This package contains model syllabi for both the face-to-face (SWK-S) and online (SWK-D) versions of the course. Use the version applicable to your teaching assignment, and be sure to delete the unused version and this cover page before distributing. Please direct any questions to your program director or coordinator.

Revision: August 2018

SWK-S 506 Introduction to the Social Work Profession (1 cr.)

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

The purpose of this course is to provide learners with the knowledge and understanding of the history and mission of the social work profession, the variety of possible social work fields of practice, the legal regulations of the profession, the value base and ethical frameworks that influence decision-making, the application of critical thinking, the development of self-awareness and the practice of self-care for social work practice. This is inclusive of skills and conduct for professional practice.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 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. Social workers recognize personal values and the distinction between personal and professional values. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective (CSWE, 2015 EPAS, p. 7).

Course Objectives

1. Understand the history, mission, roles, values, and ethics of the social work profession
2. Identify multiple fields of social work practice (micro and macro) and social service delivery systems
3. Understand the legal responsibilities and current regulation of social work practice nationally and in the state of Indiana
4. Comprehend, evaluate, and apply social work values and ethics
5. Understand the need for continuous critical reflection in relation to professional practice
6. Understand the need for professional judgment in all aspects of communication and behavior in social work practice

7. Understand the importance of critical self-awareness, self-reflection, and life-long learning

8. Understand the need to use supervision and consultation to guide social work practice and professional development

9. Understand the importance of self-care in the profession and identify self-care strategies

Required Texts

N/A

Course Content

This course prepares students to understand the various roles and obligations of MSW-level social workers working across the micro-to-macro continuum. Content will be included about legal regulations, social work ethics and values, and professional decision-making using a standardized ethical framework. Self-care strategies will be taught to help students prevent vicarious trauma and burnout. Students will learn how to critically self-reflect and allow social work ethics and values to guide professional decision-making.

The major evaluations of students' progress in accomplishing the learning objectives of this course are 1) the quizzes on module content, and 2) the final DEAL model reflection paper.

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas weekly at minimum.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: History of the Social Work Profession

Dates:

Assignments

Readings

McNutt, J. G. (2013). Social work practice: History and evolution. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press.

Stuart, P. H. (2013). Social Work Profession: History. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press.

Module 1 Readings Quiz

Module 2: Mission and Roles of the Social Work Profession

Dates:

Assignments

Readings

Lavitt, M. R. (2009) What is advanced in generalist practice? A conceptual discussion. *Journal of Teaching in Social Work, 29*(4), 461-473. doi: 10.1080/08841230903253267

Okpych, N. J., & Yu, J. L-H. (2014). A historical analyses of evidence-based practice in social work: The unfinished journey toward an empirically grounded profession. *Social Service Review*, 3-58.

Rothman, J., & Mizrahi, T. (2014). Balancing micro and macro practice: A challenge for social work. *Social Work, 59*(1), 91-93.

Module 2 Readings Quiz

Module 3: Fields of Social Work Practice & Social Service Delivery Programs

Dates:

Assignments

Readings

Mosley, J. E. (2013). Contexts/settings: Agencies and organizations in nonprofit settings. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press.

Stoesz, D. (2013). Contexts/settings: Corporate settings. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press.

Cnaan, R. A. (2013). Contexts/settings: Faith-based settings. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press.

Koney, K. M. (2013). Contexts/Settings: Interorganizational contexts. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press.

Lopez, S. A. (2013). Contexts/settings: Private/independent practice settings. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press.

Module 3 Readings Quiz

Module 4: Values & Ethics of the Social Work Profession

Dates:

Assignments

Readings

Congress, E. (2000). What social workers should know about ethics: Understanding and resolving ethical dilemmas. *Advances in Social Work, 1*(1), 1-26.

Lum, D. (2013). Culturally competent practice. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press.

National Association of Social Workers. (2008). *Code of ethics.* Retrieved from NASW Website - Code of Ethics

Module 4 Readings Quiz

Module 5: Legal Responsibilities & Current Regulations of Social Work Practice

Dates:

Assignments

Readings

Polowy, C. I., Morgan, S., Bailey, W. D., & Gorenberg, C. (2013). Confidentiality and Privileged Communication. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press.

Randall, A. D., & DeAngelis, D. (2013). Licensing. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press.

Reamer, F. G. (2013). Social Work Malpractice, Liability, and Risk Management. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press.

Module 5 Readings Quiz

Module 6: Critical Self-Reflection and Lifelong Learning

Dates:

Assignments

Readings

Fook, J. (2015). Reflective practice and critical reflection In J. Lishman (Ed.), *Handbook for practice learning in social work and social care, Third Edition: Knowledge and theory* (pp. 440-454). London: Jessica Kingsley Publisher.

Additional readings in Canvas Module 6

Module 6 Readings Quiz

Module 7: Self-Care and Self-Care Strategies

Dates:

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Assignments

Readings

Newell, J. M., & MacNeil, G. A. (2010). Professional burnout, vicarious trauma, secondary traumatic stress, and compassion fatigue: A review of theoretical terms, risk factors, and preventive methods for clinicians and researchers. *Best Practices in Mental Health, 6*(2), 57-68.

Additional readings in Canvas Module 7

Module 7 Readings Quiz

Self-Care Plan- due by November 27, 2017 at midnight

Module 8: Wrap-Up and Review

Dates:

Assignments

Readings

Overview of DEAL Model and Module 8 Highlights (in Canvas)

DEAL Reflection Paper

Assignments and Grading

Students can earn a total of 175 points in this course from the assignments below. More specific instructions for each assignment will be posted on Canvas. All written assignments should be typed, double spaced, in 12-pt font, and with one-inch margins on all sides and will be submitted electronically through Canvas.

Module Readings Quizzes (7 x 10 pts = 70 pts total) – Signature Assignment Part 1

There are 10 quiz questions at the end of each module to test the knowledge and application of readings and other module content. Each quiz is worth 10 points.

Self-Care Plan (30 pts)

At the end of Module 7, students will create a personalized self-care plan. This preliminary self-care plan will help students apply module content to plan for ongoing self-reflection and monitoring of personal reactions to social work experiences, and develop strategies for self-care during stressful times. The plan will also include a statement about how students intend to update their plan as their life circumstances change and develop.

DEAL Reflection Paper (50 pts) – Signature Assignment Part 2

The second signature assignment in this course is a 6-8 page DEAL reflection paper. For this paper, students will complete all module content and will be asked to summarize and reflect on their learning from the course. Thinking about all of the content covered in the modules, students will need to:

a. Describe their experience in the course and overall knowledge gained about the social work profession.
b. Examine and analyze their experience, integrating academic content from the course as well as personal experiences. Students should use a critical lens to analyze their assumptions about social work practice and professional behavior.

    c. Articulate what they have learned in the course by explaining what they learned, how they learned it, why it matters to them as a professional social worker, and how it will affect their future practice.

Online Discussion Participation (25 points)

A discussion forum will be created for each module with specific questions or points to address. After reading the assigned module content, you should post in the discussion forum for that module. Your posted comments or responses should reflect an understanding of the module content and readings and should help demonstrate your comprehension of the material. This posting should occur no later than the Wednesday prior to the last day listed for the module to allow for time for your classmates to respond. You should also respond to at least two other students' posts before the beginning of the next module. For example, for Module One, you should plan to complete your readings by noon on August 30th so you can post in the discussion forum by that date. Then, you should post at least two responses to classmates' comments between the 30th and the end of the day on September 4th when Module One ends.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite

meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.

SWK-D 506 Introduction to the Social Work Profession (3 cr.)

Course Information

Semester Year:	Spring 2017		**Instructor:**	XXXXX XXXXXXXXX
Section Number:	XXXXX		**Office:**	XXXX
Location:	XXXXX		**Email:**	XXXX
Day:	XXXXX		**Phone:**	xxxxx
Time:	XXXXX		**Office Hours:**	xxxxxxxxxx

Course Description

The purpose of this course is to provide learners with the knowledge and understanding of the history and mission of the social work profession, the variety of possible social work fields of practice, the legal regulations of the profession, the value base and ethical frameworks that influence decision-making, the application of critical thinking, the development of self-awareness, and the practice of self-care for the social work practice. This is inclusive of skills and conduct for professional practice.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 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 recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective (CSWE, 2015 EPAS, p. 7).

Course Objectives

1. Understand the history, mission, roles, values and ethics of the social work profession
2. Identify multiple fields of social work practice (micro and macro) and social service delivery systems
3. Understand the legal responsibilities and current regulation of social work practice nationally and in the state of Indiana
4. Comprehend, evaluate, and apply social work values and ethics
5. Understand the need for continuous self-reflection in relation to professional practice

6. Understand the need for professional judgment in all aspects of communication and behavior in social work practice

7. Understand the importance of self-awareness, self-reflection, and life-long learning

8. Understand the importance of self-awareness, critical self-reflection, and life-long learning

9. Understand the importance of self-care in the profession and identify self-care strategies

Required Texts

There are no required texts for this course; readings will be provided in Canvas.

Course Content

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

This course prepares students to understand various roles and obligations of MSW-level social workers working across the micro-to-macro continuum. Content will be included about legal regulations, social work ethics and values, and professional decision-making using a standardized ethical framework. Self-care strategies will be taught to help students prevent vicarious trauma and burnout. Students will learn how to critically self-reflect and allow social work ethics and values to guide professional decision-making.

The major evaluations of students' progress in accomplishing the learning objectives of this course are 1) the quizzes on module content, and 2) the final DEAL model reflection paper.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.

- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: Self-care & Self-care Strategies

Weeks 1 and 2

Overview

This module explains the importance of self-care in the social work profession and identifies self-care strategies to help students develop their own self-care plans.

Assignments

Readings

1) Newell, J. M., & MacNeil, G. A. (2010). Professional burnout, vicarious trauma, secondary traumatic stress, and compassion fatigue: A review of theoretical terms, risk factors, and

preventive measures for clinicians and researchers. *Best Practices in Mental Health, 6*(2), 57-68 (Canvas).

Individual Assignment
2) M1 Readings Quiz
3) Application: My Self-Care Plan

Module 2: Mission & Roles of the Social Work Profession
Weeks 3 and 4

Overview
This module provides an overview of the mission of the social work profession as defined by the *Code of Ethics of the National Association of Social Workers* and identifies key skills necessary to fulfill the profession's mission.

Assignments
Readings
4) Lavitt, M. R. (2009). What is advanced in general practice? A conceptual discussion. *Journal of Teaching in Social Work, 29*(4), 461-473 (Canvas).
5) Okpych, N. J., & Yu, J. L-H. (2014). A historical analyses of evidence-based practice in social work: The unfinished journey toward an empirically grounded profession. *Social Services Review*, 3-58 (Canvas).
6) Rothman, J., & Mizrahi, T. (2014). Balancing micro and macro practice: A challenge for social work. *Social Work, 59*(1), 91-93 (Canvas).

Individual Assignment
7) M2 Readings Quiz

Module 3: Fields of Social Work Practice & Social Service Delivery Programs
Weeks 5 and 6

Overview
This module examines how social workers are able to engage in social work practice despite the setting/diversified client and identifies various settings where social workers may become employed.

Assignments
Readings
1) Cnaan, R. A. (2013). Contexts/settings: Faith-based settings. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press (Canvas).
2) Koney, K. M. (2013). Contexts/settings: Interorganizational contexts. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press (Canvas).

3) Lopez, S. A. (2013). Contexts/settings: Private/independent practice settings. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press (Canvas).

4) Mosley, J. E. (2013). Contexts/settings: Agencies and organizations in nonprofit settings. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press (Canvas).

5) Stoesz, D. (2013). Contexts/settings: In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press (Canvas).

Individual Assignment

6) M3 Readings Quiz

Module 4: History of the Social Work Profession

Weeks 7 and 8

Overview

This module provides an overview of the history and evolution of the social work profession, including the history of the dual focus of social workers on micro and macro interventions.

Assignments

Readings

1) McNutt, J. G. (2013). Social work practice: History and evolution. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press (Canvas).

2) Stuart, P. H. (2013). Social work profession: History. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press (Canvas).

Individual Assignment

3) M4 Readings Quiz

Module 5: Values & Ethics of the Social Work Profession

Weeks 9 and 10

Overview

This module reviews some of the basic concepts and issues associated with the National Association of Social Workers *Code of Ethics*.

Assignments

Readings

1) Congress, E. (2000). What social workers should know about ethics: Understanding and resolving ethical dilemmas. *Advances in Social Work, 1*(1), 1-26 (Canvas).

2) Lum, D. (2013). Culturally competent practice. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press (Canvas).

3) National Association of Social Workers. (2008). *Code of ethics* (Canvas).

Individual Assignment
4) M5 Readings Quiz

Module 6: Legal Responsibilities & Current Regulation of Social Work Practice
Weeks 11 and 12

Overview
This module touches upon social work licensure requirements and provides an overview of some of the most crucial legal mandates and regulations affecting the field of social work.

Assignments
Readings
1) Polowy, C. I., Morgan, S., Bailey, W. D., & Gorenberg, C. (2013). Confidentiality and privileged communication. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press (Canvas).

2) Randall, A. D., & DeAngelis, D. (2013). Licensing. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press (Canvas).

3) Reamer, F. G. (2013). Social work malpractice, liability, and risk management. In T. Mizrahi & L. E. Davis (Eds.), *The encyclopedia of social work*. New York, NY: National Association of Social Workers and Oxford University Press (Canvas).

Individual Assignment
4) M6 Readings Quiz

Module 7: Critical Self-Reflection & Lifelong Learning
Weeks 13 and 14

Overview
This module explains the relevance of and relationship among critical reflection, self-awareness, and life-long learning in the social work profession and introduces key tools that are available to foster your thinking and learning within the scope of the social work profession.

Assignments
Readings
1) Jivanjee, P., Pendell, K. D., Nissen, L., & Goodluck, C. (2015). Lifelong learning in social work: A qualitative exploration with social work practitioners, students, and field instructors. *Advances in Social Work, 16*(2), 260-275 (Canvas).

2) Kondrat, M. E. (1999). Who is the "self" in self-aware: Professional self-awareness from a critical theory perspective. *Social Service Review, 73*(4), 451-477 (Canvas).

3) Lay, K., & McGuire, L. (2009). Building a lens for critical reflection and reflexivity in social work education. *Social Work Education, 19*(September), 1-12 (Canvas).

Individual Assignment

4) M7 Readings Quiz

5) Signature Assignment: DEAL Reflection Paper

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a wordprocessor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. M1 Readings Quiz (Individual Assignment)
   a. DUE: ....February 1, 2016
   b. Points: ....10 points

2. Application: My Self-Care Plan (Individual Assignment)
   a. DUE: ....February 1, 2016
   b. Points: ....30 points

3. M2 Readings Quiz (Individual Assignment)
   a. DUE: ....February 1, 2016
   b. Points: ....10 points

4. M3 Readings Quiz (Individual Assignment)
   a. DUE: ....February 1, 2016
   b. Points: ....10 points

5. M4 Readings Quiz (Individual Assignment)
   a. DUE: ....February 1, 2016
   b. Points: ....10 points

6. M5 Readings Quiz (Individual Assignment)
   a. DUE: ....February 1, 2016
   b. Points: ....10 points

7. M6 Readings Quiz (Individual Assignment)
   a. DUE: ....February 1, 2016
   b. Points: ....10 points

8. M7 Readings Quiz (Individual Assignment)
   a. DUE: ....February 1, 2016
   b. Points: ....10 points

9. Signature Assignment: DEAL Reflection Paper (Individual Assignment)
    a. DUE: ....February 1, 2016
    b. Points: ....50 points

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A   93%   Excellent, Exceptional Quality

A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.

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