7 - 13)

TOPIC: At-risk Category: Juvenile Delinquency (Competencies 5 and 6)

Prior to class on Wednesday, November 9 th : <ul style="list-style-type: none"> • Read textbook, chapter 9 	IN CLASS WE WILL: <ul style="list-style-type: none"> • COVID-19 Discussions • Discuss readings on your to do list • Free write 	DUE: COVID-19 small group facilitation notes due November 8 th (if you are facilitating)
--	---	--

Week 11 (November 14 - 20)

TOPIC: At-risk Category: Youth Suicide; Program Consultation (Competencies 5 and 6)

Prior to class on Wednesday, November 16 th : <ul style="list-style-type: none">• Read textbook, chapter 10• Prepare for consultation with me	IN CLASS WE WILL: <ul style="list-style-type: none">• COVID-19 Discussions• Discuss readings on your to do list• Free write	DUE: COVID-19 small group facilitation notes due November 15 th (if you are facilitating) Program Consultation Notes due November 20 th
---	---	---

Week 12 (November 21 – 27)

TOPIC: Program Consultation

NO CLASS THIS WEEK

TO DO LIST: <ul style="list-style-type: none">• Work on Program Plan Presentation	IN CLASS WE WILL: In lieu of class, you will meet with me for consultation on Zoom week 11 or week 12	DUE: None
---	--	--------------

Week 13 (November 28 – December 4)

TOPIC: Prevention, Early Intervention, Treatment Framework and Core Components (Competencies 6 – 9)

Prior to class on Wednesday, November 30 th : <ul style="list-style-type: none">• Read textbook, chapter 12	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings on your to do list• Free write	DUE: None
--	--	--------------

Week 14 (December 5 - 11)

TOPIC: Peer Interventions (Competencies 6 – 9)

Prior to class on Wednesday, December 7 th : <ul style="list-style-type: none">• Read textbook, chapter 13	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings on your to do list• Free write	DUE: None
---	--	--------------

Week 15 (December 12 - 18)

TOPIC: Family Interventions (Competencies 6 – 9)

Prior to class on Wednesday, December 14 th : <ul style="list-style-type: none">• Read textbook, chapter 14	IN CLASS WE WILL: <ul style="list-style-type: none">• Discuss readings on your to do list• Free write• Program Plan Presentations in small groups	DUE: Program Plan Presentation PPT due December 11 th Book Review (SW 587 only) due December 18 th
--	---	--

ASSIGNMENTS

Attendance and Engagement 140 points (Competency 1)

Ongoing.

- **Attendance (70 points)**

Attendance is expected.

- **Engagement (70 points)**

You are expected to engage in small group discussions fully prepared, engaged, and participatory. You will complete a weekly writing prompt during class time; noted as “free write” in the course schedule.

Documentary Film Analysis (60 points, Competencies 2, 3 and 4)

Due October 16th

The purpose of this assignment is to watch a documentary that explores one of the “at-risk” categories listed in the book (see chapters 6 – 10) and integrate concepts and content from the textbook. You may analyze one of the films assigned for class or choose your own doc to analyze and write about.

HINT: you may want to write about a documentary that aligns with your proposed program plan.

You will write a **4 page** minimum (SW 387) or **6 page** minimum (SW 587) paper (excluding the title and reference page) paper.

The following content will be included in the paper:

1. Title page this link provides the format and an example for the title page:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
2. Summary of the film (this should be half a page or so)
3. Reaction to the film (Agree or disagree with the premise? Did the film leave out key pieces of the issue? Does this film relate to your teaching practice?)
4. Connect concepts from the film to the content in chapters 1 and 2
5. Connect concepts from the film to content from chapters 3, 4, and 5
6. **SW 387** – Discuss the social work involvement with the issue(s) presented in the film.
SW 587 – Discuss your profession’s involvement with the issues and the implications for your professional practice
 - As this section is worth the most points, please make sure it is at least 1 – 2 pages in length (387) or 3 - 4 pages in length (587).
7. Provide 3 references* (**SW 387**) or 5 references (**SW 587**) beyond the textbook; be sure to include the textbook in your reference list. These additional references might include:
 - a. **SW 387** - One peer-reviewed article which analyzes a concept found in the film from the social work perspective (e.g., youth suicide); **you will have at least 1 reference like this.**
SW 587 – One peer-reviewed article which analyzes a concept found in the film from the social work perspective (e.g., youth suicide) **PLUS** one peer-reviewed article which analyzes a concept found in the film from your professional perspective.
 - b. A reputable newspaper article or newscast which highlights real-world experiences found in the film (**please use this type of source only once**)
 - c. A website that provides data or information around the topic(s) found in the film (CDC, Adolescent Health - <https://www.cdc.gov/nchs/fastats/adolescent->

[health.htm](#); SAMHSA, Youth and Young Adults - <https://www.samhsa.gov/brss-tacs/recovery-support-tools/youth-young-adults>; HHS, Adolescent Mental Health - <https://www.hhs.gov/ash/oah/adolescent-development/mental-health/adolescent-mental-health-basics/index.html>); CDC, Youth Risk Behavior Survey - <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>); **you will have at least 1 reference like this.**

You'll use the library to find research papers. Go here to start your search: <https://www.uwsp.edu/library/Pages/default.aspx>. Once you put in your search terms, you'll narrow your search by clicking on "Show Only Peer-reviewed" and "Resource Type – Articles." Then select your desired "Creation Date" to search for articles written within the last 10 years (maximum). Remember, this is a paper about a contemporary issue so be sure you're including contemporary sources.

Use in-text citations, including when you reference the textbook. Whenever you write about an idea that is not your own, please reference your source in your paper. If you have questions about in-text citations, please see here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

Provide a reference list in APA style; for guidance on writing an APA reference list see here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html

*Connect with me early on if you are struggling to find outside resources.

During weeks 2 – 6 we will discuss the documentary films so take good notes!

COVID-19 Notes and Small Group Discussion, 60 Points (Competency 1 and 4)

Facilitation notes due Tuesday night before your scheduled small group facilitation.

During weeks 9 – 11, which focus on "at-risk" categories, each of you will be responsible for facilitating a small group discussion about the category and how COVID-19 has impacted children and youth. The Tuesday evening before your scheduled facilitation, you will submit a document with the following information:

- A news clip or news article which details the issue
- A peer-reviewed research article which details how your profession is analyzing or intervening with the issue
- A brief summary of your facilitation notes or outline
- 8 to 10 questions that will guide your small group discussion

Prepare for a 30 – 45 minute discussion. You are free to use a PowerPoint to guide your facilitation but are not required to do so. The format of your facilitation will include:

1. An overview of the topic at hand. How has COVID-19 impacted children and youth with regard to your "at-risk" category.

2. Share a news article or news clip with your group; group members will take a few minutes to watch the clip or read the article
3. Share an overview of a peer-reviewed research article that you located which describes how social work, or your chosen profession, is managing the issue (interventions, prevention, analysis, etc.)
4. Once you have shared this information, you will facilitate a discussion using questions you have formulated.
5. This should be organic! See where the discussion takes your group and follow the interests of your group members.

Program Plan Consultation and Notes (40 points, Competencies 1, 2, 3, 5, and 8)

Notes due November 20th

Consultation will occur during week 11 or 12

Consultation and staff meetings with colleagues and mentors occur often in the social work and helping professions. The purpose of this assignment is to take content and concepts you learned from Module 3 (at-risk categories) and Module 4 (prevention, intervention, and treatment) and apply them to the issue(s) presented in your chosen documentary film. This assignment will give you the opportunity to articulate the issues explored in the film and present your ideas for the best path forward for prevention and intervention of the issues. A template and ideas for how to prepare for this conversation with me will be provided in Canvas.

The consultation (really, more like a conversation) will occur via Zoom during week 11 or 12. You will schedule a preferred time to meet with me in Zoom via a link I will provide in Canvas. We'll schedule for 30 minutes but the conversation will probably take approximately 15-20 minutes. Some of the documentaries present intervention and prevention plans as part of the film; please use the content from Part 4 in the textbook to come up with an original idea for your social work or chosen profession intervention plan.

Prevention / intervention Program Plan Presentation (100 points, Competencies 4, 5, and 8)

Slides due December 11th

Presentations will occur on Wednesday, December 14th in small groups.

Based upon your work thus far, and feedback provided during your consultation, you will create a presentation which contains your program plan. For the presentation you might consider using Microsoft Sway or PowerPoint found here:

<https://www.uwsp.edu/infotech/Pages/SoftwareSupport/Office-365-OneDrive.aspx>. Google slides (<https://docs.google.com/presentation/u/0/>) and Prezi (prezi.com) are also good options. *If you have another creative platform you wish to use to showcase your program plan, please check with me first, but any creative platforms will more than likely be acceptable.* If you are unsure of how to use these technologies, be sure to check in with me early on. We can discuss and problem solve.

Your presentation should follow the elements found in the program plan template to include:

1. The name of your program plan
2. An overview of the issue you are addressing

3. An overview of your program plan
4. How your program plan connects with concepts from the text
5. Link your program plan and issues in the documentary with at least one social policy
6. Conclusions

Be prepared to take about 15 – 20 minutes presenting your ideas. If using a presentation platform with slides, you should have a minimum of 10 slides. If using another platform, be sure to have the equivalent amount of information.

Book review (100 points, SW 587 students only)

Book choice due Sunday, September 18th

Book review due Sunday, December 18th

The purpose of this assignment is to explore current publications about emerging issues with children and youth related to your chosen profession.

You will write a 3 page minimum paper about the book. The book review will include the following sections:

1. Introduction
2. Summary of content
3. Analysis and evaluation of the book
4. Examination of the book as it relates to your teaching practice
5. Conclusion

More details about this assignment can be found in Canvas.

SW 387 Only - Council on Social Work Education Core Competencies

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.